



Odyssey STEM Academy
Scholar Handbook
2020 – 2021

Welcome to Odyssey STEM Academy

Our Story

In the spring of 2017, the Paramount Unified School District launched an ambitious undertaking: to reimagine high school. The High School Promise Initiative sparked a district-wide renewed commitment to more equitably prepare scholars for the demands and opportunities of college, career, and life in the 21st century. In concert with the district's ambitious Strategic Plan, the High School Promise Initiative has been the catalyst for creating new opportunities for raising scholar achievement to new heights, including the launch of a new small high school focusing on science, technology, engineering and math (STEM) – Odyssey STEM Academy.

Our Mission

Odyssey STEM Academy empowers learners by awakening their curiosity and passion to transform themselves and the world.

Our Approach

The Odyssey Design Principles below provide current and future Odyssey community members navigation tools for the journey ahead. All Odyssey community members are learners, thus *the word learner throughout the document refers to all members of the school community – scholars, staff, families, and mentors.*

Equity

Our community of learners celebrates the uniqueness of each individual. Systems and structures designed for equitable access to programs and opportunities ensure academic and social-emotional well-being for all. Meaningful ties among community members foster a trusting, caring, and mutually respectful culture. Intentionally diverse and integrated learning environments create a community-wide culture of achievement so that learners thrive in a multicultural, global society.

Learner-Centric

Agency, managing one's own learning, is cultivated through a collaborative school-wide culture that is intellectually challenging. Learners progress on a pathway unique to them. They co-construct purposeful learning experiences, monitor their progress towards learning goals, and determine how to exhibit their depth of knowledge and skill. Time and tailored support empower learners to meet high expectations in a safe learning environment that fosters innovation.

Authentic Work

Learners engage in authentic work that matters to them and the outside world. They use inquiry to design projects to tackle society’s greatest STEM challenges. Literacy, numeracy, content knowledge and skills are strengthened through connections to meaningful, culturally relevant experiences across all disciplines. Intentional use of technology ignites anytime, anywhere learning. Learners make their thinking visible by curating and sharing their work with authentic audiences.

Learning Beyond Classroom Walls

Through multiple internships and authentic projects, learners become contributing partners in their work with industry professionals. Internship projects connect to learner interests and deepen understanding throughout the curriculum. Through this work, learners navigate systems, build relationships, and establish a professional network. The mutually beneficial relationships result in academic growth and character development.

Family Engagement

Empowering learners to reach their full potential requires the combined effort of scholars, staff, families, and the community. Communication reaches beyond the standard parent-teacher conference to include families as valued and trusted participants in the learning process. Recognizing, understanding, and valuing individual backgrounds and life experiences contributes to learners’ positive socio-emotional and academic growth.

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A. Glossary

Term	Definition
Advisor	The “teacher”
Advisory	Daily class that emphasizes relationship building, career exploration, and internship project planning
AltSchool	Partner organization that designs and hosts the online platform that organizes studio learning.
Big Picture Learning	Partner organization that supports advisory, internship, and interest-based learning work
Cohort	Group of about 36 scholars who take courses together throughout the year
Competency	Descriptions of expected understandings, skills, and behaviors

CSAT	Comprehensive Scholar Assistance Team – a group of adults who check on scholars’ progress and make they you are successful
Exhibition	End of unit scholar presentation to demonstrate learning
Exploration (Wednesdays)	Time for interest-based activities like ASB, debate, or rock painting.
ImBlaze	The database scholars use to search for internships, and log hours (attendance) when at theirs
IMP	Interactive Math Program – your math curriculum or “textbook”
Internship (Tues/Thurs during internship season)	A scholar’s “job” that selected based on interests
Learning Cycle	Learning throughout the year is broken into 3 trimesters. Each trimester is referred to as a Learning Cycle.
Learning Goal	Interdisciplinary method for organizing competencies. The learning goals are Communication and Collaboration, Empirical Reasoning, Quantitative Reasoning, Social Reasoning, and Personal Qualities
Learning Plan	Plan that is written by the scholar with input from their advisor, parents, mentor, and peers. The Learning Plan drives the scholar’s learning for the Learning Cycle and includes the scholar’s vision, goals, and project work.
Late Start	Every first Wednesday of the month, school will begin at 9:44 to give advisors the time to plan and learn together.
Level Up	Moving up the next grade level after demonstrating proficiency on relevant competencies.

Makerspace	Large classroom that houses equipment and materials to design and build projects
Mentor	A scholar's "boss" at during internship, an onsite mentor teaches a crash lab, offering, how to use a tool, or teaches a skill. A mentor can also be an expert in a field that scholars seek help from.
Milestone	Competency clusters
NuVu	Partner organization that designs and supports projects.
Pathway	The sequence of courses taken in high school.
Performance Assessment	A way to demonstrate learning by completing tasks that require scholars to show what you know.
Performance Level	How proficiency is labeled. There are four levels: emerging, developing, proficient, advanced.
Pillar	Odyssey's foundation for developing character: Strong Mind, Strong Heart, Strong Will.
Studio	A hands-on interdisciplinary classroom or the trimester-long project that begins in the makerspace.
Village	Group of 72 scholars who share the same advisors. There are two cohorts in every village.

B. Schedules

The structures at Odyssey are intentionally designed to support relationship building, interdisciplinary interest-based learning, and strong support systems for all learners.

Office Hours

Monday-Friday: 8:00 a.m. – 4:30 p.m.

Daily Schedules

REGULAR SCHEDULE Monday, Tuesday, Thursday, Friday

Advisory	8:50 AM	10:25 AM
Period 1	10:30 AM	12:00 PM
Lunch	12:05 PM	12:35 PM
Period 2	12:35 PM	2:05 PM
Period 3	2:10 PM	3:40 PM

LATE START DAY

Advisory	10:50 AM	11:55 AM
Lunch	12:00 PM	12:30 PM
Period 1	12:30 PM	1:30 PM
Period 2	1:35 PM	2:35 PM
Period 3	2:40 PM	3:40 PM

REGULAR SCHEDULE Wednesday

Period 1	8:50 AM	10:25 AM
Advisory	10:30 AM	12:00 PM
Lunch	12:05 PM	12:35 PM
Period 2	12:35 PM	2:05 PM
Period 3	2:10 PM	3:40 PM

MINIMUM DAY

Advisory	8:50 AM	9:40 AM
Period 1	9:45 AM	10:40 AM
Period 2	10:45 AM	11:40 AM
Period 3	11:45 AM	12:40 PM
Lunch	12:40 PM	1:10 PM

Sample Scholar Schedule

Village A (72 Scholars)

	Day	Block I 8:42-10:15	Block II 10:20-11:53	Block III 12:28-2:01	Block IV 2:06-3:39
Camila Cohort I (36 Scholars)	Monday	Advisory	Math Studio	Innovation Studio	
	Tuesday	Advisory	Math Studio	Humanities Studio	
	Wednesday	Math Studio	Advisory	Humanities	STEM Studio
	Thursday	Advisory	Math Studio	Innovation Studio	
	Friday	Advisory	Math Studio	STEM Studio	

Juan Cohort II (36 Scholars)	Monday	Advisory	Math Studio	Humanities Studio	
	Tuesday	Advisory	Math Studio	Innovation Studio	
	Wednesday	STEM Studio	Advisory	Math Studio	Humanities Studio
	Thursday	Advisory	Math Studio	STEM Studio	
	Friday	Advisory	Math Studio	Innovation Studio	

Village B (72 Scholars)					
	Day	Block I 8:42-10:15	Block II 10:20-11:53	Block III 12:28-2:01	Block IV 2:06-3:39
Jorge Cohort I (36 Scholars)	Monday	Innovation Studio		Math Studio	Advisory
	Tuesday	Humanities Studio		Math Studio	Advisory
	Wednesday	STEM Studio	Advisory	Math Studio	Humanities Studio
	Thursday	Innovation Studio		Math Studio	Advisory
	Friday	STEM Studio		Math Studio	Advisory

Maria Cohort II (36 Scholars)	Monday	Humanities Studio		Math Studio	Advisory
	Tuesday	Innovation Studio		Math Studio	Advisory
	Wednesday	Math Studio	Advisory	Humanities Studio	STEM Studio
	Thursday	STEM Studio		Math Studio	Advisory
	Friday	Innovation Studio		Math Studio	Advisory

C. It Takes a Village

Personalized learning is cultivated through a collaborative school-wide culture that results in a shared ethic of excellence. Each scholar is known well by their advisors and mentors beyond academic work. Scholars progress on a learning pathway unique to them, where they are challenged intellectually to

acquire the knowledge, skills, and habits that will prepare them for the future and they are provided with the time and tailored support to meet high expectations.

Scholars build close personal relationships with an advisor and a group of fellow classmates throughout high school. Advisory becomes the heart and soul of the school where close personal relationships often last beyond graduation. Advisors serve as the primary point of contact for the scholar's family.

Pillars

Building and nurturing relationships among scholars, families, community, and staff is essential to our culture of achievement. Our pillars are at the core of our success in academics and life. They provide us with a framework to proactively and intentionally teach scholars the skills they need to be responsible, respectful, ethical, and compassionate world citizens. Scholars and school staff work together throughout the school year to gain a deeper understanding of the pillars. Our pillars include:

- **Strong Mind**
 - Curiosity
 - Zest
- **Strong Heart**
 - Purpose
 - Social Intelligence
 - Gratitude
- **Strong Will**
 - Grit
 - Self-Control
 - Growth Mindset

Advisory

The main purpose of advisory is to create and build positive relationships between scholars, as well as between advisors and scholars. Advisory topics will focus on creating community, career exploration, internship planning, learning plan development, academic advisement, postsecondary planning, and social and emotional learning. Advisors will also serve as the primary point of contact for the scholar's family. Advisory activities include:

Circle Time- A key part of advisory is circle time. Often circle time is used to share about weekends, good news, bummers, questions, and brags. Sometimes it is a space for the advisor to ask a question and each scholar answers. Many advisories have a talking piece (a rock, stuffed animal etc) that is used so that no one interrupts. This is where the bonding happens.

Internship Management – During advisory, scholars will explore their own interests and passions, research related industry in the community, and establish their internships. During the internship session, scholars will develop an internship project that benefits both themselves and their internship site. This project will be managed during advisory.

Organization- Odyssey STEM Academy is training scholars for the real world. One thing that most successful adults have in common is organization. Because of the nature of our schedule at Odyssey, it is essential that scholars maintain an online calendar for recording meetings, appointments, and task lists.

Time Management- Scholars will learn to get used to managing their time independently. There are no bells to force scholars to move on to their next studio or internship responsibility.

Team and Trust Building - A crucial part of advisory, especially in the beginning, is getting to know each other without it feeling forced or contrived. Ideas: advisory breakfast, secret buddy, pictionary, CatchPhrase, Two truths and a lie, Name that tune, trivia

Journaling - Many advisories include journaling as a regular activity. They put guiding questions on the board and encourage the kids to write. The questions might start out as light-hearted and then eventually get more serious. The kids can share, or not. Journaling for scholars can be quite often cathartic.

Current Events- Keeping scholars connected locally and globally is important as they mature into adulthood. Advisories may choose to watch a scholar news show, have scholars bring in current event articles to discuss, or even host an issues and controversies debate. Another idea is a Friday roundtable. The advisor poses a statistic, question or shocking fact relating to a news story and the kids unpack it and discuss it. Sometimes the article needs to be read ahead of time, and other times the story is popular enough that it can be discussed straight away.

Autobiography- The advisor facilitates the writing of this, the checkpoints, the editing and the turn in.

School Issues- Inevitably, there will be issues with the school culture and discussing the problem needs to be done in advisory. Someone feels wronged or there was an incident at school; it is in advisory that you gather in a circle and discuss it.

Announcements/Nuts and Bolts- Advisory is where announcements take place, labs are suggested, schedule changes happen, ASB makes their announcements etc.

Family Engagement

Empowering learners to reach their full potential requires the combined effort of staff, parents, and the community. Communication reaches beyond the standard parent-teacher conference to include parents and families as valued and trusted participants in the learning process. Recognizing, understanding, and valuing individual backgrounds and life experiences contributes to learners’ positive socio-emotional and academic growth.

Some examples of family engagement opportunities include:

Family Engagement Opportunities	
Cookies with Keith and Becky	Monthly meetings with administration to connect, ask questions, and share ideas.
Exhibition	Parents serve as panel members during scholar presentations of learning
DELAC/ELAC	Parents of English Learners who advise on educational programs
Focus Groups	Special teams that come together to provide feedback and ideas about specific projects or needs
Mentoring	Parents can serve as internship mentors or help secure internship opportunities for scholars
Parent University	Series of courses about school structures, college planning, and how to support your scholar at home
Parent Volunteers	Volunteer to plan special events and chaperone during field trips
PTA	Organization that raises money and supports school activities
School Site Council	Elected school organization that develops a site plan for scholar success

D. Equity for All

Our community of learners celebrates the uniqueness of each individual and provides equitable access to programs and opportunities while promoting academic and social-emotional well-being for all. Meaningful ties among community members foster a trusting, caring, and mutually respectful culture. Intentionally diverse and integrated learning environments create a community-wide culture of

achievement so that each learner thrives in a multicultural, global society. Our team is making a bold statement; we believe all scholars can meet and exceed learning expectations in all coursework, given appropriate time and support.

Single Pathway

Odyssey STEM Academy offers what is known as a “single pathway” curriculum. In this program, all scholars are enrolled in the same coursework at each grade level. The different perspectives that scholars bring to such a diverse classroom create a rich, open learning environment. Advisors develop lesson plans, projects and materials to give scholars “multiple points of entry” to the curriculum. For example, advisors will utilize different modes of instruction such as project-based learning, workshop sessions, small group discussion, individual research and writing so that every scholar finds a way to engage with the material. Academic support is tailored to each scholar. Scholars requiring more time and help to learn the knowledge and skills are provided additional opportunities. Additional complexity is provided to scholars seeking more challenge. The single pathway curriculum is designed to incorporate all the coursework/credits each scholars will need in order to meet the UC/CSU A – G Requirements. In other words, every scholar that successfully completes the curriculum will be eligible for entrance into any four-year university.

COMPETENCY-BASED LEARNING

Each scholar is a unique individual with knowledge, skills, and dispositions developed through learning experiences inside and outside school since birth. Everyone learns some things quickly and other concepts through struggle and perseverance. Scholars possess a distinctive learner profiles with strengths and challenges unique to them. When Odyssey learners, scholars and advisors alike recognize and value that struggle as a natural part of getting better at something, our culture of achievement becomes stronger. Each-and-every learner on campus holds himself or herself and each other accountable for developing a growth mindset that seeks many ways to grow their abilities, recognize that they need help, and seek out new strategies.

Developing a growth mindset in our learners means deepening our own curiosity and understanding of what scholars know and are able to do. Personalized learning requires educators to adapt their methods in response to individual learning needs. Some things must be flexible: where and how scholars learn, how much time scholars need to deeply understand, and how scholars connect new learning to the world. High expectations and Learning Goals, for each learner, however, are not negotiable. All scholars will reach Learning Goal expectations by the end the year.

LEARNING GOALS

Our Graduate Profile defines the understandings, skills, dispositions, and habits of mind we expect our scholars to develop so they are empowered to compete and prosper in the 21st century. Scholars will demonstrate competency in these areas with evidence unique to their personalized learning pathway.

They will hone the interpersonal, intrapersonal, and intellectual strengths required to innovate, inspire, and excel. When our scholars graduate, their learning portfolio demonstrates excellence in the following learning goals.

Communication and Collaboration

Scholars are confident, respectful communicators. They initiate conversations and participate effectively in a range of collaborative discussions with peers and adults to build understanding of concepts and ideas and complete authentic tasks and projects.

Empirical Reasoning

Scholars observe phenomena, generate their own questions, design and conduct investigation, and construct and defend arguments as contributing members of society.

Quantitative Reasoning

Scholars make sense of quantitative phenomena by constructing viable arguments, justifying their thinking, and generalizing understandings to solve real-world problems.

Social Reasoning

Scholars understand diverse perspectives and engage with critical issues of the past and present to examine their impact on society. They use their understanding of local, state, and world policies to become active participants in local, national, and global communities.

Personal Qualities

Scholars possess the habits of mind to achieve their goals for the future. They are curious and express a joy for learning. They feel a sense of responsibility to make a contribution both at the local level and in the wider world.

MILESTONES

A scholar's academic journey and growth does not follow a straight path. Instead, their learning accelerates and slows throughout high school and life. They need clear markers along the way and specific, helpful, and kind feedback from peers, advisors, mentors, and families to know what comes next in their learning. Milestones provide direction and describe expectations. They are summary statements of scholar learning that cluster competencies within a Learning Goal.

During end of trimester exhibitions, advisors review a portfolio of evidence related to each milestone to determine scholar progress and provide scholars and parents with a report that details a scholar's growth.

COMPETENCIES

Daily academic targets guide day-by-day teaching and learning. When a learner leaves a studio class and school day, they reflect on smaller goals known as competencies. They gather scholar work evidence aligned to competencies and reflect and refine their daily, weekly, and monthly projects, writing,

laboratories, and assessments. Advisors and scholars determine milestones and learning goal performance levels based on evidence of competency.

Advisors review a scholar’s work evidence to determine daily and weekly progress and meet with scholars to discuss next steps. Advisors and scholars are able to “stream” progress to families.

ANNUAL LEARNING GOAL

Empirical Reasoning

Scholars observe phenomena, generate their own questions, design and conduct investigation, and construct and defend arguments as contributing members of society.

TRIMESTER MILESTONE

Design and Conduct Investigations

I can experience phenomena, make observations, and collect data through investigations.

Phenomenon Observation and Questioning

Observes phenomena using senses and instruments enhancing these senses. Poses questions or defines problems about phenomena that can be tested, distinguishing between an empirical question and a non-empirical question.

Constraints and Specifications

When defining questions or problems, asks questions about the constraints and specifications of possible solutions.

**LESSON
COMPETENCY**

Experimental Design

Designs an investigation that isolates variables and uses controls to produce data that is used to answer questions about a phenomena.

Empirical Investigations

Designs empirical investigations to collect data. Determines what data to collect, what tools are appropriate for collection of data and how measurements will be recorded. Decides how much data is needed to produce reliable measurements, to show a pattern or trend, or to show a relationship between variables.

SCHOLAR LEARNING EXHIBITIONS

Each trimester, scholars will present evidence to advisors, families, and mentors demonstrating their progress toward meeting learning milestones. Scholars’ advisors will examine and evaluate scholar work evidence to determine 12, 24, and 36-week progress toward meeting milestones. Families are integral partners of a scholars’ learning journey and as such, they play an important role during the exhibition process.

PROGRESS REPORTS AND PERFORMANCE LEVELS

Trimester progress reports sent home to families via an online platform called AltSchool. This platform provides families narrative and graphic representations of learning, not letter grades, that demonstrate progress towards milestone proficiency. Scholars and advisors will use progress reports to develop individual scholar goals and next steps.

Trimester reports will represent scholar academic and personal qualities development using the following learning development scale – Emerging, Developing, Proficient, and Advanced. Using a learning scale, instead of letter grades, provides scholars and families a deeper understanding of their progress toward expectations and develops a growth mindset that holds scholars accountable for seeking out ways to grow their abilities, recognize where they need help, and seek out new strategies.

Performance Level Descriptors

Emerging	Partially met expectations
Progressing	Approaching expectations
Meeting	Met expectations
Advanced	Exceeded expectations

Progress reports and performance levels illustrate what scholars know and are able to do. Scholars have the non-negotiable responsibility to demonstrate learning in all relevant competencies. Scholars will progress through multiple drafts and iterations until achieving proficiency. This means:

- ✓ Practice and homework is not considered.
- ✓ Extra credit is not given and considered.

Inappropriate scholar behavior will result in actions to correct their behavior though Restorative Practice but not factored into scholar academic performance. Examples include:

- ✓ Turning in late work.
- ✓ Plagiarism.
- ✓ Volunteering in class.

LETTER GRADES

Competency-based learning values a scholar's growth toward non-negotiable expectations. Scholars will receive letter grades on an end of year report card. A scholar's grade represents the degree to which a

scholar demonstrates proficiency on each learning goal. Advisors will determine a course letter grade using a scholar’s body of work as evidence. They will consider scholar growth throughout the year and not use points to determine an overall percentage. Scholars must demonstrate proficiency in all relevant competencies to earn a letter grade of C or better.

Individual course grades align to the Learning Goals as follows:

Learning Goal	Course Grade
Communication and Collaboration	English Language Arts; Fine Arts; Spanish
Empirical Reasoning	Science
Quantitative Reasoning	Mathematics
Social Reasoning	History / Social Science
Multiple Learning Goals	Internship; Advisory; Entrepreneurship
Personal Qualities	Does not factor into course letter grades

For example, science studio advisors will determine physics, chemistry, and biology grades using scholar performance on Quantitative Reasoning evidence.

LEVELING UP

Scholars not earning a C or better letter grade on their end of year report card due to their proficiency level at the end of the school year will earn an incomplete (Letter “I”) on their report card. They are required to continue working toward meeting proficiency on emerging or developing performance level competencies. They will develop a support plan and timeline with their advisors and family. They must meet proficient levels on emerging or developing competencies by the end of the first 6 weeks in the next academic school year. Not meeting a proficiency level on a relevant competency will result in the scholar earning a failing grade in the course. They are at risk of not leveling up (advancing) to the next grade level.

GRADE IMPROVEMENT

Scholars earning a course letter grade of C or B may petition their studio advisor and school administrator to continue working towards improving the letter grade in a course. Approved petitions will result in writing a plan for success with a specific timeline not to exceed fourteen days after the last day of school. The scholar work generated from the success plan will be evaluated to determine proficiency level and potential grade change.

CLEARING AN INCOMPLETE GRADE

This process is designed for scholars who ended the year with Emerging and Performing performance levels. Scholars must attend summer school for up to four weeks. If an Incomplete grade is not cleared by the end of summer school, the scholar must submit additional evidence by the first six weeks of the next school year. If the Incomplete grade isn’t improved by the end of the first six weeks of school, the “Incomplete” will turn into an F on the transcript and the scholar may need to retake the entire course.

Comprehensive Scholar Assistance Team

Comprehensive Scholar Assistant Teams (CSAT) serves as an “early warning system.” CSAT is a systematic process for identifying scholars in need of additional academic, attendance, behavioral, or social-emotional interventions, and for linking scholars with the supports available to reduce the barriers to learning and increase their school success. Advisors, school staff members, and/or family members may refer scholars to CSAT. Scholars may also self-refer. The CSAT team, comprised of classroom advisors, a school administrator, the school social worker, and other school personnel, met bi-weekly to develop specialized plans for identified scholars, implement appropriate interventions, and monitor their progress.

Why Scholars

We refer to Odyssey students as scholars. Why? Similar to scientists, mathematicians, historians, and artists, our scholars engage in deeper learning tasks that require them to seek out and attain new knowledge, apply what they have learned, and build upon that information to find solutions and to innovate. Learning to read, write, think, and behave like scholars is at the heart of success in college, 21st century careers, and civic life.

Scholars think beyond their discipline. Learning can no longer stop when exiting the individual classroom door. Meaningful solutions to complex issues such as feeding, fueling, or healing the world require interdisciplinary thinking across local, national and global contexts. Odyssey scholars read, write, and think about interdisciplinary concepts and systems. Our scholars engage with professional mentors and serve internships with them. As a result, our scholars are expected to transfer their knowledge from one discipline to another.

Scholars spend a lifetime learning. They experience emotions such as passion, confusion, pride, frustration, and wonder. They prioritize the advancement of skill and understanding above ego. When they encounter difficulty or setbacks, they reflect, analyze, seek support, and move forward toward their learning goal. Odyssey scholars cultivate important skills for self-guided learning.

Our students are scholars. It is one powerful way we inspire positive beliefs about academic work and their future. We do not view high school as practice for the future. Instead, the future is a journey that starts now, in high school, at Odyssey STEM Academy.

E. Assessment for Learning

Performance Assessment

A performance task is a tool for gathering evidence of learning. Scholars will engage in three interdisciplinary projects throughout the year. These projects require scholars to focus on an area of interest, conduct research, prototype, iterate, and document the evolution of their project and their learning.

Example Design Challenge: Scholars will design and construct prototypes of robots to rethink how extreme and difficult terrains are traversed. Working in teams of two, groups will take a deep dive into the inner biological workings of unusual creatures, plants, and processes that will inspire the development of their robots.

STEM

- Apply the studio design process.
- Describe and analyze physics principles.
- Create a scaled, three-view and isometric blueprint of their model. The blueprint must include all relevant measurements of the parts that will make up the model.
- Cut out and construct a model of the mechanical system using a laser cutter and shop tools.
- Design an investigation with variable and controls to test the model.

Humanities

- Research biomimicry and write a project proposal.
- Write a technical report that includes a description of the action of the model with all appropriate kinematics, Newton's Laws, and momentum principles hypothesizing the motion.



- Maintain a reflection journal including the results from testing and the changes that were made to improve the performance of the model.

Leaving to Learn

- Showcase the final model in an exhibition format where scholars present their development process and performance to community and industry members.

Exhibitions

Exhibitions are one of the key distinguishers that makes Odyssey unique. Instead of multiple choice tests, scholars are assessed through performance based assessments and public displays of learning that track their growth and progress in the scholar's area of interest. Assessment is individualized to the scholar and the real-world criteria of their work. While scholars meet individually with their advisors to evaluate the specific learning targets of their projects, exhibition is the time when they make the case to their parents, mentors, advisor, staff and peers for what they have learned , throughout the year, how they have grown, and what progress has been made in relation to the Graduate Profile.

Learning Cycle 1 (November) exhibition is a panel exhibition. Scholars present evidence of what they have learned during the cycle. The panel asks questions and provides feedback and assessment of the learning cycle.

Learning Cycle 2 (March) exhibition is a gallery exhibition. Scholars publically display a project that demonstrates their strongest design-thinking work. They also provide a portfolio of all of their other work from the cycle. Parents, mentors, advisors, staff, peers and other interested community members visit the "gallery" of displays and ask scholars questions about their displayed work and work in their portfolio.

Learning Cycle 3 (June) exhibition is a panel exhibition, but it is also the Level-Up/Gateway/Graduation exhibition for most scholars. The format changes and the scholars' focus is to not only celebrate their work but to also demonstrate meeting the requirements and being ready for the next level.

Requirements

- Completion of 3 Exhibitions each year. Scholars and their parents participate in each exhibition.
- Exhibition Portfolio at each exhibition with all required elements
- Participation as a scholar evaluator in other scholars' exhibitions
- Post-exhibition Reflection
- Additional requirements as specified for each type of exhibition

F. Learning Studios

Learners engage in authentic work that matters to them and the outside world. They use inquiry to design projects that develop solutions to society's greatest STEM challenges. Literacy, numeracy, content knowledge and skills are strengthened through connections to meaningful, culturally relevant experiences across all disciplines. Intentional use of technology ignites anytime, anywhere learning. Learners make their thinking visible by curating and sharing their work with authentic audiences. Scholars present multiple exhibitions each year and discuss their growth with staff, parents, peers, and mentors.

Technology

The Odyssey STEM Academy learning environment is dynamic, flexible and tailored to scholar's individual needs. An HP laptop will be checked out to each scholar for the school year. Success at Odyssey depends on knowing how to effectively use technology to ignite learning so it is each scholar's responsibility to take care of the device to make sure it is working optimally. Scholars' use of laptops on campus is not optional. Without it, scholars are unable to communicate and access the learning environment.

Curriculum

The Odyssey STEM Academy curriculum, based on the National Academy of Engineering Grand Challenges, will engage scholars in society's most challenging issues such as artificial intelligence, personalized medicine, and urban infrastructure renewal. The 14 challenges are clustered in four cross-cutting themes: Sustainability, Health, Security, and Joy of Living. Addressing the challenges will require scholars to apply a multidisciplinary approach to learning. They will read, write, think and behave like explorers, artists, inventors, and entrepreneurs with curiosity and creativity. They will lead with cultural competence and social consciousness and human-centered design solutions by first setting aside their own assumptions about the world to gain insight into their users and their needs.

Advisory

Advisory is a Pass/Fail, five credit course that works in conjunction with Leaving to Learn (LTL) serving as a foundation for scholar-centered learning and can be used to support scholars through various personal and academic challenges in the classroom and in the world. During advisory, scholars explore, design, and reflect on their LTL internships. The advisory model also supports the development of school's values by providing a systematic approach to engaging scholars and advisors in developing a positive school community through targeted activities and restorative practices that allow scholars to explore their own

interests and identity, build strong relationships with each other, and turn challenges into learning opportunities.

Credits: 5

Internship

Leaving to Learn (LTL) is a twelve-week Pass/Fail course that works in conjunction with advisory, aimed at making education more relevant and engaging. While the primary purpose of a scholar's LTL experience is to build knowledge, understanding, and skills in the context of authentic work, each scholar learns through pursuing his or her own interests and passions. LTL offers a framework for advisors and mentors to gain awareness of and validate the learning that occurs around these interests outside of school. By extending the educational process beyond the walls of the classroom, scholars are encouraged to take responsibility for their own learning and become inspired life-long learners. Emphasis is placed on scholar-designed project work that is relevant and useful to the internship site. In this way, the experience benefits the mentor and internship site as well as providing "real-world" experience for the scholar intern. The role of the school-based educator is to assist the scholar intern and mentor in developing authentic project work so that learning becomes visible.

Credits: 5

Mixed Media Art Studio (Innovation Studio)

Mixed Media Art Studio is Odyssey STEM Academy's Career and Technical Education (CTE) course in the Design, Media, and Visual Arts pathway. The course emphasizes innovation, exploration, tool-use, and individual and group problem solving. Scholars begin the course with an initial exploration of the fundamentals in art and design, such as the elements of art, the principles of design, and the Studio Habits of Mind. Scholars then apply these foundational concepts and dispositions as they create projects of increasing complexity in two dimensions then expanding to three dimensions. Using a huge variety of materials from paper, paint, graphic design software, wood, plaster, metal, clay, and fiber, scholars will have access to a range of high and low tech equipment, hand tools and power tools. As scholars build, make, and develop they will learn about the true power of collaboration, community, complexity and about themselves. Mixed Media Art Studio is a ten credit course taught over a two year span.

Credits: 10

Design Thinking: ELA 1-2 - Humanities Studio

Design Thinking: ELA 1-2 serve as the foundation for all subsequent courses at Odyssey STEM Academy that involve reading, analyzing and writing, providing scholars with the tools and skills needed to develop

strong communication skills. As courses within an integrated learning approach based on solving Grand Engineering Challenges, Design Thinking: ELA 1-2 will connect scholar learning among the various courses and projects through the research, close-reading, reflection, discussion, and writing about concepts that drive scholars' exploration of the questions they pose. Within this context, scholars will develop a foundational understanding for how to work with a range of complex informational, argument, and literary texts and the various types of writing styles available for academic writing and develop the skill to incorporate existing ideas in their writing, and most importantly, generate their own conclusions based on their learning. Scholars will learn how to access, use, and properly attribute a variety of sources for informational and argumentative writing and build their digital literacy skills by using technology to research ideas and information, to edit and publish work, and develop digital portfolios.

Credits: 20

Physics and Engineering: Human and Mechanical Systems -STEM Studio

Physics and Engineering: Human and Mechanical Systems is the first in a series of interdisciplinary learning experiences that engage high school scholars in the investigation of the Grand Engineering Challenges. In this year-long, integrated, college-preparatory course, scholars apply principles of physics and engineering to an iterative cycle of product design. They develop an understanding of fundamental physics concepts in kinematics, mechanics, heat and thermodynamics, and electricity/electromagnetism organized in three interconnected themes that underlie an integrated, multidisciplinary curriculum. The overarching themes define a Science, Technology, Engineering, and Mathematics (STEM) toolkit our scholars need to have a positive impact in the real world and include Design and Entrepreneurship, Modeling and Analysis, and Systems and Controls. Working individually and in teams, scholars complete a series of design challenges to develop key skills in computer programming, 3-D modeling software, engineering technology, and physics concepts. Each unit culminates with design product and presentation to local community members. These projects promote reading, writing, thinking, and behaving like scientists, engineers, and mathematicians by promoting critical thinking, communication, collaboration, creativity and providing a foundation for data collection, analysis, reflection, presentations and technical writing skills.

Credits: 10

Interactive Math Program 1 – Math Studio

Interactive Mathematics Program is a four-year integrated math sequence that will extend the mathematics that scholars learned in the middle school grades. Scholars are challenged to explore open-ended situations actively in a way that resembles the inquiry method used by mathematicians and scientists in their work. Scholars routinely investigate specific cases, look for and articulate patterns, and make, test, and prove conjectures. Scholars will deepen their understanding of functions, analyzing and interpreting them graphically, numerically, symbolically and verbally while using them to find solutions to contextualized problems.

IMP 1: 10 Credits

Interactive Math Program 2a, 2b – Math Studio

Interactive Mathematics Program Course 2 is the second of a four-part integrated math sequence that meets the California Common Core High School standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. The curriculum is designed to help students develop a deep understanding of mathematical concepts, and learn how to apply them to novel and authentic problems. Students are challenged to explore open-ended situations by looking for patterns, making and testing conjectures, and justifying their conclusions. The course of study begins with surface area and volume of three-dimensional figures, opening the door to a further study of trigonometry as well as the discovery, proof and application of the Pythagorean Theorem. Students will learn to use systems of equations and inequalities to model and solve real-world problems with multiple constraints. In statistics and probability, students will analyze data, make hypotheses, and test their hypotheses using statistical tools such as standard deviation and the chi-square statistic. Students will interact with the various representations of quadratic functions and apply them within real-world contexts including projectile motion, area, and economics. An in-depth exploration of exponents, including their properties and applications, will include logarithms and scientific notation.

(9th Grade) IMP 2a: 5 Credits

10th Grade) IMP 2b: 5 Credits

Interactive Math Program 3 – Math Studio

Interactive Mathematics Program Course 3 is the third of a four-part integrated math sequence that meets the California Common Core High School standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. The curriculum is designed to help all students develop a deep understanding of mathematical concepts, and learn how to apply them. Students are challenged to explore open-ended situations actively in a way that resembles the inquiry method used by mathematicians and scientists in their work. Students routinely investigate specific cases, look for and articulate patterns, and make, test, and prove conjectures.

IMP 3: 10 Credits

Independent Study Physical Education

In order to provide increased access to specialized coursework at Odyssey STEM Academy, all scholars will take Physical Education on an independent study basis. Because Odyssey scholars will form a part of an advisory, an advisor will be responsible for the collection and evaluation of scholar work including activity logs, written reports, and projects. In order to receive credit for this course, scholars must submit their logs on time every four weeks.

Credits: 10

Global Societies and Sustainability – ELA 3 and World History Honors

This ELA course and world history are part of an interdisciplinary Humanities program that integrates the study of English and History into one core course. These courses explore the various ways that humans have narrated our interactions with the earth and how we will navigate the challenges of sustainable living in the future. Students will study pre-colonial and contemporary Native American societies and the ideas of anthropologists, novelists and poets, ethicists, activists, and historians, such as Rachel Carson, Wade Davis, J.R. McNeill, and Jared Diamond and discuss how the human relationship with the earth is represented in stories, which have changed over time. Student-led inquiry and seminars provide the foundation for constructing understanding. Students will write policy papers and collaborate on projects that directly engage them with current issues and assess their understanding of content and skills. This course requires analytical reading of a variety of primary, secondary, and literary texts, research and writing, Socratic seminars, collaborative projects, and an experiential component. While global in scope, students will actively engage in local environmental issues in Southern California to practice their skills.

ELA 3 Honors– 10 Credits

World History Honors – 10 Credits

Environmental Sustainability

Environmental Sustainability is the interdisciplinary science course at Odyssey STEM Academy. This course connects choices about natural resource use and the impacts of these choices from the local to global levels. Students will examine and apply the physical science of growing, treating and harvesting food and the impact of those processes on human health and the environment. Using an ecosystems approach to food production, students engage in readings, labs, and field studies on topics of food distribution, food chains, links between nutritional needs, and sustainable land use practices. The scientific method will be utilized throughout the course, and much of the lab work will be conducted in the school garden, greenhouse, and culinary lab. Professionals within the Farm to Fork agriculture and culinary industries will be involved in activities and projects throughout. Upon completion of this course, students will be able to apply environmental science concepts to food production, will acquire skill in applying the scientific method and the principles of sustainability to influence the health of their own environment.

Credits: 10

Online Health

The course covers the following areas of study: male/female reproductive and pregnancy/conception, first aid, substance abuse prevention (including alcohol and drugs); sexually transmitted disease prevention (including AIDS); and suicide prevention. The emphasis is on acquiring information in order to

develop decision-making skills, and a better knowledge of self and others. This course is required for graduation.

Credits: 5

G. Leaving To Learn

Odyssey scholars explore their curiosities through rigorous interest-based learning and real-world internships. All scholars complete Learning Through Interest experiences (LTI's), working with adults whose careers match the scholars' passions and career aspirations. The primary goal of internships is to promote real world experience, which allows the scholar to explore and engage in career pathways of interest. While the scholar may explore a variety of internship opportunities during their time at Odyssey, in order to identify and meet their career goals, a scholar may remain at their current internship site if the following three requirements are being met:

1. The scholar continues to learn and learning is centered on their personal goals.
2. The scholar is providing meaningful work to their current site.
3. The mentor feels the scholar is benefiting their organization.

LTI experiences help scholars become "career-ready" through prolonged and repeated experiential learning and production of authentic products that are of value to the site where the LTI occurs. With support and direction from their mentor and advisor throughout the internship process, scholars will learn to build essential skills for finding success in their career field of interest. Internships may be directly related to an area of scholar interest or provide a skill/experience relevant to an area of interest. For example, a scholar has aspirations to be a doctor. While they might secure an internship opportunity working directly with a primary care physician, they can still acquire necessary skills by interning with a dentist. Both fields exist in health sciences and can promote growth and learning in the field of their interest.

Structure and Requirements

Scholars have internships two days per week throughout their high school career and complete real-world internship projects where scholars realize their professional capacities, interests, and future goals. Each year, scholars are expected to complete the internship hour requirements. For each year, the requirements are as follows:

Grade	Internship Duration	Minimum Hours per Day	Total Hours per Year
9 th grade	8 weeks	4 hours	64 hours
10 th grade	12 weeks	4 hours	128 hours
11 th grade	20 weeks	4 hours	160 hours

12 th grade	24 weeks	4 hours	192 hours
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Finding Internships & ImBlaze

The primary importance in pursuing possible internships is knowing one’s interest, skills, and career passions. Scholars at Odyssey will be assisted early and often by advisors to develop goals around their career interests in order to identify what internship opportunities will be most beneficial to their learning and growth. Throughout the school year, scholars will be exposed to surveys and activities helping guide them in their development of career goals. Scholars will be introduced to the importance of exploration and understanding that many careers are interconnected. Skills and experiences in one internship can often be applied to another career. Over time, scholars will track the development of their skills and interests as they continuously hone in on their career goals, which may change throughout their time at Odyssey. Growth and understanding of oneself is an extremely valuable element of the LTI process.

One of the core features Odyssey offers to support the identification of internships, is the platform, ImBlaze. Scholars will work with their advisors to identify possible internship opportunities that match their interests. Scholars can also search the ImBlaze database for potential experiences and they can also submit opportunities they discover, whether for themselves or another. By working together as a community, Odyssey staff, scholars, and families can develop a diverse, well-rounded internship database with the help of ImBlaze.

Contract & Background Check

Once an internship has been identified, the contract and background check must be completed prior to a scholar being permitted to start at the site. The scholar, mentor, parent, advisor and LTI all must sign a contract stating their understanding of their role in the internship process. In addition to the contract being signed, the mentor must pass a background check. Once completed, the LTI will give the final approval for the internship to start.

Advisor Site Visits

Your advisor will be visiting you at your internship on a regular basis. Ideally once a month. Your advisor may spend time observing you, talking to you, helping you with internship project work, and even meeting with your mentor.

H. College and Career Ready

Career Mentors

Odyssey scholars are challenged to explore real-world problems that extend beyond the classroom by establishing side-by-side working relationships with industry mentors. These experiences enhance classroom learning and orient scholars to the corporate culture. As a result, scholars:

- Develop a positive self-concept;
- Recognize strengths and deficiencies;
- Value long-term goal setting;
- Cultivate relationships and professional networks;
- Gain leadership experience; and,
- Build knowledge and skills in the field.

Community and industry partners enrich the curriculum, provide scholars feedback on their work, share personal career experiences, and serve as mentors. We are grateful to our industry partners for providing these meaningful opportunities that will have a lasting impact in the future career paths of our scholars.

Four Year Plan

	Freshman Credits	Sophomore Credits	Junior Credits	Senior Credits
English Language Arts				
ELA 9	10			
ELA 10	10			
ELA 11		10		
AP English Language and Composition				10
History / Social Science				
World History		10		
U.S. History			10	
American Government (Online)			5	
Economics (Online)				5

Mathematics				
Interactive Math Program 1	10			
Interactive Math Program 2	5	5		
Interactive Math Program 3		10		
Interactive Math Program 4			10	

AP Statistics or Calculus				10
Physical Education				
Independent Study Physical Education	10	10		
Health (Online)		5		
Science				
Physics and Engineering	10			
Environmental Science		10		
Biotechnology			10	
Capstone Science				10
World Language				
Spanish / Spanish Speakers / AP Spanish			20	10
Visual / Performing Arts				
Mixed Media Arts	10			
Electives				
Internship Elective	5	5	10	10
Advisory Elective	5	5	5	5
Math, Science, World Language Beyond Graduation Requirement				
Total Credits	75	70	70	60

University of California Admission Requirements

- **History/social science (“a”)** – *Two years*, including one year of world history, cultures and historical geography and one year of U.S. history, or one-half year of U.S. history and one-half year of American government or civics.
- **English (“b”)** – *Four years* of college preparatory English that integrates reading of classic and modern literature, frequent and regular writing, and practice listening and speaking.

- **Mathematics (“c”)** – *Three years* of college-preparatory math (four years recommended), including or integrating the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.
- **Laboratory science (“d”)** – *Two years* of laboratory science (3 years recommended) providing fundamental knowledge in at least two of the three disciplines of biology, chemistry and physics.
- **Language other than English (“e”)** – *Two years* (3 years recommended) of the same language other than English or equivalent to the second level of high school instruction.
- **Visual and performing arts (“f”)** – *One year* chosen from dance, music, theater or the visual arts.
- **College-preparatory elective (“g”)** – *One year* chosen from the “a-f” courses beyond those used to satisfy the requirements above, or courses that have been approved solely in the elective area.

Naviance

Naviance is a college and career readiness platform that enables self-discovery, career exploration, and college preparation. Naviance helps scholars explore their interests and strengths and develop a college and career readiness action plan. Scholars will engage use Naviance during advisory as they plan for internships and college.

I. Get Involved

ASB & Clubs

Clubs on campus are an incredibly important part of campus life. They are an outlet for scholars to display their enthusiasm and to collaborate with others. Scholars are encouraged to join clubs in order to make new friends, share their ideas, and expand their minds. Odyssey’s founding class has the unique privilege of co-creating the clubs on campus that best represent their interests. During the first trimester, scholars will participate in the development of clubs and activities on campus.

Advisory Explorations

On Wednesdays, scholars will group into Exploration courses, where they will have the opportunity to learn about and participate in activities that interest them. Some examples include Linked Crew, Student Council, and Drumming.

J. Do No Harm

We strive to create a safe, kind, supportive, vibrant and professional learning community through respect, productivity, and maturity. As Odyssey community members, we understand that we are responsible for our own learning and respect and value the learning of all scholars and staff. We have the opportunity to drive our own learning and we acknowledge that we play a key role in our own success at Odyssey and in the greater community.

Scholar Expectations

Attendance - Scholars are expected to be present in advisory, studios, or exploration during their scheduled times. When scholars are absent then the advisor will mark them absent and will work with the scholar to remedy the situation for the future. If the scholar continues to violate accountability and attendance expectations then this issue will rise to restorative justice circle, parent/advisor conference, referral to administration, and referrals through the SARB process. The goal with attendance tracking is to support scholars to be accountable and trustworthy individuals.

Tardies - Odyssey STEM Academy has no bells which means that scholars are responsible for being where they need to be at the appropriate times without reminders from adults. Showing up on time and respecting the time of others is incredibly important. If tardiness becomes a problem the advisor and scholar will address this issue to find a resolution which could include setting reminders on phones, working with friends to hold each other accountable, or restorative options. If further action is necessary then a referral to administration, parent conference, community service or contracts will be imposed.

Technology - Much of the organization and management for Odyssey is online, but it is important for us to help scholars maintain a balance between the use of technology and actively engaging in learning. We work to help scholars understand the impact that technology has on brain development, monitor scholar's use of technology and how it may be impacting their productivity, and set norms within advisory for technology use. All scholars will check out a laptop and a charger to use for the year. Scholars are responsible for their equipment to avoid fines.

Campus Cleanup - Incredible resources have gone into making sure that tools, equipment and materials are available to scholars, staff and volunteers. A project based school creates a large amount of scraps, garbage, and disorganization. Staff and scholars must work together to create systems, schedules, and accountability to ensure that our campus is taken care of.

How To Make It Right

Proactive

In recent years, the importance of creating a positive school culture has become increasingly evident. At Odyssey, we are using the framework of restorative practices to help create a positive, supportive school environment for our scholars. Restorative practices include proactive processes that focus on building relationships and community, and ensuring that all scholars feel welcome and connected. The continuum of restorative practices ranges from how we speak to scholars on a daily basis, to how discipline incidents are handled.

Responsive

When a disciplinary problem occurs, or a relationship is harmed, scholars are provided the opportunity to meet in a controlled, supportive environment in order to learn about how their actions have affected others, and what may

be done to “repair the harm”. In this way, scholars are not only able to take responsibility for their actions, but are also able to restore the relationship and sense of community.

Additional information about Restorative Practices can be found by reading Defining Restorative by Ted Wachtel at <https://drive.google.com/file/d/0B2VFh8Zm-PZ1dVVmekFvZkszSGs/view?pref=2&pli=1>

CODE OF ACADEMIC INTEGRITY

The scholars of Odyssey STEM Academy, united in a spirit of mutual trust and fellowship, mindful of the values of a true education and the challenges posed by the world, agree to accept the responsibilities for honorable behavior in all academic activities, to assist one another in maintaining and promoting personal integrity, and to follow the principles and procedures in this Code of Academic Integrity.

Acts of academic dishonesty may take several forms, and are outlined below:

- Cheating on tests - Any intentional giving/discussing/using of external assistance relating to an examination, test or quiz, without express permission of the advisor
- Fabrication - Any intentional falsification or invention of data, citation, or other authority in an academic exercise.
- Unauthorized Collaboration - Intentional collaboration on an assignment between a scholar and another person is permitted unless expressly prohibited by the advisor.
- Plagiarism - Any intentional use of another’s ideas, words, or work as one’s own. Plagiarism includes the misuse of published/copyrighted material whether written or visual and/or the work of other scholars.
- Theft or Alteration of Materials - Any intentional and unauthorized taking, concealment, or alteration of scholar, advisor or school materials. This includes the use of cameras and cell phones.

The following website from the Paul Robeson Library provides an excellent overview on what constitutes plagiarism: www.libraries.rutgers.edu/rul/lib/robeson_lib/flash_presents/text_plag.html

Scholars are responsible for clarifying expectations and following the code with all assignments and in all classes. Honesty and integrity are essential components in creating a challenging and supportive classroom for all scholars, in maintaining community trust, and in promoting positive scholar-advisor interaction. If you are unclear about an assignment or need additional assistance, please speak to your advisor.

Violations of the Code of Academic Integrity

Consequences for violating the Code of Academic Integrity shall include re-doing the assignment/test, completing an alternate assignment, parental notification, referral to the Comprehensive Scholar Assistance Team, parent conference, completion of an ethics contract, and/or participation in a Restorative Conference.

CONSEQUENCE MATRIX

The consequence matrix charts (See APPENDIX B) indicate in general the types of disciplinary action that apply in each problem area in the school. Each infraction shows a minimum and maximum action suggested, as well as a

suggested action for the first occurrence and one for repeated occurrences. School officials will consider the school records of scholars before action is taken. If a scholar has continually and repeatedly been involved in problem areas, the disciplinary action may result in the maximum action listed. Scholars should not feel they will automatically receive the maximum action if they have previously been involved in problem areas. Aggravated incidents may result in the maximum discipline action without going through the progressive discipline action.

YOUR RIGHTS--DUE PROCESS

All scholars are entitled to due process. This means there are certain procedures that school officials must follow prior to taking appropriate disciplinary action. There are also procedures scholars and parent / caregivers must follow if they do not agree with the school's actions. If a scholar does become involved in a situation in which a suspension or expulsion might result, both the scholar and his/her parents will be given a more detailed description of the due process procedures and rights. Challenges or objections suspensions may be addressed directly to the school-site principal.

Scholars who are recommended for expulsion have a right to an expulsion hearing. (EC 48900, 48915).

For more information about Paramount Unified School District's behavior and attendance policies and procedures, review the 2018-2019 Annual Notifications: Guideline for Parents and Scholars.

K. Nuts & Bolts

Dress for Success

The purpose of the recommended Odyssey STEM Academy Dress for Success Standard is to foster a respectful and safe environment at school and instill a sense a professionalism that extends into the community. As part of the college and career readiness curriculum at Odyssey STEM Academy, scholars will be interacting with university and industry professionals on a regular basis, both on and off school campus.

While scholars are NOT required to follow this standard on a daily basis, it is highly recommended that they do. Scholars ARE required to follow this standard on college and industry visits.

TOPS

Scholars must either wear a short or long-sleeve shirt or sweater. Shoulders must be covered and exposed midsections are not accepted. T-shirts may not be worn over collared shirts.

BOTTOMS

Appropriate attire includes pants, shorts or skirts worn with the waistband at the waist. Skirts and shorts must be of acceptable length (2 inches above the knee). Baggy pants, athletic wear and sweat pants are not allowed. Jeans in good repair are acceptable.

HATS/SHOES

Slippers, beach sandals and flip-flops are not acceptable. Hats, hoods and bandanas should remain down/off while on campus and participating in industry and college activities.

OTHER

Text that promotes violence, sex, tobacco, alcohol or drugs is prohibited.

Appropriate attire for academic internships varies by workplace.

Scholars are required to wear their ID card on a lanyard at all times during internship and industry and college visits.

TRANSFERABILITY OF CREDITS

All Odyssey core courses are in the process of being approved by the University of California. Due to our interdisciplinary curricular approach, Odyssey does not offer the same courses, or the same sequence of courses, as do many other schools. It is highly recommended that 11th and 12th grade scholars transferring to other schools meet as soon as possible with their new high school counselor to ensure they are enrolled in the correct courses needed to meet the new school's graduation and college admission requirements.

If a scholar has any "Incompletes" in individual courses at the time they transfer out, the advisor will assign a letter grade and a corresponding number of credits in the course based on their overall academic performance throughout the semester. Scholars and parents/guardians are advised to take the unique academic program of Odyssey into account when making decisions to transfer to other schools.

INCOMING TRANSFERS

The Odyssey STEM Academy curriculum sequence supports incoming 10th graders in meeting PUSD graduation requirements, as well as the A – G requirements for college entrance. We believe entering 10th grade scholars will be highly successful. Odyssey is a "single pathway" curriculum, which means that all scholars in each grade level are enrolled in the same coursework. Scholars wishing to transfer to Odyssey in the 10th grade are encouraged to conduct a transcript audit with the school's registrar to determine potential credit recovery requirements. For example, Odyssey offers five credits of art in 9th grade, and therefore, an incoming 10th grader may require an independent contract art course to meet graduation requirements. Odyssey STEM Academy also welcomes scholars that wish to transfer to OSA in 11th and 12th grade. Scholars will need to schedule an appointment with the counselor in order to review their transcript,

credits, and progress toward completion of A-G and graduation requirements. It is important to note that a scholar's ability to successfully complete A-G requirements during their time at Odyssey will be dependent on their prior coursework and academic performance.

APPENDIX A

Graduate Profile

Odyssey STEM Academy is committed to fostering creativity, curiosity and passion for learning and life. The Graduate Profile defines the understandings, skills, dispositions, and habits of mind we expect our scholars to develop so they are empowered to compete and prosper in the 21st century. Scholars will demonstrate competency in these areas with evidence unique to their personalized learning pathway. They will hone the interpersonal, intrapersonal, and intellectual strengths required to innovate, inspire, and excel.

Communication and Collaboration

Scholars are confident, respectful communicators. They initiate conversations and participate effectively in a range of collaborative discussions with peers and adults to build understanding of concepts and ideas and complete authentic tasks and projects.

Empirical Reasoning

Scholars observe phenomena, generate their own questions, design and conduct investigation, and construct and defend arguments as contributing members of society.

Quantitative Reasoning

Scholars make sense of quantitative phenomena by constructing viable arguments, justifying their thinking, and generalizing understandings to solve real-world problems.

Social Reasoning

Scholars understand diverse perspectives and engage with critical issues of the past and present to examine their impact on society. They use their understanding of local, state, and world policies to become active participants in local, national, and global communities.

Personal Qualities

Scholars possess the habits of mind to achieve their goals for the future. They are curious and express a joy for learning. They feel a sense of responsibility to make a contribution both at the local level and in the wider world.

Communication and Collaboration

Collaboration I participate in collaborative discussions with others to deepen my understanding, expand my perspective, and solve problems.	
Collaborative Discussions I initiate and participate in rich collaborative discussions with peers and community members. I contribute accurate and relevant information to conversations applying an understanding of group dynamics with small and large groups.	Diverse Perspectives I expand understanding by actively listening, asking questions, empathizing with others and developing ideas. I synthesize diverse ideas to meet a collective goal that respects social influences, beliefs, and behavior across communities.
Communication Strategies I apply appropriate strategies of facilitation, collaboration, public speaking and nonverbal behavior.	Solutions and Critical Conversations I engage in critical conversations to solve authentic problems.
Understanding I construct my understanding about topics through the analysis of multiple, varied, and complex sources.	
Multiple Sources I synthesize multiple and diverse sources to inform understanding of subjects under investigation. Sources may include media, novels, short stories, articles, research papers, websites and plays.	Read for Understanding I read widely and deeply from a broad range of texts that are increasingly challenging over a wide range of topics.
Text Analysis I comprehend, analyze and evaluate a wide range of literary and informational texts. Texts may include media, novels, short stories, articles, research papers, websites and plays.	
Expression and Representation I creatively express myself while adapting to the purpose and audience.	
Idea Generation I think creatively, using a range of idea-creation techniques, and elaborate, refine, and evaluate the resulting ideas.	Inventive Thinking I use original, creative thinking to solve problems in various disciplines and contexts. I use flexible thinking, adapting my own perspective to solve problems.
Language Use I discern audiences and use language that skillfully and clearly communicates meaning by applying contextually appropriate use of rhetoric, including grammar, word choice, tone and fluency.	Verbal Expression I speak clearly to inform and express ideas with presence and purpose.

<p>Organization I intentionally structure writing to support a coherent and creative development of ideas across genres.</p>	<p>Reflective and Adaptive Communication I engage in the collaborative revision process. I seek feedback and actively reflect to increase clarity and impact. I reflect and adapt communication strategies based on intended purpose and audience to make an impact.</p>
<p>Products and Performances I create original, well-crafted, high quality products or performances.</p>	
<p>Evaluation and Research I conduct academic research through the careful analysis of sources using ethical methods.</p>	
<p>Investigation I investigate the world deeply with heart and head through interdisciplinary and disciplinary study. I ask thoughtful questions and seek answers. I identify, gather, evaluate, and consider multiple perspectives to make informed decisions.</p>	<p>Citation I cite sources with accepted methods.</p>
<p>Expert Review I solicit expert feedback for use in the revision process.</p>	<p>Others' Research I demonstrate understanding of plagiarism and the value of compiling others' research.</p>
<p>Source Evaluation I evaluate the credibility of sources.</p>	<p>Bias I understand and demonstrate awareness of bias.</p>

Empirical Reasoning

<p>Design and Conduct Investigations I experience phenomena, make observations, and collect data through investigations.</p>	
<p>Phenomenon Observation and Questioning I observe phenomena using senses and instruments enhancing these senses. I pose questions or define problems about phenomena that can be tested, distinguishing between an empirical question and a non-empirical question.</p>	<p>Constraints and Specifications When defining questions or problems, I ask questions about the constraints and specifications of possible solutions.</p>
<p>Experimental Design I design investigations that isolate variables and use controls to produce data that is used to answer questions about a phenomena.</p>	<p>Empirical Investigations I design empirical investigations to collect data. I determine what data to collect, what tools are appropriate for collection of data and how measurements will be recorded. I decide how much data is needed to produce reliable measurements, to show a pattern or trend, or to show a relationship between variables.</p>
<p>Patterns, Relationships, and Analysis</p>	

I make sense of patterns and relationships in observations and data through representation, analysis, and interpretation.	
Evidence I acquire empirical evidence to construct and refine explanations, arguments or models of particular phenomena.	Patterns of Evidence I distinguish patterns of evidence that do and do not support conclusions.
Correlation vs Causality I recognize patterns in data that deserve further investigation, distinguishing between causal and correlational relationships.	Relationships and Quantities I express relationships and quantities appropriately.
Dimensional Quantities and Units I recognize dimensional quantities and use appropriate units.	
Modeling and Explanations I construct models and causal explanations of phenomena using evidence and reasoning.	
Limits and Precisions of Models I represent phenomena with multiple types of models, recognizing and expanding on the limits and precision of each.	Computer Simulations I use computer models to develop understanding, investigate questions, and define problems, which would otherwise not be possible.
Empirical Evidence and Models I use primary or secondary empirical evidence and models to support or refute explanations.	Predictions I understand that predictions, explanations or thinking can be revised on the basis of new evidence and information.
Critique, Argumentation, and Revision I revise ideas, models, and explanations through critique and argumentation.	
Engaging in Argument from Evidence I construct an empirical argument that uses reasoning to show how evidence supports a claim.	Investigation Conclusions I evaluate the validity and reliability of the claims, methods, and/or designs that appear in scientific or technical reports.
Weaknesses in an Argument I identify possible weaknesses and flaws in my own arguments, responding and improving arguments based on criticism.	Controversy in Science, Social Science, and other Disciplines I explain the nature of the controversy around an idea, understanding how knowledge is judged by the community.

Quantitative Reasoning

Thinking Like A Mathematician I make sense of phenomena and construct a valid mathematical argument, to convince myself and other people that something is true.	
Conjecture and Test I experiment and play with situations and ideas. I look for patterns and wonders about what might	Justify and Prove I use deductive reasoning and logical statements in support of or against a mathematical claim.

ALWAYS be true. I ask questions like “What if...?” “Will this always happen? “Why is this happening?”	
Mathematical Authority I author mathematical ideas, rules, and formulas. I decide (with the input of others) what is true and untrue on the basis of the reasoning of the argument.	
Algebra I recognize and analyze patterns, study and represent relationships, generalize, and analyze how things change.	
Doing and Undoing I understands algebraic thinking often involves reversibility or being able to undo mathematical processes as well as do them.	Function Rules I organize data into patterns to bring out hidden meaning.
Expressions and Equations I write or rearrange expressions to bring out hidden meaning.	Applying Functions I think quantitatively about real world phenomena and a context for studying relationships and change.
Multiple Representation I create and use multiple representations to solve problems (graphically, symbolically, situationally, and verbally).	
Geometry I interpret real world phenomenon using geometric models.	
Geometric Diagrams I use diagrams to illustrate geometric thinking.	Changes and Stability I understand geometry is about working variances and invariance and not theorems.
Definition I develop definitions central to geometry based on the attributes of shapes and objects.	Proofing I understand a proof is the endpoint of a process.
Statistics & Probability I analyze and interpret data distribution to better understand a real-world phenomenon and see how situations affect chance.	
Constructs Models I construct models to demonstrate that data consists of structure and variability.	Variability I compute, analyze, and interpret variability in various data displays and sets.
Hypothesis I interpret data to test hypotheses.	Data Visualization I create and/or interpret various forms of data displays (infographics, etc.) and use those to evaluate claims and identify assumptions and bias.
Chance & Probability I recognize how conditions or assumptions affect the computation of chance.	

Social Reasoning

Critical Issues and Events

I analyze past and present events to understand critical issues and make claims about the future.	
<p>Current Events I read, interpret, and reflect upon contemporary and global events to analyze causes, effects, and the linkages between human decisions and consequences.</p>	<p>Historical Thinking I make meaning of past events by sourcing, contextualizing, corroborating and using close reading methods associated with historical inquiry.</p>
<p>Past, Present, Future I use the understanding of the past and present to develop a well formed hypotheses about potential future events and conflicts and propose solutions to address future problems.</p>	
<p>Geography and Environment I analyze the interaction between people and their environment to make connections and examine impact.</p>	
<p>Geographic Information I understand and apply geographic information and global connections to interpret events.</p>	<p>Political Impact I demonstrate how geography and resource distribution affect economics, social patterns and politics.</p>
<p>People and Their Environment I interpret geographic information to demonstrate an understanding of the relationship between people and their environment.</p>	<p>Equity and Access I interpret the relationship between people and their environment to demonstrate an understanding of how equity, access, and opportunity are impacted.</p>
<p>Institutions, Systems, and Government I understand the role of individuals in government,</p>	
<p>Citizens and Government I understand the relationship between citizens and government. I understand individual rights and responsibilities in various governmental structures.</p>	<p>Government Engagement I apply knowledge of political and social systems to participate actively as an informed citizen at a local, state or national scale.</p>
<p>Large and Small Scale Finance I demonstrate the understanding of the differences between large and small scale finance by solving a real-world problem related to the financial system of a government, commodity, small business, or individual.</p>	<p>World Politics I understand the principles, structures, and functions of state, national and international government and demonstrates the relationships and impact of local and national policies on multiple nations.</p>
<p>Human Behavior and Expression I analyze why people behave the way they do.</p>	
<p>Belief Systems I examine social influences, beliefs systems and their relationship on behavior.</p>	<p>Ethics I analyze issues of ethics and social responsibility.</p>
<p>Human Behavior and Relationships I can articulate the impact of biological, cognitive and sociocultural factors on human behavior.</p>	<p>Power and Relationships I examine group dynamics and evaluate the role of power in interpersonal and group relationships.</p>

APPENDIX B – Consequence Matrix

For more information about Paramount Unified School District’s behavior and attendance policies and procedures, review the 2018-2019 Annual Notifications: Guideline for Parents and Scholars

PROBLEM	RANGE	FIRST OCCURRENCE	REPEATED OCCURENCE
Absence/Truancy— Unexcused EC 48900 k, 48260, 48200 {k(1)}	Minimum	See Odyssey STEM Academy Attendance/Tardy Policy	May include: Home Visits, Principal Letter, Truancy Letters, SART, SARB
	Maximum	Detention	
Arson EC 48900 f PC 450, 451 {f(1)}	Minimum	May include: Re-teach (e.g. fire safety), Loss of Privileges (e.g. increased supervision, limited mobility), Formal Conference, Community Service, Restorative Practices (e.g. letter of apology), Contact Fire Marshal, Counseling Ref.	Community Service (e.g. repair/replace damaged property, voluntary work in lieu of payment), Restorative Practices
	Maximum	In School Suspension, Suspension Formal Reprimand, Police Report, Expulsion	Expulsion, Police Report
Battery on School Staff EC 48900, 48915 a(5), 44401{a(5)}	MANDATORY	Suspension and recommendation for Expulsion, Police Report. May include: Restorative Practices	Board of Education to expel for 1 calendar year, Police Report

Bullying (incl. Cyberbullying) EC 48900 (r) r (4)	Minimum	May include: Loss of privileges (e.g. restricted free time area, increased supervision), Informal/Formal Conference, Community Service, Counseling	Informal/Formal Conference, No Contact Contract, Community Service (e.g. project to contribute to school safety and respect)
	Maximum	Detention, No Contact Contract, In School Suspension, Suspension, Safe Schools Contract, Police Report, Expulsion	In School Suspension, Suspension (up to 5 days), Transfer to Continuation School, Expulsion
Bus Conduct EC 48900 AR, BP 5131.1 (a-e) Title IV 14103	Minimum	Informal/Formal Conference, May also include: Re-teach (e.g. PBIS bus lesson), Loss of Privileges (e.g. sit in front seats of bus), Community Service (e.g. clean bus), Restorative Conference	Loss of Bus Privileges, Community Service (e.g. teach bus lesson to other scholars)
	Maximum	Detention, Loss of Bus Privileges, Formal Conference, In School Suspension, Suspension, Formal Reprimand	In School Suspension, 3 Day Suspension, Formal Reprimand, Expulsion
Campus – Leaving Without Proper Authorization EC 48900k, 35291 {k(1)}	Minimum	May include: Re-teach (e.g. problem solving lesson), Loss of Privileges (e.g. restricted area for free time, check in regularly with office), Informal/Formal Conference, Community Service	Detention, In School Suspension <i>Scholar may be subject to search upon re-entry</i>
	Maximum	Detention, In School Suspension <i>*Scholar may be subject to search upon re-entry</i>	In School Suspension, Suspension, SARB
Cheating on Test or School Related Assignment, Plagiarizing EC 48900k, 35291 {k(1)}	Minimum	May include: Re-teach (e.g. PBIS lesson on “Be the Best”, write report on cheating/plagiarizing), Loss of Privileges (change seat), Conference, Community Service, Restorative Practices (e.g. apology to scholar and advisor), Re-do assignment.	Detention, Informal/Formal Conference, Community Service (e.g. provide tutoring for other scholars in strong area while receiving tutoring in low area), loss of credit
	Maximum	Formal Conference, Detention, In-School Suspension, Suspension	In School Suspension, Suspension
Defiance – Willful Defiance of Authority Disruption on School Property or in Classroom EC 48900k {k(1)}	Minimum	May include: Re-teach (e.g. PBIS lesson on “Do No Harm), Loss of Privileges, Informal Conference, Community Service (e.g. help advisor in classroom).	Informal/Formal Conference, Behavior Contract, Detention
	Maximum	Restorative Formal Conference, Detention, In School Suspension, Rec. for counseling	In School Suspension, Suspension, Transfer to Continuation School, Expulsion
Destruction of Property (School or Personal) EC 48900 f {f(1)}	Minimum	May include : Re-teach (e.g. lesson on respect of property), Loss of Privileges (e.g. limited access to areas of campus), Informal Conference, Community Service, Restorative Practices (e.g. letter of apology)	Formal Conference, Parent Liability, Restitution of Damages, Community Service (e.g. repair/replace, voluntary work in lieu of payment, Restorative Conference
	Maximum	Parent Liability, Restitution of Damages, In School Suspension, Suspension, Transfer to Continuation School, Recommendation for Expulsion, Police Report	In School Suspension, Suspension, Police Report, Possible Transfer to Continuation School, Expulsion
Driving Reckless on or Around Campus	Minimum	May include: Re-teach (e.g. PBIS lesson on driving expectations), Loss of Privileges (e.g. parking on campus), Informal/Formal Conference, Community Service (e.g. parking lot clean up) Detention	Detention, Formal Conference, Loss Parking Privilege on Campus

EC 48900 {k(1)}	Maximum	In School Suspension, Suspension, Revoke Driving Privileges, Police Report <i>*All driving violations subject to police citation</i>	In School Suspension, Suspension, Revoke Driving Privileges, Possible Transfer to Continuation School, Police Report <i>*All driving violations subject to police citation</i>
Drugs/Alcohol/Paraphernalia EC 48900 c {c(1)} EC 48915 a(3) {c(2)} EC 48915 c(3) {c(3)} EC 48900 p {c(4)}, EC 48900 d {d(1)} EC 48900 j {j(1)}	Minimum	District Sponsored Counseling Program	Suspension, Involuntary Transfer to Continuation School
	Maximum	5 Day Suspension, Recommendation for Expulsion, Police Report	Police Report, Suspension and/or Expulsion.
	MANDATORY	Recommendation for Expulsion for Sales	Expulsion for Sales
Electronic Devices Possession/Using if Disrupts Educational Process (EC 48900, 48901.5) {o(1)}	Minimum	May include: Re-teach (e.g. PBIS lesson on cell phones), Loss of Privileges (e.g. keep phone in office) Informal Conference, Community Service (e.g. help PBIS Team make posters on cell phone use), Restorative Practices (e.g. letter of apology)	Informal/Formal Conference, Confiscation (e.g. for rest of week pick up from office)
	Maximum	Detention, Confiscation (e.g. for rest of day, pick up from advisor)	Confiscation (e.g. for rest of semester, parent / caregivers pick up in office), In School Suspension, Suspension
Explosive Devices/Bomb Threat C 48900 b, 48915 a(2) {b(1)} EC 48915 c(5) {b(4)}	MANDATORY	Threat Assessment, Suspension, Safe Schools Contract, Recommendation for Expulsion for one year, Police Report. May include: Restorative Conference, Re-teach (e.g. problem solving skills).	Threat Assessment, Suspension, Recommendation for Expulsion for one year, Police Report
Extortion/Robbery EC 48900 e EC 48915 a(4) {e(1)}	Minimum	May include: Re-teach (e.g. PBIS lesson on “Do No Harm”), Loss of Privileges, Formal Conference, Community Service (e.g. replace item), Letter of Apology, Detention	Detention, Formal Conference, Community Service, Restorative Practice Intervention
	Maximum	In School Suspension, Suspension, Recommendation for Expulsion for one year, Police Report	In School Suspension, Suspension, Expulsion for one year, Police Report
Fighting/Assault/Threats EC 48900 a(1) {a(1)} EC 48900 a(2) {a(2)} EC 48900 s {a(3)} EC 48915 a(1) {a(4)} EC 48915 a(5) {a(5)} PC 241, 243, 245, 22	Minimum	May include: Re-teach (e.g. problem solving lesson, anger management group), Loss of Privileges (e.g. restricted areas of campus), Informal/Formal Conference, Detention, Safe Schools Contract, Rest. Practices, No Contact Contract, Community Service	Formal Conference, Restorative Practices (e.g. letter of apology, conflict resolution), Community Service, Safe Schools Contract, Counseling
	Maximum	In School Suspension, Suspension, Transfer to Continuation School, Recommendation for Expulsion, Police Report	In School Suspension, Suspension, Transfer to Continuation School, Expulsion, Police Report

Fighting – Causing Serious Physical Injury (Battery) EC 48900 a(1) EC 48900 a(2) EC 48915 a (1)	Minimum	May include: Up to 3 day Suspension, Recommendation for Counseling, Safe Schools Contract, Restorative Conference	Up to 5 Day Suspension, Restorative Conference
	Maximum	Suspension, Recommendation for Expulsion, Transfer to Continuation School, Police Report	Suspension, Expulsion, Police Report, Transfer to Continuation School
Fire Alarm – Deliberate False EC 48900 k {k(1)}	Minimum	May include: Re-teach (e.g. write report on fire safety) Loss of Privileges (e.g. must be supervised during transitions), Informal Conference, Comm. Service (e.g. volunteer for fire department), Detention	Formal Conference, Detention, Community Service (e.g. make up for lost instructional time by assisting in office).
	Maximum	In School Suspension, Suspension, Fire Marshall and/or Police Report	In School Suspension, Suspension, Fire Marshall, Expulsion, Police Report
Forgery EC 48900, 35291 PC 470-483.5 {k(1)}	Minimum	May include: Re-teach (e.g. PBIS lesson on responsibility), Loss of Privileges (e.g. parent/caregiver phone contact in lieu of scholar communication), Informal Conference, Restorative Practices (e.g. letter of apology)	Detention, Formal Conference
	Maximum	Detention, In School Suspension, Suspension	In School Suspension, Suspension, Expulsion, Police Report
Gambling EC 48900 k {k(1)}	Minimum	May include: Re-teach (e.g. write report on gambling), Loss of Privileges (e.g. increased supervision, restricted access to areas of campus, Informal Conference, Community Service	Loss of Privileges, Community Service (e.g. help with school fund raiser), Formal Conference
	Maximum	In School Suspension, Suspension	In School Suspension, Suspension
Gang Behavior/Attire EC 48900 k, 35183, 35294.1 BP 5132 {k(2)}	Minimum	May include: Re-teach (e.g. problem solving lesson, support group), Referral to Counselor (academic support and cultural awareness), Loss of Privileges (e.g. restrict areas of campus), Informal Conference, Detention	Loss of Privileges (e.g. increased supervision, limited free time area), Formal Conference with Parent / Guardian and Scholar, Conference with SRO
	Maximum	Community Agency Referral, In School Suspension, Safe Schools Contract, Suspension, Recommendation for Expulsion, Police Report	In School Suspension, Suspension, Transfer to Continuation School, Expulsion, Police Report
Harassment/Intimidation EC 48900.4 {r(1)} EC 48900 o {r(2)} EC 48900 q {r(3)}	Minimum	Re-teach (e.g. problem solving skills), Loss of Privileges, Formal Conference, Community Service (e.g. project to make scholars feel safe and respected), Safe Schools Contract, Counseling Referral, Detention	Formal Conference
	Maximum	In School Suspension, Suspension, Recommendation for Expulsion	In School Suspension, Suspension (5 days), Police Report, Transfer to Continuation School, Expulsion
Hate Crimes/Violence EC 48900 t, 48900.3 {p(1)} (Gr. 4-12)	Minimum	May include: Re-teach (e.g. diversity training, write a report on group), Formal Conference, Comm. Service (e.g. project to make climate respectful), Threat Assessment, Counseling	Threat Assessment, Formal Conference, Safe Schools Contract, Community Service
	Maximum	Safe Schools Contract, In School Suspension, Suspension, Recommendation for Expulsion, Transfer to Continuation School, Police Report	In School Suspension, Suspension (5 days), Transfer to Continuation School, Expulsion, Police Report
Hazing EC 48900q, 32050, 32051 {r(3)}	Minimum	May include: Re-teach (e.g. write report on dangers of hazing), Loss of Privileges, Informal Conference, No Contact Contract, Community Service	In School Suspension, Suspension (up to 5 days).
	Maximum	In School Suspension, Suspension, Safe Schools Contract, Transfer to Continuation School, Recommendation for Expulsion	Transfer to Continuation School, Expulsion

Parking Violations EC 48900 {k(1)}	Minimum	May include: Re-teach (e.g. PBIS lesson on parking lot norms), Informal Conference, Parking Citation	Formal Conference, Loss of Parking Privileges, Parking Citation, Detention
	Maximum	Formal Conference, Loss of Parking Privileges <i>*All driving violations are subject to Police Citation</i>	In School Suspension, Suspension
Profanity/Obscene Acts Immoral Acts/Verbal Abuse EC 48900 i {i(1)}	Minimum	May include: Re-teach (e.g. PBIS lesson "Choice Words:), Loss of Privileges (e.g. break/lunch restriction), Informal Conference, Community Service, Restorative Practices (e.g. letter of apology), Detention	Detention, Community Service (e.g. make PBIS posters for "Choice Words", "Do No Harm", Formal Conference
	Maximum	In School Suspension, Suspension, Recommendation for Expulsion, Police Report	In School Suspension, Suspension, Expulsion, Police Report
Sexual Battery EC 48900 n, 48915 c(4) {n(1)}	MANDATORY	Suspension and Recommendation for Expulsion for one calendar year, Police Report, Report to the State Department of Education	Suspension and Recommendation for Expulsion for one calendar year, Police Report, Report to the State Department of Education
Sexual Assault EC 48915c(4) n(2)	MANDATORY	Suspension and Recommendation for Expulsion for one calendar year, Police Report, Report to the State Department of Education	Suspension and Recommendation for Expulsion for one calendar year, Police Report, Report to the State Department of Education
Sexual Harassment EC 48900.2 (Gr 4-12) EC 212.5 q(1)} (Gr. 4-12)	Minimum	Title IX Officer Notification May include: Re-teach (e.g. PBIS lesson, write report), Loss of Privileges, Formal Conference, Community Service (e.g. school projects to promote respectful environment), No Contact Contract, Safe Schools Contract, Counseling	Suspension (5 days), Title IX report, Police Report
	Maximum	Detention, In School Suspension, Suspension, Formal Reprimand, Recommendation for Expulsion, Title IX Officer Police Report	Expulsion, Title IX and Police Report (BP & AR 4019.11 a-e & 5145.7)
Smoking/Tobacco Products EC 48900 h, EC 51260 BP 5131.6, 5144.1 {h(1)}	1 st Offense	May include: Warning, Tobacco Education Program, Police Citation, Parent Conference (See EUHSD Smoking Policy)	2 nd Offense – 1 Day Suspension. Police Citation. Multiple Offenses – Up to 5 days suspension, possible transfer to continuation school for persistent violations.
Terrorist Threats EC 48900.7 (a), 48900.7 (b) EC 48900.2, EC48900.3, EC 48900.4 t(1)	Minimum	May include: Re-teach (e.g. lesson on problem solving), Loss of Privileges, Formal Conference, Referral to Counselor, Threat Assessment	Threat Assessment, In School Suspension, Suspension (up to 5 days), Police Report, Expulsion
	Maximum	In School Suspension, Suspension, Police Report, Recommendation for Expulsion	Suspension (up to 5 days), Police Report, Expulsion
Theft/Possession of Stolen Property/Burglary EC 48900 g {g(1)} EC 48900 l {l(1)}	Minimum	May include: Re-teach (e.g. PBIS lesson on respecting others property), Loss of Privileges (e.g. increased supervision, restricted break/lunch area), Informal Conference, Community Service (e.g. replace item, voluntary work in lieu of payment), Restorative Practices (e.g. letter of apology), Detention	Formal Conference, Community Service, Restorative Practices
	Maximum	In School Suspension, Suspension, Police Report, Recommendation for Expulsion	In School Suspension, Suspension, Police Report, Transfer to Continuation School, Expulsion
Weapons/Injurious Objects Replica Firearm EC 48900 b, 48915 a(2) {b(1)}	Minimum	May include: Re-teach (e.g. write report, problem solving skills), Loss of Privileges (e.g. backpack/pocket check daily), Formal Conference, Community Service, Detention, Safe Schools Contract	Detention, Formal Conference, Community Service

EC 48915 c(1) {b(2)} EC 48915 c(2) {b(3)} EC 48915 c(5) {b(4)} EC 48900 m {m(1)}			
	Maximum	In School Suspension, Suspension, Involuntary Transfer to Continuation School, Police Report, Recommendation for Expulsion	In School Suspension, Suspension, Involuntary Transfer to Continuation School, Police Report, Expulsion
	MANDATORY	Recommendation for expulsion for firearm possession, brandishing of a knife & possession of an explosive.	

For behavioral errors not included, the administrator or designee will utilize one or more of the following measures depending on the behavior: 1) Re- teach the expected behavior with multiple examples, teach where the problems are occurring, give frequent practice opportunities 2) provide useful and immediate correction when behavior error takes place, 3) provide positive feedback when behavior expectations are met, 4) prevent problem behavior by increasing supervision, restricting scholar privileges, 5) parent / caregiver contact 6) allow scholar to restore the environment and relationships which were affected by his or her behavior in the form of Restorative Practices and Community Service 7) refer scholar for a Comprehensive Scholar Assistance Team (CSAT) meeting at the site 8) removal of the scholar from the setting.