



 **ANCORA**
HIGH SCHOOL

CATALOG
YEAR 2024

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School Name

Ancora High School

School Address

STVT-AAI Education, Inc. DBA Ancora High School

6829 N. 46th Avenue, Parcel 1

Glendale, AZ 85301

<https://www.ancorahigh.com>

General Disclaimer

This catalog is an official publication of Ancora High School and is subject to revision at any time. The school reserves the right to change, withdraw, or supplement this catalog as it deems necessary or appropriate in its policies and operating procedures, curricula, class schedules, course content, training, equipment, tuition and fees, course coaches, and staff. Students are individually responsible for being aware of information contained in the catalog and any amendments thereto. Failure to read and comply with school regulations will not exempt students from penalties that they may incur. Students are advised to read and fully understand the rules, regulations, and policies stated herein and to retain this catalog for use as a reference. Students are encouraged to visit the student portal for updates to this catalog.

Accreditation Statements

Ancora High School has earned accreditation from Cognia™, a nonprofit organization that provides quality assurance for schools, school districts, and education service providers.

Cognia, formerly AdvancED, nationally recognizes schools that meet rigorous standards focused on productive learning environments, equitable resource allocation that meets the needs of learners, and effective leadership. Cognia is the parent organization of the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Northwest Accreditation Commission (NWAC), and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI). Cognia is working in over 80 countries and accrediting 36,000 institutions that serve and support nearly 25 million students and five million educators.



Academic Calendar

Ancora High School is an online high school and operates on an open entry/open exit format. Students may sign up and begin their high school education completion every Monday. Students may complete a course on their own time schedule.

Students have nine (9) months from the start of a course to complete the course.

About Ancora High School

Mission, Vision, & Core Values Statements

The mission of Ancora High School is to inspire and empower individuals through education and skill development. To accomplish this mission, we utilize our core values as a blueprint to create an environment centered on the personal and academic development of students.

Vision

Ancora High School is committed to becoming a nationally recognized online high school for individuals seeking opportunities to complete a high school diploma.

Core Values

Ancora High School's Core Values are utilized to create positive educational experiences for adults seeking opportunities to complete a high school education. These Core Values are grounded in:

- ❖ **Integrity** – We believe everything starts and ends with integrity. Mastery of this value will ensure that all decisions are made in line with compliant practices.
- ❖ **Excellence** – We believe that excellence is the foundation in all we do. We have established high standards of performance for students, course coaches and staff. We are results-oriented and believe using both quantitative and qualitative measurements provides the foundation for excellence expected of students, course coaches, and staff.
- ❖ **Customer Service** – We believe every interaction is an opportunity to exceed the expectations of students, co-workers, and all stakeholders. Placing value in exemplary customer service is worth the investment and attention.

- ❖ **Innovation** – We believe we should always look for new and exciting ways to improve our educational and employee programs. Innovation balances new things with doing tried and true things better.

Ancora High School Philosophy of Education

Students enroll in Ancora High School in order to develop the knowledge, skills, and competencies necessary to satisfactorily complete their high school education and prepare for further education or entering the workforce. With this purpose in mind, Ancora High's Philosophy of Education is based on our Mission, Vision, and Core Value statements.

We believe all students who enroll in our institution have the capacity to learn. We recognize students have diverse preferences regarding how they engage with content, peer students, and course coaches. Our students represent great diversity in terms of prior educational experience, experience utilizing technology to communicate and learn, and confidence in their ability to learn. Regardless of the learning modality, we believe it is the course coach's responsibility to develop a relationship with each student and assist each student in accordance with his/her own learning needs.

We believe that the student and the course coach collectively form a learning community within a classroom. Respect for others within the learning community is essential to the learning process. We believe each individual brings to the classroom the sum of experiences he/she has had up to that moment. These experiences inform the student's perspective. The diversity of perspectives within a classroom contributes to the richness of the learning environment.

Course coaches who have been engaged to teach our students have been hired due to their subject matter expertise and their ability to facilitate the academic development of each student. We believe our course coaches genuinely care about and respect our students and desire to treat each student as an individual.

Instruction—the facilitation of learning— is the centerpiece of the student experience. We know, and research validates, that meaningful interaction between course coach and student is the most important factor contributing to the student learning experience.

We believe frequent student and course coach interactions characterize excellent instruction. This contact, whether face-to-face or virtual, within the confines of a class or outside of scheduled class meeting times, is key to student engagement. Research has proven that the most important factor in a student's persistence is interaction with his/her course coach.

We believe excellent instruction facilitates interaction among students. Optimally, learning is a collaborative process. The richness of the learning experience depends on creating a safe learning environment that encourages students to work together and share their personal perspectives. When students are encouraged to share their perspectives, they are acknowledged. When an individual's point of view is challenged, an opportunity is presented to strengthen one's opinion by defending it. Concurrently, an opportunity is presented for students to question their personal points of view and, as a result, to develop a broader, enlightened perspective.

We believe excellent instruction is characterized by instructional methods that engage students in the learning process. Students do not learn by passive listening or memorization. Active learning requires students to engage in meaningful learning activities and reflect on their learning. It is necessary to engage with the content in various ways and integrate new concepts with existing knowledge.

We believe excellent instruction involves responsiveness and prompt feedback. Course coaches who make themselves available to students, virtually or in person, demonstrate they care about their students.

Excellent instruction is characterized by frequent assessment. Students need assistance from their course coaches to gauge how well they have mastered the content. We believe learning can be described as a continuous cycle of engagement in educational activity, reflection upon the results of that learning activity, and collaborative analysis between the course coach and the student. One of the most critical responsibilities of the course coach is to teach the student how to engage in critical reflection, allowing the student to become a more successful and confident learner.

We believe education is a process that allows our students to learn how to learn. All individuals learn at different rates, in different ways, depending upon their previous experience, aptitude, learning style preferences, and motivation. The course coach is responsible for nurturing student ownership of the learning process. We want our students to accept responsibility for their own learning so they will be prepared to participate in lifelong learning long after they complete their program of study.

Description of Ancora High School

Ancora High School is an online high school that focuses on high school diploma completion. The School serves students ages 18 and over who need to complete grades 10-12 to receive their high school diploma. All course content is delivered via the Canvas Learning Management System (LMS), with all textbooks and activities integrated into the LMS. Courses are asynchronous and open-entry/open-exit. Students may enroll at any time, complete courses on their own timeframe, and graduate when they have completed all Ancora High School diploma requirements.

Students monitor their progress in the course, complete assignments, and participate in discussions easily. The grade book allows students to see their grades for individual assignments and overall grades. Students can even enter alternative scores for assignments to project how a higher or lower score would impact their overall grade. They can connect their accounts to multiple email addresses, text-receiving phone numbers, and social media pages.

Class Size

The school maintains a proper ratio between teachers and students. The student-to-course coach ratio will not exceed 25:1

Admissions Requirements & Procedures

Ancora High School seeks students who have a strong desire to complete their high school education. Applications are accepted throughout the year, and students may begin their high school education completion every Monday. Students must be 18 years of age and ready to complete grades 10-12. Students must have successfully completed grade nine (9) to be eligible.

General Admissions Requirements

The admission procedure requires an exchange of information between the applicant and an Ancora High School representative. The applicant begins the process by completing enrollment on the Ancora High School website at <https://www.ancorahigh.com/>. Representatives of Ancora High School are available to discuss Ancora High School and the adult high school completion program.

Prior Education Requirement

Each applicant must have successfully completed at least 9th grade to be eligible for enrollment at Ancora High School. Courses which the applicant has completed at an accredited high school or recognized home school will be reviewed and transferred on a case-by-case basis. Students are required to provide official transcripts from their previous high school(s). Transcripts must be sent directly to Ancora High School from the previous high school(s).

Transfer of Credit and Grade Placement

Ancora High School accepts the transfer of high school credit(s) for the other U.S. accredited high schools. Ancora High School will accept transfer credits from other U.S. Department of Education recognized, accredited high schools, public schools, charter schools, and qualified home schools.

Ancora High School will accept up to 75% of transfer credits from the institutions outlined above toward high school graduation. Regardless of how many credits a student has acquired at another high school, **the student must complete a minimum of 25% (6 credits) from Ancora High School.**

Ancora High School has the authority to determine which credits will transfer from another school. All transfer credits must align with the Ancora High School curriculum requirements.

Students who wish to transfer credit from another institution must submit transcripts from all institutions attended. An applicant may be granted transfer credit for courses taken at other schools that are determined to substantively address a consistent set of learning objectives compared with courses offered at Ancora high school.

Transfer of credit evaluations will be conducted using the following guidelines:

- An official transcript of the student's coursework must be furnished directly by the institution where the coursework was completed before any application for transfer credits can be accepted.
- Ancora High School may request additional information such as course descriptions or syllabi if there is a question on the comparability of course content to the course(s) in which the student will enroll. The student is responsible for providing any requested additional information.
- Credits must have been earned for courses offered at U.S. Department of Education recognized, accredited high schools, public schools, charter schools, and qualified home schools.
- A grade of "D" or higher must be earned in each course completed to be eligible for transfer.
- Credits will be evaluated on a course-by-course basis.
- Evaluated and approved transfer credits will be recorded on the student's academic transcript under the term "Transfer from Previous HS."
- Ancora High School must receive transcripts from all previous institutions before the student's 30th day of enrollment (i.e. during the "Provisional Period") or will have their enrollment canceled.

Ancora High School will not charge the student any fees for transferring credits from other institutions. Students are responsible for all fees for obtaining official transcripts and supporting documentation for transfer of credit.

In all transfer credit situations, Ancora High School will attempt to avoid excessive loss of previously earned credit and avoid coursework duplication. Potential students should discuss any questions about the transfer of credits with the Head of School or designee(s).

Maximum Transfer Credits Accepted (Residency Requirement)

The total credits not earned at Ancora High School, including credit by transfer, may not exceed 75% of the total credits required to complete the Ancora High School diploma. Students must complete twenty-five percent (25%)/six (6) credits of the total credits required through Ancora High School.

Coursework Completed at Foreign Institutions

Ancora High School does not accept high school credit(s) earned from a foreign institution.

Coursework Completed Through Homeschooling

Ancora High School may accept homeschool credits earned through a qualified curriculum provider or organization. Acceptance of credits will be on a case-by-case basis. Students will be required to have official transcripts sent directly to Ancora High School. Ancora High School may require students to provide course scope and sequences/syllabi, and course portfolios for any transfer course, if needed to verify course content.

Notice Concerning Transferability of Credits Earned at Ancora High School

Acceptance of credits earned at Ancora High School is determined solely by the receiving institution. The school cannot and does not guarantee credit transfer or acceptance by other institutions. Students wishing to transfer credits should first consult with the Registrar at those institutions concerning acceptance. Ancora High School will provide official transcripts, for a fee, as well as course descriptions by request. Students with outstanding financial obligations will receive only unofficial transcripts, when requested. Accreditation alone does not guarantee credit transfer.

Grievance

If a student has a grievance, the following procedure must be followed. It is Ancora High School's desire that a grievance be settled at the lowest possible level and resolved as rapidly as possible.

1. A student will attempt to resolve a grievance with the person involved.
2. If a student cannot resolve the grievance with the person involved, it should be submitted in writing to that person's supervisor.
3. If the grievance remains unresolved after five business days, the student should submit a written summary to the Head of School. A meeting will be set up to include the student, the person involved, and the Head of School. Every effort will be made to resolve the grievance at this point.
4. If the student notifies the Head of School in writing that the student does not consider the grievance to be resolved, a written summary by the Head of School, along with all other materials, will be forwarded to:

Ombudsman Department
STVT-AAI Education Inc.
2241 S Watson Road, Suite 181
Arlington, Texas 76010
complaints@ancoraeducation.com

A written decision on the grievance report will be sent to the student and the Head of School within five business days after receipt of the signed grievance.

All persons involved in the complaint have an opportunity to be heard at any final step via a Google Meet video call. Students will be notified of the institution's comprehensive process and decision in writing via mail or email.

Ancora High School is accredited by Cognia. Schools accredited by Cognia must have a procedure and operational plan for handling student complaints. If a student does not feel that the school has adequately addressed a complaint or concern, the student may consider contacting Cognia. All complaints reviewed by Cognia must be in written form and should grant permission for the Commission to forward a copy of the complaint to the school for a response. The complainant(s) will be kept informed as to the status of the complaint as well as the final resolution by the Commission. Please direct all inquiries to:

Cognia
ATT: Chief Global Accreditation Officer
9115 Westside Parkway
Alpharetta, GA 30009
Phone: 1.888.413.3669
www.cognia.org/

Arbitration

A condition of enrollment, for a non-sponsored student, is the signing of an enrollment agreement by both the student and a School administrator. The following provisions with respect to arbitration are part of the enrollment agreement. PLEASE READ THEM CAREFULLY TO ENSURE THAT YOU UNDERSTAND EACH PROVISION AND YOUR RIGHT TO OPT OUT OF THEM.

You (the Student) and the School agree that any dispute arising out of or relating to this enrollment agreement, your enrollment or your attendance at the School, whether such dispute arises during or after your attendance and whether the dispute is based on contract, tort, statute, or otherwise, shall be resolved by binding arbitration in the State of Texas at a venue established by Ancora High School. You (the Student) and the School each further agrees that this arbitration provision provides each party with its exclusive remedy for redress of any grievance or resolution of any dispute arising out of or relating to this Agreement (the Dispute), AND EACH PARTY EXPRESSLY WAIVES ANY RIGHT, INCLUDING WITHOUT LIMITATION THE RIGHT TO TRIAL BY JURY, IT MIGHT HAVE TO SEEK REDRESS.

THE STUDENT AND THE SCHOOL ALSO AGREE THAT DISPUTES MAY ONLY BE BROUGHT IN THE STUDENT'S INDIVIDUAL CAPACITY AND NOT ON BEHALF OF, OR AS PART OF, A CLASS ACTION OR REPRESENTATIVE PROCEEDING. If this specific paragraph is found to be unenforceable, then the entirety of these arbitration provisions shall be null and void and rendered of no further effect with respect to the Dispute. If the Dispute is not resolved pursuant to the School's Dispute Resolution procedures as outlined in the School's catalog within 45 days from the date the Student submits a written complaint to the Ancora High School Corporate Office, then the Dispute shall be resolved by binding arbitration in accordance with the Commercial Arbitration Rules and the Supplementary Procedures for Consumer Related Disputes of the American Arbitration Association (AAA) then in effect, and judgment upon the award rendered by the arbitrator may be entered in any court having jurisdiction thereof.

1. The Federal Arbitration Act shall govern this arbitration agreement. The substantive law which will govern the interpretation of a student's Enrollment Agreement and related documents and the resolution of any Dispute will be the law of the state where the School is located.
2. Arbitration shall be the sole method of resolving all Disputes between the parties to this agreement.
3. The arbitrator shall have the authority to decide all questions of arbitrability.
4. Arbitration will take place before a single neutral arbitrator, chosen according to the AAA Commercial Rules, State of Texas, at a venue established by Ancora High School.

5. The parties may take discovery through interrogatories, depositions and requests for production that the arbitrator determines to be reasonable and necessary.
6. The arbitration shall be conducted in the English language.
7. The arbitrator shall have the authority to grant interim remedies pursuant to the AAA's Optional Rules for Emergency Measures of Protection then in effect. The arbitrator shall have the authority to award monetary damages measured by the prevailing party's actual damages and may grant any non-monetary remedy or relief that the arbitrator deems just and equitable and within the scope of this agreement between the parties. Judgment on the award rendered by the arbitrator may be entered in any court having jurisdiction.
8. The arbitrator shall not have any authority to award punitive damages, treble damages, consequential or indirect damages, or other damages not measured by the prevailing party's actual damages.
9. The arbitrator also shall not have any authority to alter any grade issued to a student. The parties shall bear their own costs and expenses.
10. The parties also shall bear an equal share of the fees and costs of the arbitration, which include but are not limited to the fees and costs of the arbitrator, unless the parties agree otherwise. The Student is responsible for all other additional costs that the Student incurs in the arbitration including, but not limited to, attorney's fees or expert witness costs unless otherwise required of the School under applicable law.
11. Except as may be required by law, neither party nor an arbitrator may disclose the existence, content, or results of any such arbitration without the prior written consent of both parties.
12. If any clause within these arbitration provisions is found to be illegal or unenforceable, that specific clause will be severed from these arbitration provisions, and the remainder of the arbitration provisions will be given full force and effect.
13. If the Student does not wish to be bound by these arbitration provisions, the Student must notify the School in writing within 30 days of the date that these arbitration provisions become effective. The Student may opt out by mail to the Ancora High School mailing address. The Student's written notification to the School must include the Student's name and address as well as a clear statement that the Student does not wish to resolve disputes with the School through arbitration.

Statement of Non-Retaliation

To state Ancora High School's non-retaliation policy and process. In many instances, Ancora Education must rely on individual faculty, staff, and students to report to the appropriate office cases where it appears that a member or members of the community are not complying with applicable law or policy. A major deterrent to such reporting is the fear that the person or persons against whom the report is made will retaliate against the person making the report. The purpose of this policy is to clearly articulate that Ancora High School prohibits retaliation against those who make reports of possible non-compliance and good-faith grievances raised by students.

Faculty, administrators, and staff shall not intimidate or take retaliatory action, as defined below, against any member of the community who makes a report of the type defined below in good faith and without malice.

This Policy also prohibits persons from knowingly and intentionally making a report of non-compliance or grievance that is knowingly false.

The prohibition against retaliation applies to:

1. The disclosure of information concerning conduct that the reporter believes is illegal or in violation of campus policies
2. Disclosures made during compliance review or a peer review process
3. The filing of a legitimate complaint, grievance, or incident report

The types of retaliation that are prohibited include but are not limited to:

1. Intimidation
2. Adverse actions with respect to the reporter's work assignments, salary, vacation, and other terms of employment
3. Unlawful discrimination
4. Termination of employment
5. Adverse actions against a relative of the reporter who is an Ancora Education or Ancora High School employee or student at an institution owned and operated by Ancora Education and

6. Threats of any of the above

Note that an adverse personnel, academic, or other disciplinary action against an employee or student whose conduct or performance warrants such action for reasons unrelated to the reporting of a concern will not be deemed a violation of this policy.

Individuals who violate this policy shall be subject to appropriate disciplinary proceedings as set forth in the catalog. If found to have violated the policy, they may be subjected to the full range of available sanctions, up to and including termination of employment or dismissal from an academic program.

Equal Educational Opportunity

Ancora High School declares and affirms a policy of equal employment opportunity, equal educational opportunity, and nondiscrimination in providing educational services to the public. The school will make all decisions regarding recruitment, hiring, promotion, and all other terms and conditions of employment without discrimination on grounds of race, color, creed or religion, sex (including pregnancy), sexual orientation, gender, gender identity, national origin, age, disability, genetic information or other factors which cannot lawfully be the basis for an employment decision.

Ancora High School reaffirms its policy of administering all of its educational programs and related supporting services and benefits in a manner that does not discriminate because of a student's or prospective student's race, color, creed or religion, sex (including pregnancy), sexual orientation, gender, gender identity, national origin, age, disability or other characteristics which cannot lawfully be the basis for the provision of such services.

Ancora High School adheres to the provisions of the following federal laws, in each case as they have been amended to date: (a) Section 504 of the Rehabilitation Act of 1973 and (b) the Family Educational Rights and Privacy Act of 1974. Inquiries concerning the application of these laws and their implementing regulations may be referred to the Head of School.

Student Disability Accommodation

This policy and procedure enables Ancora High School to comply with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, which requires reasonable accommodations made for qualified students with disabilities and prohibits Ancora High School from excluding such students from or denying them the benefits of, its program or activities.

It is the policy of Ancora High School to provide qualified students who have disabilities with reasonable accommodation based upon relevant law, the academic program's educational standards, and sound ethical practice in disability services.

Having provided sufficient evidence of a disability and need for accommodation, a student may make official requests for accommodation by submitting an official disability accommodations request form and supporting materials. Students should make accommodation requests as far in advance of the relevant course, entrance assessment, activity or program, to allow for appropriate consideration and planning. Because the reasonableness of any individual accommodation request can vary substantially depending upon a student's current course load, schedule, or course content, accommodation requests must be reviewed by the Head of School. When possible, students entering Ancora High School for the first time should submit information related to disability within the first 30 days of enrollment so that reasonable accommodation can be arranged and delivered in a timely manner. The Head of School or designee(s) will consider the information (documentation) provided by the student, consult with course coaches and/or other school officials as needed, and determine what constitutes reasonable accommodation(s) for the student's disability.

The Head of School or designee(s) will identify a list of approved accommodations in accordance with the manifestations of the disability, a copy of which will be shared with the student. For academic accommodations, following review and approval at the start of each course enrollment, the Head of School or designee(s) will prepare individual letters for each course coach summarizing the approved accommodations relevant to his/her course. These letters will be delivered to the student and appropriate course coaches through email. Course coaches and other Ancora High School officials then are required to provide reasonable accommodation(s) in accordance with the accommodation approval letter(s). If a course coach or other school official does not agree to an accommodation request, the student should seek the assistance of the Head of School.

A student who disagrees in any way with a decision regarding a request for accommodation may seek review of a decision under this procedure by contacting the Head of School. If the Head of School feels that the disagreement can be resolved informally, the Head of School will try to do so, working with the student and the course coach and any other necessary individuals. If informal resolution is ineffective or impractical, the Head of School will refer the matter to the Schools General Counsel and Chairperson of the Board of Directors.

Ancora High School Graduation Requirements

1. Candidates for graduation must:
 - a. Complete, successfully, all courses and credits required by Ancora High School
 - b. Earn a cumulative grade point average of at least 2.0.
2. All students must earn at least 22 credits to complete the Ancora High School diploma. A student must demonstrate proficiency in the courses outlined below.
3. Twenty-five percent (25%) or six (6) credits must be earned at Ancora High School.
4. The Ancora High School Completion Program requires students to complete the following courses:

English/Language Arts–4 Credits
ENG100 English I
ENG200 English II
ENG300 English III
ENG400 English IV-Humanities Through the Ages
Mathematics 4 Credits
MTH100 Algebra I
MTH115 Personal Financial Literacy
MTH200 Geometry
MTH300 Statistics
Science 3 Credits
SCI100 Biology
SCI200 Anatomy & Physiology
SCI300 Chemistry
Social Studies 3 Credits
SST100 United States Government (½ credit)
SST200 United States History Since 1877
SST300 World History
ECN100 Economics with Emphasis on Free Enterprise (½ credit)
Language other than English (LOTE) 2 Credits same language
SPN100 Spanish I
SPN200 Spanish II
Physical Education 1 Credit
PED110 Foundations of Personal Health and Fitness
Fine Arts 1 Credit
MUS100 Music Across the World

Other Requirements 4 Credits
CRT100 Critical Thinking (1 credit)
SST400 World Geography (1 credit)
HUM200 Introduction to Film History (1 credit)
HLT100 Nutrition (1 credit)

Under specialized circumstances on a case-by-case basis, under the guidance of the Ancora High School academic leadership, a course listed above may be replaced by an equivalent course.

Authentication and Protection of Student Identity

Students are provided a unique username and password and are prohibited from giving the user's name and password to any other individual.

The student's username, password, and email address are used to authenticate the student's identity to complete assignments within the Learning Management System. All testing is conducted through the Learning Management System, and the student's unique username and password are used to verify the student's identity.

The authenticity of student work is also verified through the ongoing submission of assignments and assessments and student attendance and communications with the course coach and other students. The student's unique username and password are used to verify student identity. Ancora High School will not release any student's username and password to any individual that would violate a student's rights under the Federal Educational Rights and Privacy Act. No student is assessed any additional charges or fees associated with the verification/authentication of student identity.

Technology Specification for Online Courses

Because Ancora High School is conducted entirely online, you will need access to a computer and the internet. If you do not have a laptop and are near one of our partner schools, you have free access to the computer labs at all our partner schools. You can gain free access at your nearest public library if you are not near a partner school. You may purchase a laptop or Chromebook that meets all the required specifications through the Ancora High School Student Portal. Each student enrolled in Ancora High School is expected to have access to an internet connection, computer hardware, and operating software as outlined below.

- Operating System:
 - Windows 10 and greater
 - OS X 10.13 and greater
 - Chrome (latest version)
- Memory: 4GB or higher
- Chrome Browser (most recent release)
- headset or speakers
- Internet Connection: High Speed Cable or Faster
- Software:
 - Google Docs, Google Sheets, Google Slides OR
 - Microsoft Word, Excel, PowerPoint OR
 - Office365 applications
 - Anti-virus

However, if students do not have personal access to these resources, they may, at their own expense, seek assistance on any of Ancora High School's twenty-two (22) partner schools, listed below, to utilize resources

- Arizona Automotive Institute – Glendale, AZ
- Berks Technical Institute Wyomissing, PA
- Edge Tech Academy – Arlington, TX
- McCann School of Business & Technology – Allentown, PA
- McCann School of Business & Technology – Lewisburg, PA
- McCann School of Business & Technology – Monroe, LA
- Miller-Motte College – Augusta, GA
- Miller-Motte College – Charleston, SC
- Miller-Motte College – Chattanooga, TN

- Miller-Motte College – Columbus, GA
- Miller-Motte College – Conway, SC
- Miller-Motte College – Fayetteville, NC
- Miller-Motte College – Jacksonville, NC
- Miller-Motte College – Macon, GA
- Miller-Motte College – Raleigh, NC
- Miller-Motte College - Tulsa, OK
- Miller-Motte College - Wilmington, NC
- South Texas Vocational Technical Institute – Brownsville, TX
- South Texas Vocational Technical Institute – Corpus Christi, TX
- South Texas Vocational Technical Institute – McAllen, TX
- South Texas Vocational Technical Institute – San Antonio, TX
- South Texas Vocational Technical Institute – Weslaco, TX

Internet Usage & Safety

Acceptable use Internet access, which connects thousands of computers and millions of subscribers, is available to students and staff. Internet access can promote educational excellence by facilitating resource sharing, innovation, and communications.

Throughout the educational community, the Internet can be used to educate and inform staff and students. The Internet is similar to books, magazines, audio recordings, videos, and other information media as learning resources. Students and educators use the Internet to participate in distance learning activities, ask questions, consult experts, communicate with other students, educators, and individuals, and locate materials to meet educational needs.

The Internet also provides access to material that is of no educational value. However, the value of the information found and the interaction available outweighs the possibility of locating inappropriate material.

Internet access is coordinated through a complex association of government agencies and regional and state networks. The smooth operation of the network relies upon the proper conduct of all users, who must adhere to strict guidelines. The guidelines require efficient, ethical, and legal utilization of the network resources. In addition, guidelines from other service providers may result in access being suspended or denied.

If a student loses internet access or power as a result of an Act of God or widespread outages, the student is expected to notify the course coach and student success champion immediately. Notifications may occur via telephone communication or any other accessible electronic means. As a result of an Act of God or widespread outages, the student will be provided additional time to complete the required coursework if necessary. The student may be required to provide documentation of internet access or power loss.

In the event of network/system outages, the following communications will occur:

- Google—students will be notified through the Ancora High School Student Portal
- Canvas Learning Management System—students will be notified via the Ancora High School Student Portal and their school email address
- Ancora High School Student Portal—students will be notified their school email address and in the Canvas classroom

Students are responsible for ensuring that any devices connecting to Ancora High School networks are virus-free. Any devices flagged from malicious activity will be blocked from the Ancora High School network until the issue is resolved. If a student believes he/she has been blocked from the Ancora High School network, they should immediately contact Ancora Tech Support at 866-834-1023.

Ancora High School does not maintain any student credit card information. All credit card payments are made through a third-party credit card processing company Heartland web portal. The Heartland web portal is PCI compliant.

Online Responsibilities

a. Acceptable use

The goal of providing Internet access for students and staff is to support education and research consistent with the School's educational objectives. Transmission of any material in violation of any federal or state regulation is prohibited. Violations include, but are not limited to, copyrighted material, threatening or obscene material, or material in violation of School Policies.

b. Privileges

The use of the Internet is a privilege, not a right, and inappropriate use will result in suspending that privilege. The equipment, network, and data are the sole property of the School. Therefore, the School retains the right to monitor and/or audit any network account randomly to ensure the user is adhering to this policy.

c. Network Etiquette

While each user has the right to free speech, each user is expected to abide by the School's accepted code of conduct. Appropriate behavior in telecommunications includes but is not limited to:

- i. Being polite
- ii. Using appropriate conduct. Do not swear, use vulgarities, be abusive, post, or publish objectionable material.
- iii. Not engaging in illegal activities.

- iv. Not revealing personal addresses or phone numbers.
- v. Recognizing that school electronic mail is not private. Messages relating to or supporting illegal activities or violations of the acceptable use policy will be reported to appropriate authorities.
- vi. Not knowingly or carelessly performing an act that will interfere with the normal operation of computers, peripherals, or networks.
- vii. Respecting copyright laws. Unless otherwise stated, all communications and information accessed via the network are private property.
- viii. Not employing the network for commercial purposes.
- ix. Not transmitting material that infringes upon the right of others.

d. Warranty

The School makes no warranties of any kind, whether expressed or implied, for its service. The School will not be responsible for any damages suffered using the Internet. These damages include, but are not limited to, loss of data resulting from delays, nondeliveries, misdeliveries, service interruptions, or personal errors or omissions. Use of any information obtained via the Internet is at the user's risk. The School specifically denies any responsibility for the accuracy or quality of information obtained through Internet access.

e. Security

Security on a computer system is critical, especially when involving many users. Individuals must follow proper procedures for logging in and off the network. The user must notify a system administrator or staff member if a security problem is identified. Individuals may not demonstrate the problem to any other users. The unauthorized use of accounts is strictly prohibited. Attempts to log on to the Internet as the network administrator will immediately cancel user privileges. Users with a history of problems with other computer systems or who have been identified as a security risk for any other reason will be denied access to the network.

Users are provided a unique username and password and are prohibited from providing the user's name and password to any other individual.

The student's username, password, and email address are used to authenticate the student's identity to complete assignments within the Canvas Learning Management System (Canvas). All testing is completed through the Canvas, and the student's unique username and password are used to verify the student's identity.

A student's unique username and password are used to verify the student's identity. Neither Ancora High School nor Ancora Education will release the student's username and password to any individual, violating the student's rights under the Federal Educational Rights and Privacy Act.

f. Vandalism

Vandalism will result in suspension or cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy another user's data or damage other networks. Vandalism includes but is not limited to uploading or creating computer viruses.

If a student believes an Ancora High School computer system or network has been hacked or they have potentially transferred a virus of any kind to an Ancora High School computer system or network, they are to immediately shutdown the computer and contact Ancora High Technical Support @ 855-335-8248.

Refer to the catalog's Student Code of Conduct section for a list of possible disciplinary sanctions.

Tuition & Fees

Ancora High School publishes all current tuition and fees online at <https://www.ancorahigh.com/tuition/>. Questions or concerns about tuition, fees, or a student's account should be addressed to Student.Accounts@ancorahigh.com.

Textbooks

Textbooks and all instructional content are integrated into each online course. There are no additional charges for textbooks that are integrated into an online course.

Past Due Accounts

The student is obligated to make payments per their selected program fee schedule. Failure for a student to make a timely payment within 14 days of their expected payment date will result in the student being dropped for nonpayment.

Cancellation and Refund

Ancora High School has a “worry free guarantee” during the student’s Provisional Period, meaning a student can request, in writing, via the U.S. Postal Service to the Ancora High School corporate office at 2241 S. Watson Rd, Building 200, Arlington, TX 76010 or via email to Registrar.Services@ancorahigh.com. The Activation Fee is fully refundable for 29 days. On the 30th day, students are no longer eligible for a refund of the Activation Fee. Enrollment is defined as the first time the student accesses coursework, as showcased through the Learning Management System (LMS) and logs in the Student Information System (SIS).

The School is relieved and released of all claims by the student that may arise as a result of the School’s inability to perform hereunder as a result of an act of God, or any other matter beyond the control of the School.

The School agrees to provide a curriculum for the high school completion program. At the conclusion of the program, the student will be awarded an Ancora High School diploma, provided the student has met all applicable scholastic and financial requirements.

Student Orientation

Ancora High School provides a student success orientation for all students. The orientation acquaints new students with what the school expects of the student and what the student can expect from the school. The orientation is designed to provide the opportunity for advisement on academic matters, registering for classes, and answering questions. **All new students are required to complete the orientation before being able to access their first Ancora High School course.**

Student Support Services

Ancora High School prides itself on offering a quality online high school experience with the added support of tutoring and student services. A mix of course coaches and other resource staff will be available to students throughout their student lifecycle. Students will also have the ability to request support or tutoring directly through the Student Portal.

The school provides assistance for students experiencing academic difficulties. Course coaches will make every effort to identify students in need of assistance. Students are urged to take the initiative in seeking out-of-class help and to discuss their difficulties with their course coaches and/or student success champions.

Student Change of Address

When a student relocates to a different address, it is important to update the address on record so that school correspondence sent by mail reaches the student or graduate. To update your address, follow these steps:

1. Log into the student portal
2. Click “Edit Your Profile,” located after your student ID in the green bar across the top of page
3. On the next page, click the Edit button in the bottom right corner of page
4. Make any necessary changes and then click the Save button in the bottom right corner of the page

Library

Library collections are online through the LIRN (Library and Information Resources Network) Research Databases and via the Library website’s other curated and professionally vetted resources. Every student can access millions of academic, peer-reviewed full-text articles, journals, transcripts, audio, video, ebooks, photos, and more to support general interests, reference items, and subject-specific interests. The online library content is available for student use 24/7. Students are expected to seek librarian assistance through the local public library.

Publications and Announcements

Announcements can be read via the student portal. Students should check the student portal periodically for any notices and/or special announcements. Specific course announcements will be posted in the online classroom. Students are expected to read and follow all announcements posted in the online classroom.

Hours of Operation

All online courses are available to students 24/7. Course coaches will have regularly scheduled office hours for student assistance and by special appointment. Student Success Champions are available during the regular work day 8:00 am to 5:00 pm CST, and by special appointment. All Ancora High School staff, course coaches, and student success champions may be reached via email and will respond to student issues within 24 hours.

Communications Between Students and Ancora High School

All communications between students and Ancora High School will occur through the student's school email address and/or the phone number provided in the student portal. All communications between students and course coaches will occur through the Canvas LMS email system. No communications will occur using a student's personal email account. All communications will be documented in the student information system.

Student Code of Conduct

Ancora High School affirms its commitment to providing an engaging learning environment and promoting the exchange of ideas among the learning community members. All individuals who come to Ancora High School to work and study will be accepted as unique individuals worthy of making a valuable contribution to the learning environment. Discrimination, disruption, or harassment based on age, ethnicity, religion, gender, ability, socioeconomic background, or sexual orientation will not be tolerated.

Ancora High School accepts responsibility for communicating these values to students, course coaches, staff, administration, and the community served by the school. The success of the policy to protect the learning environment and those engaged in the learning process depends upon the community's willingness to make known behaviors and conduct that violate the policy.

A student found to have committed any one of the Student Code of Conduct Offenses outlined below will be subject to sanctions, including written reprimand, suspension, and expulsion.

Statement of Shared Responsibility

Students, course coaches, staff, and administration constitute a community of learners. Collectively, we share responsibility for exchanging knowledge and information, creating a culture that respects and values diversity, and maintaining an environment of accountability. Within the challenging and supportive learning environment at Ancora High School, students of all ages, ethnicities, religions, genders, abilities, socioeconomic backgrounds, and sexual orientations are welcome to engage in high school completion, active citizenship, and lifelong learning.

To realize its mission, all members of the Ancora High School community have a responsibility to promote and the right to expect:

Respect for Persons: The opportunity to ask questions and express opinions is fundamental to the learning process. Diversity in perspective strengthens the learning environment for all participants. All community members will demonstrate respect for others while communicating a point of view and allowing others to do the same, ensuring that Ancora High School is free from intimidation and harassment. Disagreements among community members are expected to be resolved through a process that preserves mutual respect.

Respect for the Learning Process: Community members should be committed to a journey of continuous improvement for themselves and others. Each individual brings a unique set of knowledge, skills, abilities, and experiences that enrich the learning environment. Individuals will progress at their rate, within the approved parameters of the curriculum, capitalizing upon their preferred style of learning to make progress on their journey. The unique journey of each individual should be encouraged and honored. The Student Code of Conduct has been developed to ensure that the learning process is not inhibited or disrupted for any individual or group of individuals.

Respect for the Learning Environment: The physical and virtual classroom, the institutional facilities, and Ancora High School, as well as all equipment and learning materials, constitute the learning environment. Expectations for adherence to the Student Code of Conduct apply to instances where the learning experience extends beyond the institution, such as situations involving a learning experience outside of the online classroom. The safety of all members of the learning environment is of the utmost concern to the institution. All learning community members will utilize the resources provided by the institution as instructed and with caution, making Ancora High School officials aware of issues associated with the learning environment.

Respect for Academic Integrity: All community members are required to adhere to institutional standards of academic integrity. One of the most significant values of participating in a community of learners is the opportunity to learn from others. However, individuals must acknowledge the sources of the information used to advance a point of view. Academic misconduct involves dishonesty or deception in the fulfillment of academic requirements. Academic misconduct includes, but is not limited to, cheating, plagiarism, unpermitted collaboration, forged attendance, using advantages not approved by the course coach, knowingly allowing another student to plagiarize or cheat from one's work, or submitting the same assignment for multiple courses without the knowledge of the course coach.

Student Code of Conduct Offenses

Academic misconduct –Dishonesty or deception in the fulfillment of academic requirements includes, but is not limited to, cheating, plagiarism, unpermitted collaboration, forged attendance, using advantages not approved by the course coach, knowingly allowing another student to plagiarize or cheat from one's work or submitting the same assignment for multiple courses without the knowledge of the course coach.

Dating violence – Violence committed by an individual (A) who is or has been in a social relationship of a romantic or intimate nature with the victim; and (B) where the existence of such a relationship shall be determined based on a consideration of the following factors: (i) The length of the relationship (ii) The type of relationship (iii) The frequency of interaction between the persons involved in the relationship. This offense applies to any such illegal activity by a current student, staff, or course coach.

Domestic violence – Felony or misdemeanor crimes of violence committed by a current or former spouse of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction. This offense applies to any such illegal activity by a current student, staff, or course coach.

Dishonesty – Provision and/or submission of false information to the institution by forgery, alteration, or misuse of documents or records, falsifying a written or oral statement, or submitting false identification to the institution.

Mental or bodily harm to self – Conduct that causes harm or has the potential to cause harm to oneself, including the intentional infliction of mental or bodily harm upon oneself or taking reckless but not accidental action that could result in mental or bodily harm.

Mental or bodily harm to others – Conduct that causes harm or has the potential to cause harm to another individual, including

- Behavior that intentionally inflicts mental or bodily harm on another person;
- Behavior that attempts to inflict mental or bodily harm on another person;
- Taking reckless, but not accidental action that could result in the infliction of mental or bodily harm on another person;
- Causing another individual to believe that the offender may cause mental or bodily harm to them;

Sexual misconduct – Any act that demeans or degrades another individual; and/or coercion of an individual to inflict mental or bodily harm to another person.

Stalking – Engaging in conduct directed at a specific person that would cause a reasonable person to (A) fear for his or her safety or the safety of others; or (B) suffer substantial emotional distress. Stalking may include non-consensual communication, including in-person communication or contact, surveillance, telephone calls, voice messages, text messages, email messages, social networking site postings, instant messages, postings of pictures or information on websites, written letters, gifts, or any other undesired communication that elicits fear.

Sex discrimination and harassment – Conduct that encompasses discrimination based on an individual's sex in any aspect of employment or education, including but not limited to,

- hiring and firing;
- compensation, assignment, or classification of employees;
- transfer, promotion, layoff, or recall;
- job advertisements;
- recruitment;
- testing;
- grading;

- acceptance or participation in an academic program or school activity;
- use of employer's facilities;
- training programs;
- fringe benefits;
- pay, retirement plans, and disability leave; or other terms and conditions of employment; and
- engaging in conduct that has the purpose or effect of substantially interfering with an individual's academic or work performance or of creating an intimidating, hostile or, offensive environment in which to work or learn.

Sexual harassment – including sexual violence, is a form of discrimination; it is illegal. No employee or student in the workplace or academic environment should be subject to unwelcome verbal or physical conduct that is sexual. Sexual harassment does not refer to occasional compliments of a socially acceptable nature. It refers to behavior of a sexual nature that is not welcome, that is personally offensive, and that interferes with performance. It is expected that students, course coaches, and staff will treat one another with respect. All students, course coaches, staff, and other school community members, including learning sites outside of the online classroom, are subject to this policy.

Unwelcome sexual advances – requests for sexual favors and other visual, verbal, or physical conduct of a sexual or gender-bias nature constitute sexual harassment when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic status;
- Submission or rejection of conduct used for academic, employment, or evaluations decisions, or permission to participate in an activity;
- The conduct has the purpose or effect of substantially interfering with an individual's academic or work performance or creating an intimidating, hostile, or offensive environment in which to work or learn.

Sexual harassment may take many forms—subtle and indirect, or blatant and overt, including but not limited to, the following:

- It may occur between individuals of the opposite sex or the same sex;
- It may occur between students, peers, and/or coworkers,
- It may occur between individuals in an unequal power relationship (such as by a supervisor who supervises an employee or an course coach regarding a current student);
- It may be aimed at coercing an individual to participate in an unwanted sexual relationship, or it may have the effect of causing an individual to change behavior or work performance;
- It may consist of repeated actions or may even arise from a single incident if sufficiently severe;
- It may also rise to the level of a criminal offense, such as a battery or sexual violence.
- Sexual violence is a physical act perpetrated against a person's will or where a person cannot give consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. Sexual violence includes, but is not limited to, rape, sexual assault, sexual battery, and sexual coercion.

Determining what constitutes sexual harassment under this policy depends on the specific facts and the context in which the conduct occurs. Some behavior may be inappropriate, unprofessional, and/or subject to disciplinary action but would not fall under the definition of sexual harassment. Examples of unwelcome conduct of a sexual or gender-related nature that may constitute sexual harassment may, but do not necessarily, include, and are not limited to:

- Rape, sexual assault, sexual battery, sexual coercion or other sexual violence;
- Sexually explicit or gender-related statements, comments, questions, jokes, innuendoes, anecdotes, or gestures; Other than customary handshakes, uninvited touching, patting, hugging, or purposeful brushing against a person's body or another inappropriate touching of an individual's body;
- Remarks of a sexual nature about a person's clothing or body;
- Use of electronic mail or computer dissemination of sexually oriented, sex-based communications;
- Sexual advances, whether or not they involve physical touching;
- Requests for sexual favors in exchange for an actual or promised job or educational benefits, such as favorable reviews, salary increases, promotions, increased benefits, continued employment, grades, favorable assignments, letters of recommendation;
- Displaying sexually suggestive objects, pictures, magazines, cartoons, or screen savers that others can view;
- Inquiries, remarks, or discussions about an individual's sexual experiences or activities and other written or oral references to sexual conduct.

Any employee or student bringing a discrimination or sexual harassment complaint or assisting in the investigation of

such a complaint will not be subjected to retaliation in terms and conditions of employment and/or academic standing, nor discriminated against, terminated, or expelled because of the complaint. Intentionally providing false information, however, is grounds for discipline.

"Retaliation" may include, but is not limited to, such conduct as:

- The denial of adequate personnel to perform duties;
- Frequent replacement of members of the staff;
- Frequent and undesirable changes in the location of an office;
- The refusal to assign meaningful work;
- Unwarranted disciplinary action;
- Unfair work performance evaluations;
- A reduction in pay;
- The denial of a promotion;
- Dismissal;
- Transfer;
- Frequent changes in working hours or workdays;
- Unfair grade;
- Unfavorable reference letter.

Determining what constitutes discrimination under this policy will be evaluated on a case-by-case basis and depends upon the specific facts and the context in which the conduct occurs. Some behavior may be inappropriate, unprofessional, and/or subject to disciplinary action but would not fall under the definition of discrimination.

Individuals who violate this policy are subject to discipline up to and including termination and/or expulsion, in accordance with the Ancora High School Student Code of Conduct. Other, lesser sanctions may be imposed, depending on the circumstances.

Victims of dating violence, domestic violence, sexual assault, and stalking should contact the Head of School to request changes to academic and working situations and how to request protective measures and receive support resources.

Discrimination – civilly, criminally, or administratively prohibited unequal treatment of a person based upon age, ethnicity, religion, gender, ability, socioeconomic background, veteran status, or sexual orientation.

Disruption/Obstruction – Obstructing or interfering with any institutional functions or activities, including instruction within a physical or virtual classroom.

False Report of Emergency – Causing, making, or circulating a false report or warning of fire, explosion, crime, or other threat to safety.

Destruction of Property – Intentionally or recklessly, but not accidentally, damaging, destroying, defacing, or tampering with school property, a property associated with the school, including sites or the property of any person on or associated with the school.

Theft or Possession of Stolen Property or Service – Taking an item or utilizing a service without the consent of an institutional official or possessing property that can reasonably be determined to have been stolen from a partner school or an employee or student of the partner school.

Trespassing – Forcible or unauthorized entry into any school facilities or facilities associated with the school.

Possession of Weapons or Dangerous Materials – Unauthorized possession of a weapon or dangerous materials, including, but not limited to, firearms, compressed air guns, pellet guns, BB guns, knives, explosive devices, incendiary devices, fireworks, ammunition, or any other dangerous materials.

Manufacture, Distribution, Sale, Offer for Sale, Possession or Misuse of Drugs or Alcohol - Manufacture, distribution, sale, offer for sale, possession or use of any illegal drug or narcotic or possession or use of alcohol while on the campus of a partner school or while engaged in any school-related activities.

Use of Tobacco Products or Electronic Cigarettes in Unapproved Locations – Smoking or use of tobacco products or electronic cigarettes at a partner school in locations other than those approved for that purpose.

Violation of Criminal Law – An alleged violation of any federal, state, or local criminal law where a student's conduct interferes with the institution's exercise of its educational objectives or responsibilities.

Misuse or Abuse of Computers or Computer Networks – Misuse, alteration, tampering with, or abusing any computer, computer system, service, program, data, or network, including telephone or computer lines and wireless networks. Abuse includes using school computers or Internet access to pornographic websites or distributing pornographic material.

Misuse of Safety Equipment – Unauthorized use of or alteration of firefighting equipment, safety devices, or other emergency safety equipment at a partner school.

Sanctions

Enrollment into the institution signifies the student's agreement to comply with the Student Code of Conduct. Failure to comply with the Code of Conduct will result in appropriate disciplinary sanctions.

The Student Code of Conduct has been developed to ensure that the learning process is not inhibited or disrupted for any individual or group of individuals. The Student Code of Conduct additionally serves as a mechanism for educating members of the learning community about appropriate standards of behavior. If a Student Code of Conduct violation occurs, the school will strive to utilize the incident as a teachable moment, imposing fair and progressive discipline. However, should an individual commit an egregious violation of the Student Code of Conduct, the school is responsible for imposing the strictest of sanctions upon the student, up to and including suspension or expulsion. Disciplinary sanctions are described below.

Verbal Warning is an official conversation held between the Head of School and the student, making the student aware of an incidence of unacceptable behavior that violates the Student Code of Conduct. If a violation occurs, a notation will be entered into the Student Information System, but the documentation does not become part of the student's permanent record. Any further misconduct may result in more serious disciplinary sanctions, including suspension or expulsion.

Disciplinary probation is a conditional status imposed for a designated time prohibiting the student from being present without permission in an Ancora High School course or any property associated with the partner school, including external learning sites. The time may not exceed 14 calendar days. Disciplinary probation requires completing a Student Code of Conduct Violation Form by an course coach and approval by the Head of School. Disciplinary probation may be used in those limited instances where a student is asked to leave a class for the day or until the Procedural Interview is conducted. The Procedural Interview is scheduled within two business days of the incident. A copy of the form should be mailed and/or emailed to the student, indicating when the student may return to class. The Disciplinary Probation Form becomes a permanent part of the student file and should be notated in the Student Information System. The student must meet with the Head of School and sign the form before returning to class. Any further misconduct may result in more serious disciplinary sanctions, including suspension or expulsion.

Written Reprimand is an official written notification of unacceptable behavior that violates the Student Code of Conduct. The reprimand will be entered into the Student Information System and become a permanent document in the student's file. The student will be asked to sign the document and will be provided a copy of the reprimand. Any further misconduct may result in more severe sanctions.

Suspension is the loss of enrollment privileges at Ancora High School for a designated period of time. It prohibits the student from being present without permission in an Ancora High School course or any property associated with the partner school. As a result of being placed on suspension, the student will be awarded a grade of W for any course in which they are currently enrolled. Regardless of whether or not the student is subsequently allowed to return to school to complete the program of study, the student is responsible for paying tuition and fees. The student shall be notified of the suspension in writing. The notification of suspension indicates the earliest possible date in which the student may consider submitting a request to return to school. The student is entitled to an opportunity to appeal the suspension. The notification of suspension becomes a permanent part of the student record and must be noted in the Student Information System. Any further misconduct may result in more serious disciplinary sanctions. The Office of the Senior Vice President of Academics and Career Services of Ancora Education must approve suspensions before they are imposed and before a student is notified.

Expulsion is the permanent loss of the privilege of enrollment at the institution. Expulsion prohibits the student from being present without permission in an Ancora High School course or any property associated with the partner school. The student will be unable to complete his/her program of study with the institution. As a result of being expelled, the student will be awarded a grade of W for any course in which they are currently enrolled. The student is responsible for the payment of tuition and fees. The student is entitled to an opportunity to appeal the expulsion. The notification of expulsion becomes a permanent part of the student record and must be noted in the Student Information System. If a student appeal results in retraction of the expulsion, any further misconduct may result in more serious disciplinary sanctions, including suspension

or expulsion. The Office of the Senior Vice President of Academics and Career Services of Ancora Education must approve expulsions before they are imposed and before a student is notified.

Procedures

Filing of a Conduct Violation Form

Any learning community member (students, course coaches, or staff) may file a Student Code of Conduct Violation Form to initiate the process of responding to an alleged violation of the Student Code of Conduct. The Student Code of Conduct Violation Form is located on the Ancora Link site under Academic Forms. The individual who files the Student Code of Conduct Violation Form becomes the complainant. The student charged with the alleged offense is referred to as the accused.

The Head of School or designee first reviews all Student Code of Conduct Violation Forms. Suppose the Head of School or designee determines sufficient evidence exists to explore the complaint further. In that case, the next step is for the accused to be scheduled for a Procedural Interview. The accused is sent a copy of the Student Code of Conduct Violation Form, via email and/or UPS or FedEx, providing a receipt and proof of delivery, which includes a detailed description of the incident, accompanied by a Notification of Violation Letter that indicates the date and time of the procedural interview. The Notification of Violation Letter provides details concerning the student's rights and explains the entire process for resolving the alleged violation.

Procedural Interview

Any student charged with a violation of the Student Code of Conduct will be scheduled for a Procedural Interview with the Head of School. The Head of School will also identify at least one other individual to participate in the Procedural Interview. The accused is sent a Notification of Violation Letter that indicates the date and time of the Procedural Interview, along with a copy of the Conduct Violation Form, describing the alleged violation. The Procedural Interview is scheduled within five (5) business days of receipt of the Code of Conduct Violation Form.

The accused must attend the Procedural Interview. If the accused fails to appear for the scheduled Procedural Interview, one attempt will be made to reschedule the meeting. The rescheduled meeting shall occur within ten business days of receiving the Code of Conduct Violation Form. If the student fails to appear for the Procedural Interview, the Head of School may move forward with sanctions.

The purpose of the Procedural Interview is to provide the accused with the opportunity to discuss the allegation that resulted in filing the Student Code of Conduct Violation Form. The Head of School will begin the meeting by delineating the student's rights and options and the potential sanctions that may be imposed for the alleged violation. The accused will have an opportunity to admit or deny the charge made against him/her in the Procedural Interview. The complainant can attend the Procedural Interview either in person or via conference call.

If the accused admits to the charge filed against him/her, the Head of School will determine the sanction during the Procedural Interview. The sanction will be noted on a copy of the original Student Code of Conduct Violation Form. The Student Code of Conduct Violation Form will then be signed by the Head of School. The student will be required to sign and date the form as well. The Student Code of Conduct Violation Form with the original signatures is placed in the student file, and the student is provided with a copy of the signed form. The Head of School or designee(s) will enter a notation in Contact Manager within the Student Information System.

The accused may deny the alleged violation of the Student Code of Conduct and request a hearing to explore further the facts concerning the alleged violation. If a hearing is requested, the date and time of the hearing are determined during the Procedural Interview. The hearing date and time are documented on a copy of the original Student Code of Conduct Violation Form. The student is provided a copy of the updated Student Code of Conduct Violation Form with this information and a copy of the Hearing Guide.

Hearing Procedures

The purpose of the hearing is to provide a forum for the complainant and the accused to present their case regarding the alleged Student Code of Conduct violation(s).

The Head of School serves as the Hearing Authority and will ultimately determine whether or not the alleged violation is proven. Please note that the definition of a hearing proceeding does not include communications and meetings between officials and victims concerning accommodations or protective measures to be provided to a victim.

The Head of School will begin the Hearing by explaining the accused's rights and ensuring that fairness is observed throughout the hearing. Hearing attendees are limited to the Head of School, an observer from the School, the complainant, and the accused.

The complainant will be allowed to state the main points of the violation, providing evidence supplemented with statements by witnesses. After the complainant concludes his/her presentation, the accused will have the opportunity to state his/her case. The Head of School may question both the complainant and the accused.

After all evidence and testimony are presented, the Head of School determines whether or not the allegation(s) are warranted. If the accused is found not to be in violation, the case will be dismissed, the Student Code of Conduct Violation Form will be documented accordingly, and the student will be provided with a copy.

If the accused is found to violate the Student Code of Conduct, the Head of School will dismiss the complainant and the accused, indicating that notification of the sanction will be communicated to the student at a specified date and time in a video conference call with the Head of School and one other individual determined by the Head of School.

As the Hearing Authority, the Head of School will consider the following when determining the sanction to be imposed:

- Statements from witnesses and evidence presented during the hearing;
- Seriousness of the violation;
- Prior disciplinary record of the student;
- Academic record; and
- Student progress in their program of study.

Upon reaching a decision, the Head of School is expected to update the Student Conduct Violation Form by indicating the sanction imposed due to violating the Student Code of Conduct. The Head of School then meets with the student at the predetermined date and time to discuss the sanction and consequences of any repeat violation of the Student Code of Conduct. The student is required to sign the form and is provided a copy. At the same time, the student is notified of the outcome of the hearing, and a copy of the updated Student Code of Conduct Violation Form is provided to the complainant. The Head of School or designee is expected to make a notation in Contact Manager in the Student Information System and return the hard copy of the Code of Conduct Violation Form to the student file.

If the Head of School determines suspension or expulsion to be the appropriate sanction, the Code of Conduct Violation Form should be completed accordingly and emailed to the School's General Counsel and Chairperson of the Board of Directors. Upon approval from the General Counsel and Chairperson of the Board of Directors, the Head of School may proceed with the suspension or expulsion.

Appeals

The accused and/or complainant have the right to request an appeal by notifying the Head of School or designee(s) of his/her intent to appeal within three (3) business days after receipt of the written notification of the sanction.

Appeals may be filed for the following reasons:

- Inappropriate sanction; or
- New evidence, not available at the time of the hearing, has become known and is found to be substantial enough to change the hearing outcome.

The Appeal Board should be composed of the Head of School, and three other members of the institution's administrative staff. If the complainant is a member of the Appeal Board, that individual will recuse him/herself from the decision-making process. The Appeal Board meets in a closed session, within a reasonable time period, and either grants or denies the appeal by a majority vote. If there is a tie due to the absence of an Appeal Board member, the Head of School determines the outcome. If the Head of School is the complainant, the Chairperson of the Board of Directors determines the outcome. If the appeal is granted, the sanction may be changed.

The individual filing the appeal will be notified in writing, utilizing the Student Code of Conduct Violation Form, of the decision of the Appeal Board within a reasonable period of time. The notification will be emailed and/or sent through the U.S. Postal Service. A hard copy of the form is placed in the student file, and notes will be placed in the Contact Manager Field within the Student Information System.

Re-enrollment After Suspension

Students suspended from the institution must petition to return to school after the specified period of time has elapsed. A Request to Re-enroll After Suspension Form is accessible from the Head of School or designee. Students who have been suspended must contact the Head of School for permission to return to Ancora High School or request that a copy of the form is emailed or mailed. The petition is submitted to the Head of School but must be unanimously approved by the Appeal Board. Re-enrollment may be granted, but any repeat instance of violation of the Student Code of Conduct will be grounds for permanent dismissal from the institution.

Compliance with the Student Discipline Policy and Procedure provisions does not constitute a violation of section 444 of the General Education Provisions Act (20 U.S.C.1232g), commonly known as the Family Educational Rights and Privacy Act of 1974 (FERPA)

Online Classroom Code of Conduct

In online classrooms, students and course coaches must abide by the rules of Netiquette (online etiquette). Students are not permitted to foster a hostile environment that may be offensive to other online students. Any Student Code of Conduct violation by online students should be submitted to the Head of School. If appropriate, the Head of School will review documents via a Student Code of Conduct Violation Form. The course coach must follow the Student Code of Conduct process in all situations.

While the responsibility for the administration of classroom discipline rests with the course coach, the Head of School will handle any disciplinary problems referred to him/her. These disciplinary problems include cheating, plagiarism, disruptive behavior, and other actions not considered proper student conduct. It also includes observing inappropriate actions of students' learning activities not in the online classroom. Penalties for such actions may include severe reprimand, disciplinary probation, suspension, or expulsion. When administered, the actions and resultant penalties are generally recorded in the student's permanent record.

Any alleged violation of the Student Code of Conduct or any other student misconduct shall be referred to the Head of School. The Ancora High School Catalog contains disciplinary procedures and a student grievance policy and procedure to be followed.

As part of the Netiquette policy, if a course coach feels that a student's post is offensive enough that it may offend other online students, the post may be removed from the online classroom following the process below. Course coaches should always contact the Head of School or designee to discuss the situation. The course coach will:

- Screen capture the post
- Delete the post
- Advise the student that the post was deleted
- Send the screen capture to the Head of School with other documentation.

The Head of School will then review and provide the next steps, which may include a Student Code of Conduct violation.

Non-Harassment

The school will not permit, tolerate or condone harassment against any individual for any reason, including, but not limited to, harassment based on race, color, religion, national origin, sex (including pregnancy), age, disability, veteran status or any other status protected by applicable law. Comments, conduct, or innuendos that might be perceived by others as offensive or harassing are wholly inappropriate and are to be strictly avoided. This policy applies to students, company employees, customers, vendors, and visitors to the premises. The school intends to provide a school environment that is pleasant, healthy, comfortable, and free of intimidation, hostility, or other offenses that might interfere with a student's educational performance.

Employees and students must avoid offensive or inappropriate behavior in school or employment-related relationships and are responsible for ensuring that all student-employee and employment-related relationships remain professional and free from harassment at all times.

Employees and students must avoid offensive or inappropriate behavior in school. Relationships will remain professional and free from harassment at all times, this includes, employment-related relationships and student-employee relationships.

Harassment can include, but is not limited to the following actions:

- Inappropriate Communication – involves any language that is offensive, unnecessarily loud, or that degrades or berates others, including, but not limited to, racial, religious, or sexual comments or jokes, sexual innuendos, or threats of any kind, whether communicated verbally, in writing, or electronically.
- Physical Abuse – includes, but is not limited to, touching, hitting, kicking, or threatening another person, including restraining by force or blocking the path of another.

- Interference or Hostile Environment – includes any behavior or action that interferes with a student or employee’s ability to perform job duties and responsibilities or participate in the education process or which results in or creates a hostile or intimidating environment.
- Sexual Harassment – includes, but is not limited to, unwelcome sexual advances, requests for sexual acts or favors, and other verbal or physical conduct of a sexual nature when:
 - Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual’s employment or continuation of education; continuation of education;
 - Submission to or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual; or
 - Such conduct is severe and pervasive and has the purpose or effect of unreasonably interfering with the individual’s work or school performance or creating an intimidating, hostile, or offensive work environment.
- Retaliation –includes any adverse action or threat of adverse action taken or made because a student or employee has exercised or attempted to exercise any rights under applicable laws or under policies of the company. Retaliation includes, but is not limited to, threats, or withholding or withdrawal of pay, promotions, training, grades or employment opportunities.

It is important that students and employees clearly understand the serious effects of harassment. Such behavior may result in personal liability, as well as a liability to the school.

If an individual feels that he/she has been subjected to any type of degree of harassment, he/she must report the incident verbally or in writing to the Head of School, immediate supervisor, department head, and any other member of management, the Ancora High School Board of Directors Chairperson, or the Human Resources department.

A complaint must include the specific nature of the incident and the date(s) and place(s) such alleged harassment took place, as well as the name(s) of any individual(s) known to be involved, but does not have to be in writing.

When the school’s management becomes aware that harassment might exist, it is obligated by law to take prompt and appropriate action, whether or not the victim wants the school to do so. Complaints of violations will be promptly and carefully investigated, including interviews with all relevant persons. Investigators will conduct an objective investigation with consideration given to each person’s desire for privacy; however, no student or employee is guaranteed complete confidentiality and/or anonymity during an investigation. Only individuals with a legitimate “need to know” will be given any information regarding the complaint(s).

Employees and students who utilize this procedure are assured that they will be free from any reprisal or retaliation for reporting such violations or cooperating in an investigation.

Any student found to have harassed a fellow student or school staff member would be subject to severe disciplinary action, including possible expulsion from school. In addition, any staff member found to have harassed a student or other staff member would be subject to severe disciplinary action including possible discharge from employment. The school will take necessary action to remedy the situation appropriately. However, if an investigation of a complaint shows that the complaint or information was knowingly false, the individual who provided the false information will be subject to disciplinary action, up to and including dismissal from the school or, if a staff member up to and including termination from employment. This policy applies to behavior in the online classroom, the school offices, or at any partner location.

Academic Integrity and Copyright Infringement

Students are expected to maintain the highest standards of academic conduct by always submitting their own original work for all assignments, research papers, tests, and projects. Students found to engage in plagiarism, cheating, or other forms of academic dishonesty will be subject to negative consequences up to, and including termination from School.

Plagiarism is the use of another’s words or ideas without proper citation, and includes copying large sections of text or images from print or electronic resources, or another student’s work. Students may avoid plagiarism by forming ideas in their own words, quoting only limited passages of borrowed text, and always acknowledging the origin of borrowed ideas or words with a correct citation.

Members of the Ancora High School community are expected to follow copyright law, Title 17 of the United States Code, while fulfilling the core mission of teaching, research, and extending knowledge and creativity in all areas. The provisions in

the copyright law allow an author, artist, composer, or other creators of a work to control the use of his or her work by others, with important exceptions. Copyright protections and the accompanying exceptions extend to print and digital formats of literary works, computer software, musical works, unpublished materials such as manuscripts, dramatic works, pantomimes and choreographic works, pictorial and graphic works, sculpture, motion pictures and other audiovisual works, sound recordings, and architectural works. Failure to observe copyright or license agreements, unauthorized distribution of copyrighted material, and unauthorized peer-to-peer sharing using the institution's information technology system may result in disciplinary action, including dismissal from the school, legal action by the copyright owner, and/or criminal penalties.

Since the files distributed over peer-to-peer networks are primarily copyrighted works, there is a risk of liability for downloading material from these networks. To avoid these risks, there are currently many "authorized" services on the Internet that allow consumers to purchase copyrighted works online, whether music, ebooks, or motion pictures. By purchasing works through authorized services, consumers can avoid the risks of infringement liability and can limit their exposure to other potential risks, e.g., viruses, unexpected material, or spyware. Other legal alternatives for downloading or otherwise acquiring copyrighted material include utilizing the school's library facilities or public lending libraries.

Questions concerning this institution's copyright policy should be directed to the Head of School or designee(s).

Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For "willful" infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense. For more information, please see the website of the U.S. Copyright Office at www.copyright.gov.

Copy equipment may not be used to copy copyrighted material. In addition, none of the material listed below may be copied by students or employees. Copyrightable works include the following categories:

- Literary works, including computer software
- Musical works, including any accompanying words
- Dramatic works, including any accompanying music
- Pantomimes and choreographic work
- Pictorial, graphic, and sculptured works
- Motion pictures and other audiovisual works
- Sound recordings
- Architectural works

These categories should be viewed broadly. For example, computer programs and most "compilations" may be registered as "literary works;" maps and architectural plans may be registered as "pictorial, graphic, and sculptured works."

Computer Use and File Sharing

Ancora High School computer systems and networks are provided for student use as a part of the school's academic programs. Students are not permitted to use their personal devices on the school's computer network. This poses a security risk to the school's infrastructure and is prohibited. All students have a responsibility to use Ancora High School computer systems and networks ethically and lawfully. Students who have misused computer systems and networks may receive disciplinary action up to and including dismissal. Ancora High School will not tolerate any abuse of computer systems and networks. This is not an all inclusive list. In the case of a dismissal, the student will be subject to the refund policy as outlined in the school catalog.

Examples of behaviors considered to be in violation of the school's policy on student computer systems and network include:

- Sending obscene, harassing, intimidating and/or threatening messages through email or other means.
- Viewing or downloading, displaying, printing or otherwise disseminating material that is sexually explicit, profane, obscene, harassing, fraudulent, racially offensive, defamatory or otherwise unlawful.
- Downloading any software programs, files or other items including but not limited to internet accelerator programs, search engines, upgrades, enhancements, fonts, graphic images, photos or other items unless authorized to do so by the Head of School.
- Transferring personal software to Ancora High School computers or computers located at partner locations is prohibited.
- Soliciting business, selling products, or otherwise engaging in commercial activities or personal advertisements.
- Using Ancora High School computer and/or network to perpetrate fraud, misrepresentation or illegal activity.
- Providing others with access to one's personal computer accounts or attempting to gain access to the computer accounts, files or system to which authorized access has not been granted.
- Attempting to circumvent or compromise Ancora High School computer security or the security of any remote system accessed through Ancora High School equipment or networks.
- Creating or releasing computer viruses or engaging in other destructive or potentially destructive programming activities.
- Modifying, altering, or tampering with systems hardware or software unless explicitly authorized to do so by the Head of School.

Attendance, Engagement, Student Progress, and Granting Credit

We are committed to the principle that class attendance and engagement with instructional content are essential to the student's educational journey. Attendance is mandatory in all courses. Failure to post attendance for 30 days may result in either course failure or withdrawal from Ancora High School.

Attendance

Attendance for online courses is taken by students logging in and completing work in the online classroom. Students are expected to actively participate in each online course at least once per week. Students are expected to complete at least one of the following academic events (1) complete a quiz, (2) complete and post an assignment, or (3) post at least once a week to a relevant class discussion board to receive attendance credit. Students who do not submit substantive work for their online courses for 30 or more consecutive calendar days may be withdrawn.

Engagement

Regular and substantive engagement in an online course is essential to student success. All courses are asynchronous; however, students and course coaches have access to Google applications, allowing for synchronous communications between the student and course coach. Students are expected to engage with course material for each course, including discussion boards (when included in the course), a minimum of once per week. Failure to actively and substantively participate in a course may impact the student's grade. Regular engagement will keep students motivated and in contact with course coaches. Students are expected to notify course coaches in advance if they cannot actively and substantively participate in a course during a lesson week. Students are expected to complete each lesson as outlined in the course syllabus.

Students are to conduct all email communications through the online course email system and are expected to use only their school email address when communicating with course coaches, other students, and school staff.

Student Progress and Course Completion

Student progress is determined by completing a course based on a student earning a D or better letter grade. Students must have a cumulative grade point average of 2.0 or greater to graduate from Ancora High School. Students will have nine months from the time a course begins to complete a course.

Granting Credit for Digital Learning Courses

All Ancora High School courses are asynchronous. Credit will be given for courses in which students complete course assignments with a minimum letter grade of D; however, students must have a cumulative grade point average of 2.0 to graduate from Ancora High School. Students will have nine months from the time a course begins to complete a course.

Eligibility for Accessing Next Course

Students must complete a prerequisite course satisfactorily before moving on to the next courses.

Credit Recovery

Credit recovery is coursework designed for students who have previously failed a course. Students who fail a course may repeat failed coursework through the student life cycle until graduation from Ancora High School, so long as the student is meeting all payment plan expectations and in good standing.

Equitable Access to Ideas and Information

All students, course coaches, and staff will have equitable access to ideas and information. Equitable access to ideas and information means the fair or reasonable distribution of information among individuals, groups, regions, categories, or other social units, such that those people have the opportunity to achieve whatever is important or meaningful to them in their lives. Furthermore, similarly situated students are treated equitably.

All materials required for a course are located in the online classroom, including textbooks, library resources, instructional materials, and assignments.

All students, course coaches, and staff are to be respectful of the ideas of others.

Course Grading

All course coaches utilize the grading system outlined in each course syllabus and the standardized grading scale.

Grade Measurement

Grades measure the degree to which a student masters the coursework competencies. Upon completing each course, the student is given a letter grade based on all required coursework as defined in the course syllabus. Every course for which a student officially registers will appear on the student's official transcript unless the student cancels his/her enrollment before the commencement of classes or drops an individual course within the first thirty days of enrolling at Ancora High School. All courses entered on a student's official transcript are assigned a letter grade.

Extra Credit

Each course is thoughtfully designed to build upon prior knowledge, introduce new concepts, provide supportive resources, allow the student to validate and remediate personal mastery of the content, and assess student development of a defined set of competencies and the achievement of a prescribed list of learning objectives. Each activity, assignment, and/or assessment associated with a course is carefully constructed to support the development of one or more course learning objectives and one or more competencies. Therefore, Ancora High School does not provide opportunities to earn "extra credit."

Grade Change

Students wishing to contest a final grade for a valid reason must do so within 72 hours of posting final grades. A Grade Change Request Form must be submitted to the Head of School or designee(s) within 72 hours of the final grades being posted. The Head of School or designee(s) will investigate the original grade based on the information provided by the student. The grade change must be resolved within 30 days of the request being made.

Course Structure

Each course is composed of lessons. Each lesson contains an electronic textbook, course/lesson resources, assignments, and exams. Written assignments are graded within 72 hours of the assignment due date. Grades are posted in the online course gradebook with feedback within 72 hours of the assignment due date.

Grading Scale

A synopsis of the grading scale also appears in each course syllabus. Students must receive a letter grade of D to receive credit for a course.

The grading scale is:

Grade	Grade Scale	Definition of Grade
A	90-100%	Excellent-Student demonstrates an exceptional understanding of course outcomes. All coursework is completed at a high level of quality, and all assignments are submitted on time. Students participate in all course lessons in an active, substantively manner.
B	89-80%	Above Average-Student demonstrates a solid understanding of course outcomes. All coursework is completed to demonstrate a strong understanding of course content and all assignments submitted on time. Students participate in all course lessons in an active, substantively manner.
C	79-70%	Average-Student demonstrates a basic understanding of most course content and submits all assignments on time. Students participate in most course lessons in an active, substantively manner.
D	69-60%	Below Average - Student demonstrates some understanding of course content. All coursework is submitted, but work is completed with below-average grades. The student actively and substantively participates in some course lessons.
F	0-59%	Failing - Student does not demonstrate an understanding of course content. Not all coursework is submitted; coursework completed below average and failing. The student does not actively and substantively participate in course lessons.
S	60%-100%	Satisfactory - Student satisfactorily completes a course. The course grade is not calculated into the comprehensive grade point average.
U	0-59%	Unsatisfactory - Student does not satisfactorily completes a course. The course is not calculated into the comprehensive grade point average. This is required to satisfactorily complete the course before moving on to any subsequent course.
W	Withdrawal	The student officially withdraws from a class. If a student does not officially withdraw within 30 days of non-participation in a course, the grade will be recorded as an F on the student transcript.

Grade Recording

In addition to maintaining accurate attendance records, each course coach is responsible for clearly recording each student's grades in the LMS grade book. Course coaches must ensure the final grade assigned was determined using the grading criteria given to students in the course syllabus.

Grade Submission

Final grades are submitted online through the Canvas Learning Management System. Grades are posted within 72 hours of a student completing a course.

Resetting Online Assessments

Generally, students are given only one attempt to complete assessments as they are intended to be summative based on the lesson's learning. By default, most assessments are set up in the Canvas platforms for one (1) attempt, with a time limit of 60 minutes.

The exception is related review courses where the point of the assessments is a continuing review of materials. Students may have up to three (3) attempts on an assessment in these courses.

If a student reports losing connection during an assessment, the course coach reviews the course activity report to see whether the student accessed the course and how long the student was in the assessment. One clue would be the student spending only a few moments in the assessment or abruptly stopping mid-way through the questions. It is the course

coach's discretion whether to reset the assessment. An assessment should only be reset with evidence of a technical issue, not for the purpose of letting a single student try to improve his/her grade. Resetting an assessment is allowed on a student-by-student basis.

If a course coach believes there is a reason to allow ALL students to have a retake on an assessment, the coach has the authority to allow this retake. An example of when a coach may choose to allow all students to retake an assessment would be when all students did poorly on a specific assessment. In this situation, the coach must offer the assessment retake to ALL students via a course announcement **and** message to all students. The coach is to make it clear to the students if they retake the assessment, the system will keep the last score.

Course Withdrawal

Students desiring to withdraw from the school or an individual course must do so within the Ancora High School 30-day "worry-free guarantee", meaning a student can request, in writing via U.S. Postal Service to the Ancora High School corporate office at 2241 S. Watson Rd, Suite 181, Arlington, TX 76010 or via email to Registrar.Services@ancorahigh.com to withdraw from school or an individual course and receive a full refund of tuition and fees so long as that request is made **before** the 30th day of enrollment at Ancora High School. Enrollment is defined as the first time the student accesses coursework, as showcased through the Learning Management System (LMS) and logs in the Student Information System (SIS). No refunds are permitted after the 30th day of enrollment. The student must officially withdraw from a course. If a student does not officially withdraw within 30 days of non-participation in a course, the grade will be recorded as an F on the student transcript.

Transcripts

A complete record of every course a student registers is maintained in an electronic student records system. The record of all credits attempted and earned is posted to this system concurrent with issuing grade reports to students. A record delivered electronically through the secure transcript request website or printed, sealed, and dated constitutes an Official Transcript. One "Issued to Student" Transcript will be provided at no charge to the student upon request. Official Transcripts provided to any institution or agency designated by the student will incur a charge of \$10.00 each for electronic delivery. Students who have not satisfied their financial obligations to the school are not eligible to receive transcripts. Written authorization by the student is required for the school to release a Transcript to a third party.

Transcripts may be requested at www.parchment.com

Family Educational Rights and Privacy Act

Ancora High School is committed to the privacy and security of students. Ancora High School's Student Records Policy complies with the Family Educational Rights and Privacy Act of 1974 (FERPA) which establishes students' rights and institutions' responsibilities regarding the privacy of education records. It provides guidelines for maintaining the confidentiality of education records and monitoring the release of information from those records.

FERPA affords current and former students certain rights with respect to their educational records. Students have the right to:

1. Inspect and review their individual school records within 45 days of the written request. Students should contact the Registrar's Office to determine the location of appropriate records and the procedure for reviewing such records.

A student should submit a written request that identifies the record(s) they wish to inspect. An Ancora High School official will make arrangements for access and notify the student of the time and place where the records may be inspected.

2. An amendment of records believed to be inaccurate, misleading, or otherwise in violation of the privacy rights. However, grades and course evaluations can be challenged only on the grounds that they are improperly recorded. Students requesting an amendment of records should submit a written, dated request to the Registrar's Office and clearly identify the part of the record to be changed, and specify why it is inaccurate, misleading or a violation of privacy. If Ancora High School decides not to amend the record as requested, Ancora High School will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without prior consent from the parents or eligible student as

applicable. Students must provide a signed, dated and written request allowing Ancora High School to disclose the information. Students must state the records that may be disclosed, state the purpose of the disclosure, and identify the party to whom the disclosure may be made. NOTE: FERPA does authorize Ancora High School to disclose student personally identifiable information without consent to other school officials, any contractor or consultant contracting with Ancora High School, representatives of the Secretary, the state, an organization conducting studies, accrediting agencies, a federal grand jury subpoena, etc.

An Ancora High School official is a person employed by the school in an administrative, supervisory, academic, or support staff position; a person or company with whom the school had contracted (such as an auditor, attorney or collection agency); a person serving on the Board of Directors, a student serving on an official committee (such as grievance or disciplinary committee) or assisting another school official in performing his/her tasks. A school official has a legitimate educational interest, if he/she must review the education record in order to fulfill his/her official responsibilities.

Upon request from the student or institution, Ancora High School may disclose education records without the student's consent to officials of another school in which the student seeks or intends to enroll.

Ancora High School reserves the right to release to police agencies and/or crime victims any records or information pertinent to a crime which has occurred in an Ancora High School course or on the campus of any partner school, including the details of and disciplinary action taken against the alleged perpetrator of the crime.

4. File a complaint with the U.S. Department of Education concerning alleged failures by Ancora High School to comply with the requirements of FERPA. The requirements for filing a complaint and the required form can be found at <https://studentprivacy.ed.gov> and the name and address of the office that administers FERPA is:

Family Policy Compliance Office (FERPA)
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 402024605
FERPA.Complaints@ed.gov

5. Ancora High School's Education Office in writing if the student wishes to withhold his or her information from the "Directory" information. The school may release information without the student's consent where the information is classified as "Directory Information." The following categories of information have been designated by Ancora High School as directory information:
 - Name
 - Address
 - Telephone Listing
 - Email
 - address
 - Photographs
 - Major Field of Study
 - Dates of Attendance
 - Current classification and/or year in school
 - Credit load
 - Total number of credits completed
 - Major and minor fields of study
 - Awards and honors
 - Degree(s) conferred (including dates)
 - Commencement program
 - Honors program

Students who do not want such information released without their consent should notify the Head of School Office.

Course Descriptions

Course Numbering System

The course numbering system is a series of letters which identify course subject areas followed by a series of numbers that identify course level:

AHS	Ancora High School Student Orientation
CRT	Critical Thinking
ECN	Economics
ENG	English
HLT	Health
HUM	Humanities
MTH	Mathematics
MUS	Music
PED	Physical Education
SCI	Science
SST	Social Studies
SPN	Spanish

The first number of the three digits indicates the level of the course. For example, ENG100 indicates English level one.

Prerequisites are identified at the end of the course description. A prerequisite course is a course which must be successfully completed with passing grades (or transfer credit) before any course is attempted which has the identified course as a prerequisite. Prerequisite overrides may be granted at the discretion of the Head of School or designee(s) for extenuating circumstances.

Course Descriptions

CRT100 Critical Thinking

1 Credit

The course examines the process of becoming a critical thinker. Students will learn why people do and do not develop critical thinking skills, what factors facilitate and inhibit that outcome, how to deal with challenges in everyday life, and what is required to permanently function as a critical thinker. **Prerequisite(s): None**

ECN100 Economics with Emphasis on Free Enterprise

.5 Credit

Economics with Emphasis on the Free Enterprise System focuses on the basic principles concerning production, consumption, and distribution of goods and services (the problem of scarcity) in the United States and a comparison with those in other countries around the world. Students analyze the interaction of supply, demand, and price. Students will investigate the concepts of specialization and international trade, economic growth, key economic measurements, and monetary and fiscal policy. Students will study the roles of the Federal Reserve System and other financial institutions, government, and businesses in a free enterprise system. Types of business ownership and market structures are discussed. The course also incorporates instruction in personal financial literacy. Students apply critical-thinking skills using economic concepts to evaluate the costs and benefits of economic issues. **Prerequisite(s): None**

ENG100 English I

1 Credit

This course incorporates the components of balanced literacy as students read a variety of genres, including fiction, nonfiction, poetry, and drama; write a variety of compositions, including planning, drafting, editing, and revising, and engage in listening and speaking while building academic vocabulary. Through text-dependent reading and evidence-based writing and discussion. **Prerequisite(s): None**

ENG200 English II

1 Credit

This course incorporates the components of balanced literacy by providing instruction and practice in reading a variety of genres in American and world literature, analyzing literary forms, and interpreting the influence of history. Students engage in listening and speaking and write a wide variety of compositions including informative, persuasive, and literary discourse demonstrating sophisticated syntax and vocabulary. Students use technology to produce error-free text and research with documentation. Students also present and critique oral communications that include visuals and other media.

Prerequisite(s): ENG100

ENG300 English III**1 Credit**

This course builds upon English II and incorporates the components of balanced literacy by providing instruction and practice in reading a variety of genres in American and world literature, analyzing literary forms, and interpreting the influence of history. Students engage in listening and speaking and write a wide variety of compositions including informative, persuasive, and literary discourse demonstrating sophisticated syntax and vocabulary. Students use technology to produce error-free text and research with documentation. Students also present and critique oral communications that include visuals and other media. **Prerequisite(s): ENG200**

ENG400 English IV-Humanities Through the Ages**1 Credit**

This course includes the study of major historical and cultural movements and their relationship to literature and the other fine arts. Students are expected to respond to aesthetic elements in texts and other art forms. Students will explore the commonalities that literature shares with the fine arts. In addition, students use written composition to show an in-depth understanding of creative achievements in the arts and literature and how these various art forms are a reflection of history. All students are expected to develop an understanding, appreciation, and enjoyment of critical, creative achievements throughout history. **Prerequisite(s): ENG300**

HLT100 Nutrition**1 Credit**

This nutrition course explores current research and nutritional recommendations, reliable nutrition information and practical, consumer-oriented knowledge. **Prerequisite(s): None**

HUM200 Introduction to Film History**1 Credit**

This course introduces students to the history of film from the 1180s to today. Students will explore the early cinema, late silent film era, development of sound cinema, the postwar era, contemporary cinema and the age of new media including digital technology. **Prerequisite(s): None**

MTH100 Algebra I**1 Credit**

In Algebra I, students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real-world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations. **Prerequisite(s): None**

MTH115 Personal Financial Literacy**1 Credit**

The course will teach students to apply critical thinking, problem-solving skills, and mathematical concepts and computations to analyze decisions involving earnings, spending, savings, investing, credit, and borrowing. Students will also calculate and analyze costs related to insuring and protecting personal and family investments, as well as costs related to college and post-secondary education and training. Students will explore conducting a cost-benefit analysis for spending and investing decisions. Students will evaluate the necessity of the purchase, the quality or value of the purchase or investment compared to other alternatives, and the total cost of acquisition, particularly in the context of financing options. Students also develop an understanding of the power of compound growth on investments and compound interest on debt and how these concepts affect the ability to build wealth over time. **Prerequisite(s): None**

MTH200 Geometry**1 Credit**

In Geometry, students will focus on precise terminology, symbolic representations, and the development of proofs. Students will explore concepts covering coordinate and transformational geometry; logical argument and constructions; proof and congruence; similarity, proof, and trigonometry; two- and three-dimensional figures; circles; and probability. Students will connect previous knowledge from Algebra I to Geometry through the coordinate and transformational geometry strand. In the logical arguments and constructions strand, students are expected to create formal constructions using a straightedge and compass. Though this course is primarily Euclidean geometry, students will complete the course with an understanding that non-Euclidean geometries exist. In proof and congruence, students will use deductive reasoning to justify, prove and apply theorems about geometric figures. Students will use their proportional reasoning skills to prove and apply theorems and solve problems. Using patterns to identify geometric properties, students will apply theorems about circles to determine relationships between special segments and angles in circles. **Prerequisite(s): MTH100**

MTH300 Statistics**1 Credit**

In Statistics, students will broaden their knowledge of variability and statistical processes. Students will study sampling and experimentation, categorical and quantitative data, probability and random variables, inference, and bivariate data. Students will connect data and statistical processes to real-world situations. In addition, students will extend their knowledge of data analysis. **Prerequisite(s): MTH200**

MUS100 Music Across the World**1 Credit**

This course introduces students to the world of music. Students will explore music sounds and properties, music from a multicultural approach, rhythm, pitch, chords, harmony, dynamics, timber and instruments. Students will also delve into musical texture and form and music from various nations and cultures. **Prerequisite(s): None**

PED110 Foundations of Personal Health and Fitness**1 Credit**

In this course students will explore lifetime personal fitness with an emphasis on the health-related components of physical fitness. The knowledge and skills taught in this course include the process of becoming fit as well as achieving some degree of fitness. The concept of wellness, or striving to reach optimal levels of health, is the cornerstone of this course. Students will also explore how personal fitness impacts one's mental health. **Prerequisite(s): None**

SCI100 Biology**1 Credit**

In this course, students will focus on patterns, processes, and relationships of living organisms through four main concepts: biological structures, functions, and processes; mechanisms of genetics; biological evolution; and interdependence within environmental systems. Forty percent of this course consists of online laboratory experiences/activities.

Prerequisite(s): None**SCI200 Anatomy and Physiology****1 Credit**

The Anatomy and Physiology course is designed for students to conduct laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem-solving. Students in Anatomy and Physiology will study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis. Forty percent of this course consists of online laboratory experiences/activities. **Prerequisite(s): SCI100**

SCI300 Chemistry**1 Credit**

In Chemistry, students conduct laboratory and field investigations, use scientific practices during investigations, and make informed decisions using critical thinking and scientific problem-solving. Students study a variety of topics that include characteristics of matter, use of the Periodic Table, development of atomic theory, chemical bonding, chemical stoichiometry, gas laws, solution chemistry, acid-base chemistry, thermochemistry, and nuclear chemistry. Students investigate how chemistry is an integral part of our daily lives. Forty percent of this course consists of online laboratory experiences/activities. **Prerequisite(s): SCI100**

SST100 U.S. Government**.5 Credit**

In the United States Government, the focus is on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. This course is the culmination of the civic and governmental content and concepts studied from Kindergarten through required secondary courses. Students learn major political ideas and forms of government in history. A significant focus of the course is on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks, and balances, separation of powers, popular sovereignty, and individual rights and compare the U.S. system of government with other political systems. Students identify the role of government in the U.S. free enterprise system and examine the strategic importance of places to the United States. Students analyze the impact of individuals, political parties, interest groups, and the media on the American political system, evaluate the importance of voluntary individual participation in a constitutional republic, and analyze the rights guaranteed by the U.S. Constitution. Students examine the relationship between governmental policies and the culture of the United States. Students identify examples of government policies that encourage scientific research and use critical- thinking skills to create a product on a contemporary government issue. **Prerequisite(s): None**

SST200 U.S. History Since 1877**1 Credit**

The course content is based on the founding documents of the U.S. government, which provides a framework for its heritage. The course focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies, and reform movements, including civil rights. Students examine the impact of geographic factors on major events and eras and analyze their causes and effects. Students examine the impact of constitutional issues on American society, evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students describe the relationship between the arts and popular culture and times during which they were created. Students analyze the impact of technological innovations on American life. Students use critical-thinking skills and a variety of primary and secondary source material to explain and apply different methods that historians use to understand and interpret the past, including multiple points of view and historical context. **Prerequisite(s): None**

SST300 World History**1 Credit**

World History is a survey of the history of humankind. Due to the expanse of world history this course focuses on concepts and skills that can be applied to various eras, events, and people. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students will evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century. Students will examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems. Students will analyze the process by which constitutional governments evolved as well as the ideas from historic documents that influenced that process. Students trace the historical development of important legal and political concepts. Students will also examine the history and impact of major religious and philosophical traditions, analyze the connections between major developments in science and technology and the growth of industrial economies, and use the process of historical inquiry to research, interpret, and use multiple sources of evidence. **Prerequisite(s): None**

SST400 World Geography**1 Credit**

In World Geography Studies, students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present with emphasis on contemporary issues. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major landforms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of the world population; relationships among people, places, and environments; and the concept of region. Students analyze how location affects economic activities in different economic systems. Students identify the processes that influence political divisions of the planet and analyze how different points of view affect the development of public policies. Students compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment. Students use problem-solving and decision-making skills to ask and answer geographic questions. **Prerequisite(s): None**

SPN100 Spanish I**1 Credit**

In this course, students are expected to develop Spanish speaking, reading, listening, and writing knowledge and skills related to basic words and phrases. **Prerequisite(s): None**

SPN200 Spanish II**1 Credit**

In this course, students are expected to develop Spanish language skills necessary to express meaning in simple, predictable contexts through the use of learned and recombined phrases and short sentences. Students should be able to understand sentence-length information within highly contextualized situations and sources. **Prerequisite(s): SPN100**

Organization, Course Coaches & Staff

Organization

Ancora High School is an independent co-educational high school focused on serving students ages 18 and over who need to complete high school grades 10-12. Ancora High School is owned and operated by STVT-AAI Education, Inc., a Texas corporation with headquarters located in Arlington Texas. The affairs of the school are managed by the governing Board of Directors and the Head of School. The address of the corporate office is STVT-AAI Education, INC. DBA Ancora High School 6829 N. 46th Avenue, Parcel 1 Glendale, AZ 85301, the telephone number is (866) 592-6445, email address HighSchool@ancorahigh.com . The principal website is <https://www.ancorahigh.com/>.

Governance

Ancora High School Board of Directors

Andrea Merisotis Snow, Esq. (Chair)
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Gina Castleberry
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Kevin Peoples
Micaela Alpers
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Stephanie Nadeja
Donna A. Payne, Head of School (ex-officio)

Administrative Staff

Donna A. Payne, PhD

Head of School

Stephanie Nadeja, MBA

Registrar

Kratina Griffith, MJ

Student Success Champion

Open Position

Admissions Representative

Course Coaches

Audrey Clark, BS

Math

Statistics

Amy Gray, MD, MEd

Critical Thinking

Nutrition

Science

Bradley Hodges, MAT

Critical Thinking

Social Studies

Lauren Hodges, MAT

English

Sandra Walters, EdD

Music Across the World

Introduction to Film History