



Reynoldsburg City Schools

Student Handbook

2023-2024

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REYNOLDSBURG CITY SCHOOLS

Empowering leaders who impact the NOW and innovate the FUTURE

The Reynoldsburg Board of Education



You may contact the members of the Reynoldsburg Board of Education by calling the Administrative Office of Reynoldsburg City Schools at (614) 501-1020. The district's current members are listed below. Written correspondence to the Board of Education members may be mailed to the Administrative Offices at 7244 East Main Street, Reynoldsburg, Ohio 43068.

The regular meetings of the Reynoldsburg Board of Education are generally held on the third Tuesday of every month.

Meetings are held at Reynoldsburg City Hall at 6:30 p.m. Sometimes a meeting will need to be moved to an alternate location.

Board Members Contact information:

Angela Abram, President - angela.abram@reyn.org (614) 501-0915

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Board of Education

Angela Abram, President • Debbie Dunlap, Vice President

Julie Towns • Neal Whitman • Mandy Young

Dr. Tracy R. Reed, Superintendent • Angéle Latham, Treasurer

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REYNOLDSBURG COMPACT ON RESPECT

As a member of the Reynoldsburg Community, I will show my strength by...

- greeting others, I meet with acts of friendliness and kindness,
- taking responsibility for my own actions and how they affect the people and environment around me,
- being truthful and honest to myself and others in all that I say and do as a sign of respect for myself and others,
- treating all persons in ways that I would like them to treat me
- recognizing that each person is different and has an individual contribution to make to the community.

PORTRAIT OF A GRADUATE

INNOVATIVE PROBLEM SOLVER

Able to use a deliberate process to creatively develop multiple solutions to authentic problems.

SOCIALLY & EMOTIONALLY COMPETENT

Able to identify and regulate one's own emotions in order to solve problems, communicate, and build positive relationships.

EFFECTIVE COMMUNICATOR

Able to responsibly and effectively give and receive information across mediums while considering the needs of different audiences.

COLLABORATOR

Able to accept personal accountability within a group dynamic and synthesize multiple perspectives to determine the best approach to complete a task.

CULTURALLY AWARE & A GLOBAL CITIZEN

Culturally empathetic, compassionate, able to live, learn, work, collaborate, and positively impact the local community and the world.

MISSION AND VISION

Reynoldsburg City Schools places a high degree of importance on ensuring that all children have the opportunity to reach their full potential inside and outside of the classroom. We view each student individually and work to ensure they enter the world well-rounded and experienced.

Mission

Empowering leaders who impact the NOW and innovate the FUTURE

Vision

Student Learning: Enable students to take ownership of their learning and achieve full potential through challenging, engaging and relevant learning experiences.

Student Experience: Build an inclusive community where students feel safe, supported and engaged.

GENERAL OPERATIONS

Communication: Promote a school community culture that allows all involved to have a voice and remain informed.

Finances: Equitably distribute resources to promote instructional programs that will support the district mission.

To support our mission and vision, we have designed the high school experience to prepare students for future employment, further study at the college and university level, and to be effective citizens.

INNOVATION & PARTNERSHIP

The Reynoldsburg City School District delivers an innovative, high-quality and cost-effective education to all students. Schools provide deeper learning experiences in highly personalized environments. Academic programs focus on growing sectors like science, technology, engineering and math while providing a well-rounded curriculum including educational basics along with arts and citizenship. Strong partnerships with universities, healthcare institutions, local and state government agencies and businesses enhance student learning. We are proud to have long-standing partnerships with companies such as Battelle, BalletMet, Columbus State Community College, the Ohio STEM Learning network and many more.

CARING EDUCATORS

Reynoldsburg teachers and staff go above and beyond for students and their families. Staff members stay on top of educational innovations, attracting educators from across Ohio to Reynoldsburg to see what's happening in our classrooms. Reynoldsburg employees are passionate about education and focus on every student's success.

PREPARED STUDENTS

Reynoldsburg students are prepared for their future jobs, higher education, and roles in society. Our diverse student body competes regionally and nationally in academics, the arts and athletics. Our students engage in service learning and volunteerism to help make Reynoldsburg better every day. They are learners today, leaders tomorrow.

ATTENDANCE POLICIES AND PROCEDURES

Research continually connects student attendance to student achievement. It is our philosophy at Reynoldsburg City Schools that establishing positive attendance patterns will increase student achievement and encourage a life-long habit that will prepare students for the future. Make-up work cannot replace the academic and social emotional learning activities that occur in our classrooms.

Ohio House Bill 410

Ohio law states that attendance is now taken in terms of hours missed, not days absent. Each day of school equals six hours. Each hour of school missed will be calculated and reported as

GENERAL OPERATIONS

either unexcused or excused time missed from school. According to the law, if your child misses a certain number of hours, they will be considered *Excessively Absent* or *Habitually Truant*. The following describes the definitions and steps taken by the school district regarding school attendance:

Warning Notification

A **warning notification** will be sent out to inform you of when your child is getting close to reaching habitual truancy or excessive absences. This notification may come in different forms, such as by letter, phone call, automated message or email. *If you receive this notification, please turn in excuses as soon as possible to avoid your child becoming habitually truant or excessively absent from school.*

ALL time missed from school (excused and unexcused), except any time where a medical excuse is provided. This time is calculated from late arrivals, early dismissals, and full day absences.

Excessively Absent Status

If **excessive absences** are reached, a letter will be sent home to notify you and the school will continue to monitor your child's attendance. No plan is required at this time.

A student will become **Excessively Absent** if they reach one or more of the following:

- a. Absent 38 or more hours in one school month, with or without a legitimate excuse; or
- b. Absent 65 or more hours in one school year, with or without a legitimate excuse.

Habitually Truant Status

Only **unexcused** time counts toward habitual truancy hours. This time is calculated from late arrivals, early dismissals, and full day absences. **According to the law, no student shall be suspended, expelled, or removed from school solely on the basis of unexcused absences.*

A student will become Habitually Truant if they reach one or more of the following:

Absent 30 or more consecutive hours without a legitimate excuse;

- a. Absent 42 or more hours in one month without a legitimate excuse; or
- b. Absent 72 or more hours in one year without a legitimate excuse.

If a student becomes Habitually Truant, the following will occur:

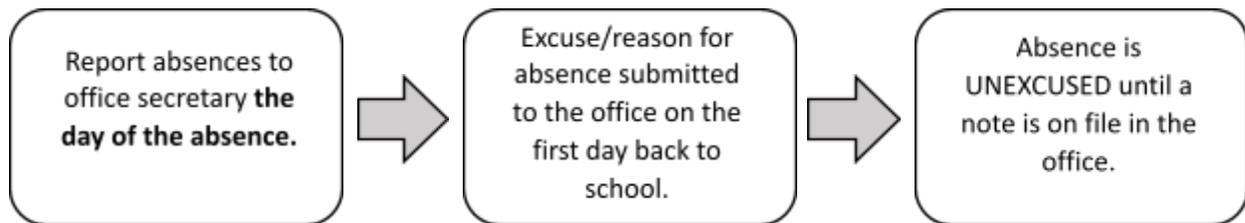
- ★ School will notify the parent/guardian in writing of the student's truancy status.
- ★ Parent/guardian will be invited to meet with the school absence intervention team to develop an **absence intervention plan** for the student.
- ★ Intervention plan will be implemented and attendance will be monitored for 60 days.
- ★ If attendance does not improve during the 60-day plan, the absence intervention team will decide if truancy needs to be filed on the student with juvenile court.
- ★ However, during the 60-day plan, if the student reaches 30 or more consecutive unexcused

GENERAL OPERATIONS

absences, or 42 or more unexcused absences in one school month, the truancy team is required by law to file truancy with the juvenile court.

	Consecutive Hours	Hours per school month	Hours per school year
Habitual Truancy <i>(without legitimate excuse)</i>	30 without legitimate excuse = 5 days	42 without legitimate excuse = 7 days	72 without legitimate excuse = 12 days
Excessive Absences <i>(with nonmedical or without legitimate excuse)</i>		38 with or without legitimate excuse	65 with or without legitimate excuse

Notification of Absences by Parent/Guardian



1. Parents/Guardians are required to report all absences for their child to the school office the day the child is absent. Please call the office of your student’s school and speak to the secretary or leave a **message, stating your child’s first AND last name, your name and the reason for the absence.** *The school office must be notified of your child’s absence within two hours of the start of the school day.* **The 2 Hour Rule:** According to the law, when a student is absent from school, the school is required to make at least one attempt to contact the parent/guardian within 2 hours after the beginning of each school day. If the parent/guardian contacts the school within 2 hours after the beginning of the school day, the school is no longer obligated to make contact.

2. Before school begins on the first day of your child’s return, the parents/guardian must:

- a. Provide a written note or send an email to the Academy secretary with the following information:

The student’s first and last name, the exact dates of the absence or tardy and the reason for the absence or tardy. The parent/guardian must also provide their first and last name and a daytime phone number where they can be reached.

OR

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b. Provide legitimate documentation from a healthcare professional, government official, college, or board approved activity that states:

The student's first and last name, the exact dates and reason for the absence or tardy, the name of the provider or representative, and their contact information.

Excused Absences

The Board of Education Policy, in agreement with Ohio Revised Code Section 3321.04 and Ohio Administrative Code 3301-69-02, states the reasons for which students may be excused from school, including the following:

1. Illness of the student.
2. Illness in the student's family necessitating the presence of the student.
3. Quarantine of the home for a contagious disease determined by a medical professional.
4. Death of a relative.
5. Medical or healthcare appointment.
6. Observance of religious holiday consistent with his/her truly held religious beliefs.
7. Board approved activity/College visitation with proof of attendance.
8. Mandated court appearance.
9. Absences due to immigration circumstances.
10. Absences due to a student's placement in foster care.
11. Absences due to a student being homeless.
12. Emergency or other set of circumstances in which the judgment of the superintendent of schools constitute a good and sufficient cause for absence from school.

All absences will remain unexcused until the appropriate documentation from a parent/guardian is on file in the school office.

Medical and Nonmedical Excuses

The definitions of medical and nonmedical excuses are defined by Reynoldsburg City Schools, in accordance with Ohio Administrative Codes 3301-69-02 and 3301-18-01.

Medical Excuses refer to any documentation excusing attendance that is from a healthcare professional, including, but not limited to doctors, dentists, and mental health specialists. All medical excuses must be on the healthcare professional's letterhead and it must include the student's first and last name, the dates to excuse and the reason for the absence. All medical excuses can be emailed or faxed directly to the school, or turned in to the school office. All medical excuses are considered excused absences and DO NOT count toward habitual truancy

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or excessive absence hours. There is no limit to the number of medical excuses allowed each school year.

Non Medical Excuses refer to parent notes, or documentation from a government official, college/university, or board approved activity that excuses a student from school.

Parent/Guardian Excuses

A written or emailed parent note can excuse up to ten (10) absences per school year. The 10 excuse notes can be used for full-day absences, early dismissals and late arrivals. For example, if a parent emails the office saying their child was ill on 4/3, 4/4 and 4/5, this one excuse note *would count as three (3) of the 10 parent excused absences*. Notes may only excuse absences from the reasons listed in the above *Excused Absences* section, which directly reflects the Board of Education Policy.

Once all 10 parent/guardian excused notes have been used, legitimate documentation, including the exact dates and reason for missing school, must be provided to the school office from a healthcare professional, government official, college, or board approved activity in order for the absence to be excused. **A notification will be sent out to let you know when you have used all 10 parent/guardian excuses for the year.**

Planned Absences

The Board of Education Policy states that the Board strongly discourages absences from school for vacations or other non-emergency trips out of the district. In agreement with Ohio Administrative Code 3301-69-02, the Board will allow each student **ONE planned trip/vacation** of up to 30 consecutive hours (5 days) absent from school each year. In order for this time to be **excused**, a Pre-Authorized Planned Absence Form **must** be filled out by the parent/guardian **PRIOR** to the planned absence. *All planned absences, such as armed services testing, family trips, non-school sponsored educational activities, or extended college visitations require the completion of this form.* Once the form is received, a note of this will be made on the student's attendance log and reasonable efforts will be made to prepare a list of assignments for the student to do while absent.

Up to 30 additional consecutive hours (5 days) **may be excused upon written request to the Superintendent/designee through the Pre-Authorized Planned Absence Form**. Please note, this additional 30 hours can be added to the first 30, or it can be another separate trip. If this trip is NOT approved, these hours will be marked as UNEXCUSED absences and count toward truancy. **No more than 60 consecutive school hours can be excused at any time; however, the Superintendent/designee can make an exception under certain emergency circumstances within the law.**

If pre-approval is NOT received before the extended absence, parent notes can be used to excuse time missed from school. Keep in mind that each child receives only 10 parent excused absences each school year. Any parent notes used to cover an extended absence will be taken

GENERAL OPERATIONS

out of the allotted ten. **Parent notes CANNOT be used to extend a trip beyond 60 consecutive hours for any reason.**

Unexcused Absences

The following are examples of unexcused late arrivals or absences: oversleeping, missing the bus or a ride to school, car trouble and any other absence not defined as an excused absence in the Board of Education Policy. *Unexcused absences or late arrivals without proper documentation will remain unexcused and count toward truancy hours.*

Unexcused absences or late arrivals without proper documentation will remain unexcused and count toward truancy hours.

School Hours

In the interest of personal safety and for the protection of public and personal property, students may not be in the school building **prior** to the start of school or **after** dismissal unless under the direct supervision of a staff member.

Late Arrivals to School

If a student arrives at school **after** the start time the student is late to school and must report to the office for a pass to enter class. All late arrivals, excused and unexcused, are recorded on the student's grade card and will be marked as a partial-day excused or unexcused absence (PDE or PDU), or as a partial-day excused medical absence (PDEXMED). The minutes/hours missed from being late to school accumulate into the total amount of time missed per school year.

Late to Class

Students are responsible for being in their classrooms prior to the late arrival bell for each period. Failure to do so results in being marked late for that class. Disciplinary consequences for being late to class will be determined by your student's teacher or team of teachers.

Early Dismissals

A parent/guardian or an adult listed as the student's emergency contact must come into the main office with their ID to sign the student out of the building. At this time, the adult can provide a written note to the office in regards to why the student is leaving early from school.

2023-24 DISTRICT CALENDAR

GENERAL OPERATIONS

REYNOLDSBURG CITY SCHOOL DISTRICT 2023-2024 SCHOOL CALENDAR															
AUGUST				August				JANUARY							
S	M	T	W	T	F	S	14-15	No School - Teacher PD Days	S	M	T	W	T	F	S
		1	2	3	4	5	16	No School - 1/2 Teacher PD Day -1/2 Records Day	7	8	9	10	11	12	13
6	7	8	9	10	11	12			14	15	16	17	18	19	20
13	14	15	16	17	18	19	17	First Day of School - A-K	21	22	23	24	25	26	27
20	21	22	23	24	25	26	18	First Day of School - L to Z	28	29	30	31			
27	28	29	30	31			21	All Students Attend							
SEPTEMBER				September				FEBRUARY							
S	M	T	W	T	F	S	4	No School - Labor Day	S	M	T	W	T	F	S
					1	2							1	2	3
3	4	5	6	7	8	9	6	No School - Teacher PD	4	5	6	7	8	9	10
10	11	12	13	14	15	16	13	End of Grading Period	11	12	13	14	15	16	17
17	18	19	20	21	22	23	23	No School - Conference Comp Day	18	19	20	21	22	23	24
24	25	26	27	28	29	30			25	26	27	28	29		
OCTOBER				October				MARCH							
S	M	T	W	T	F	S	7	No School - Teacher PD	S	M	T	W	T	F	S
1	2	3	4	5	6	7	22-24	No School - Thanksgiving						1	2
8	9	10	11	12	13	14	15	No School - 1/2 Teacher PD Day - 1/2 Records Day-End of Grading Period	3	4	5	6	7	8	9
15	16	17	18	19	20	21	18-29	No School - Winter Break	10	11	12	13	14	15	16
22	23	24	25	26	27	28			17	18	19	20	21	22	23
29	30	31					1	No School - New Year's Day	24	25	26	27	28	29	30
NOVEMBER				November				APRIL							
S	M	T	W	T	F	S	15	No School - Martin Luther King, Jr. Day	S	M	T	W	T	F	S
			1	2	3	4	2	No School - Teacher PD		1	2	3	4	5	6
5	6	7	8	9	10	11	19	No School - President's Day	7	8	9	10	11	12	13
12	13	14	15	16	17	18			14	15	16	17	18	19	20
19	20	21	22	23	24	25	8	No School - Teacher PD/End of Grading	21	22	23	24	25	26	27
26	27	28	29	30			25-29	No School - Spring Break	28	29	30				
DECEMBER				December				MAY							
S	M	T	W	T	F	S	1	No School - Conference Comp Day	S	M	T	W	T	F	S
						1	21	Graduation/ Senior Last Day				1	2	3	4
3	4	5	6	7	8	9	24	Last Day of School /End of Grading Period	5	6	7	8	9	10	11
10	11	12	13	14	15	16	27	Memorial Day	12	13	14	15	16	17	18
17	18	19	20	21	22	23	28	Teacher PD Day	19	20		22	23	24	25
24	25	26	27	28	29	30			26	27	28	29	30	31	
31							19	Juneteenth							
KEY				January				Conference Days							
	Teacher PD No School							High School : Oct 4, Nov 2, Feb 21 & Mar 7							
	Schools Closed							Jr. High : Sept 27, Oct 5, Feb 28, March 20							
	Conference Days							Middle Level : Sept 27, Oct 5, Feb 28, March 20							
	Grading Period							Elementary							
	First/Last Days of School							Slate Ridge, Taylor Road, French Run :							
	Senior Last Day							Oct 12, Oct 18, Mar 7 & Mar 13							
	Graduation 7:00pm							Rose Hill, Summit, Herbert Mills, Waggoner							
								Oct 11, Oct 19, Mar 8 & Mar 14							
															
				Split Start Grades K-9 is A-K (August 17) and L-Z (August 18). Grade 10 (August 17) Grades 10-12 (August 18)											

ADA/504 COMPLAINT AND DUE PROCESS PROCEDURES

If a person believes that s/he has been discriminated against on the basis of his/her disability, the person may utilize the following complaint procedures as a means of reaching at the lowest possible administrative level, a prompt and equitable resolution of the matter.

In accordance with Section 504 of the Rehabilitation Act of 1973 and its implementing regulations ("Section 504"), parents and students will be notified of their right to file an internal complaint regarding an alleged violation, misinterpretation or misapplication of Section 504. Internal complaints and requests for due process hearings must be put in writing and must identify the specific circumstances or areas of dispute that have given rise to the complaint or the request for a hearing, and offer possible solutions to the dispute. The complaint or request for due process hearing must be filed with a District Compliance Officer within specified time limits. The District's Compliance Officer is available to assist individuals in filing a complaint or request.

BUILDING USAGE

Some of our school facilities are available for private use. If you wish to use a school facility for an activity please contact the school office to find out how to request building use. There is a nominal charge for the use of a school facility.

CONTACTING THE SCHOOL

We understand that there may be times in which the parent must contact the students during the school day. Please call the general telephone number of the school and the office personnel will relay the message to the student. Teachers cannot receive phone calls during instructional time unless it is an emergency. It is important that we limit as many disruptions to the classroom as possible. **Please understand that we cannot accept changes to transportation after 2:00 p.m., as it presents safety concerns.**

DROPPING OFF ITEMS TO STUDENTS

If you drop off anything, or need to get something to your child, we ask that you put your student's name and teacher on it and leave the item(s) in the office and we will get it to the classroom for you. If you would like to see or speak to your child, we will be happy to call your child down to the office. We want to encourage their independence and have them walk to class on their own.

ELECTRONIC GAMES AND CELL PHONES

Students should only use the office phone in emergencies. Students are not permitted to use cell phones, smart watch apps (including the use of texting and music) or electronic devices during instruction, unless the teacher grants permission. Cell phones may be confiscated by

school personnel if used inappropriately. The school is not responsible for lost, damaged, or stolen items.

DISTRICT EMPLOYEE RESPONSIBILITIES AND INTERVENTION STRATEGIES

Any District employee who witnesses acts of hazing and/or bullying shall promptly notify the building principal/designee of the event observed, and file a written incident report concerning the events witnessed.

Any District employee who receives reports of suspected hazing and/or bullying shall promptly notify the building principal/designee of such report(s). If the report is a formal, written complaint, the complaint is forwarded to the building principal/designee no later than the next school day. If the report is an informal complaint that is received by a District employee, he/she shall prepare a written report of the informal complaint that is forwarded to the building principal/designee no later than the next school day.

EARLY RELEASE

Upperclassmen may apply for early release or late arrival through their main office. The following is a list of the reasons a student may request early release or late arrival: capstone, internship, college classes, and work study. No exceptions will be made to this rule.

ELECTRONIC GAMES AND CELL PHONES

The school telephone is our primary business telephone. Students should only use the phone in emergencies. Students are not permitted to call home for homework, books, lunch money, or gym shoes. Students are not permitted to use cell phones, smart watch apps (including the use of texting and music) or electronic devices during school hours. If a student needs to bring a cell phone to school, it must be turned off and remain in the student's backpack. Cell phones may be confiscated by school personnel if used inappropriately. The school is not responsible for lost, damaged, or stolen items.

EMERGENCY SITUATION NOTIFICATION

In accordance with HB1 Parent Notification Provision, "School districts, community schools, STEM Schools, and chartered nonpublic schools are required to inform, prior to opening day each school year, each enrolled student and the student's parent of the parental notification procedures in the school's protocol for responding to threats and emergency events, which are established under existing law." There may be times when it is necessary because of some emergency to dismiss school early. Parents are urged to make arrangements with a neighbor or friend so that the child will have a place to go if the parents are not home.

GENERAL OPERATIONS

The District uses a third-party vendor to call, email and text all designated parents and guardians to notify them of weather delays, emergencies or cancelations. It's imperative that your contact information is correct in PowerSchool.

Emergency School Closing—If it becomes necessary to close, dismiss early or delay the opening of schools due to unexpected emergencies or inclement weather, announcements will be made over the following radio and television stations as well as social media and our website:

AM Radio: 610 WTVN, 820 WOSU & 920 WMNI

FM Radio: 89.7 WOSU, 90.5 WCBE, 92.3 WCOL, 93.3 Lite, 94.7 Sunny 95, 95.5 WHOK, 96.3 WLVQ, 97.9 WNCI, 99.7, WBZK, 103.5/104.3 WNND, 103.9 WTDA, 105.7 The Brew, and 107.9 WVMX The Mix

Television: WBNS/ONN Channel 10, WCMH Channel 4, WOSU Channel 34, WSYX Channel 6 and WTTE Fox 28"

Social Media: Facebook, Twitter, Instagram (@REYNSchools)

Website: www.reyn.org

FACE MASKS REQUIREMENTS

When face masks are required by education and health agencies, the following rules apply:

All students in grades K-12 must wear face coverings while: (1) on a school district bus, (2) in the hallways and common areas of school buildings, and (3) in classrooms when physical distancing of six feet is not possible.

Requests for exceptions under this section as well as those necessary for students with a documented health or developmental condition shall be considered by the Superintendent/designee, who may request documentation justifying the exemption.

The District will not tolerate harassment of students who are wearing face coverings or those with recognized exemptions to the face covering requirement and will appropriately discipline students or staff who harass or bully students with exemptions or engage in behavior that interferes with any student or staff member's ability to comply with this policy.

FACULTY LOCATIONS

The faculty work-room, lounge, and restrooms are off-limits to students at all times.

FIELD TRIP & ASSEMBLY CONDUCT

Each year our students are given the opportunity to participate in a variety of field trips and assemblies. At all special events, students are expected to use their best behavior. Assemblies and field trips are privileges. Students who do not demonstrate appropriate behavior may be excluded from field trips and assemblies.

FOOD SERVICES (BREAKFAST, SCHOOL LUNCH PROGRAM)/LUNCH REGULATIONS

Reynoldsburg City Schools Food Service Department recognizes the importance of providing students with healthy and nutritious meals at school. The complete Food Service policy can be located at: <http://www.reyn.org/policies.aspx>

- Breakfast—Reynoldsburg City Schools provides a breakfast program to all students in all schools in accordance with federal regulations. For pricing and menu information, please check with your child's school, or visit: <https://www.reyn.org/Nutrition.aspx>.
- Lunch—Reynoldsburg City Schools offers a hot lunch service daily featuring a variety of items. Menus and pricing information are available at <https://www.reyn.org/Nutrition.aspx>.

www.PaySchoolsCentral.com is a secure and convenient website application that allows parents to add to their child's meal account online using any Visa or Mastercard (including Debit Visa and Mastercard).

Students from families whose income is at or below specified levels are eligible for meals free or at a reduced price. Application forms for this program are located in the office or you can apply online at www.PaySchoolsCentral.com.

Students without sufficient funds or students who have forgotten their lunch money will always be offered the alternative meal choice.

ALL students are required to remain on campus for lunch unless granted early release. Students are to report to the cafeteria at the beginning of their lunch period and remain at that location for the duration of the period unless they have a pass from a teacher. **Any student who leaves the building during the lunch period is considered unexcused** from school and will receive the appropriate disciplinary action. **Each student is to** be in the lunchroom for his or her assigned period only. Students are not permitted to yell, sit, or stand on tables, run, throw food or other items, or leave the designated cafeteria lunch areas. Each student is expected to clean up after him or herself using the trash containers provided in the lunchroom. Parent/guardians/guests are not permitted in the cafeteria.

GIFTED SCREENING, IDENTIFICATION AND NOTIFICATION

The Reynoldsburg City School District accepts referrals for potentially gifted students from parents, teachers, qualified professionals, and members of the community, as well as from students who self-refer. In addition, existing data from a wide variety of sources are examined in an effort to locate students who can be identified without further assessment, as well those

for whom additional data is needed. The data review and referral processes are created to ensure the work and behavioral characteristics of all students are reviewed and considered in a fair and equitable manner. Further information is available from the Student Services Department or our building principal or designee.

GRADING

Mastery of the state academic content standards is measured over the course of the year. Along with academic state standards, learners are also expected to demonstrate excellence in our Portrait of a Graduate competencies in all schools' grades K-12. Student achievement will be determined by examining a collection of student evidence to verify what they know academically as well as their level of performance in 21st century skills outlined by our Portrait of a Graduate. Evidence may be informal, such as teacher observation or formal (written assessments, projects, portfolios, student demonstrations, etc.). Student achievement reports will be issued quarterly and will indicate how students are performing in all areas.

HAZING AND BULLYING (HARASSMENT, INTIMIDATION AND DATING VIOLENCE)

As used in this policy, "hazing" means doing any actor coercing another, including the victim, to do any act of initiation into any student organization or other organization that causes or creates a substantial risk of causing mental or physical harm to any person.

As used in this policy, "bullying harassment and intimidation" (herein after "bullying") means an intentional written, verbal or physical act that a student has exhibited toward another particular student, staff member or volunteer more than once. The intentional act also includes violence within a dating relationship. The behavior both causes mental or physical harm to the other person and is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other person.

This behavior is prohibited on school property, on a school bus, or at a school-sponsored activity.

Permission, consent or assumption of risk by an individual subjected to hazing, bullying and/or dating violence does not lessen the prohibition contained in this policy.

The District includes, within the health curriculum, age-appropriate instruction in dating violence prevention education in grades 7 to 12. This instruction includes recognizing warning signs of dating violence and the characteristics of healthy relationships.

Prohibited activities of any type, including those activities engaged in via computer and/or electronic communications devices, are inconsistent with the educational process and are prohibited at all times. No administrator, teacher, or other employee or volunteer of the District shall encourage, permit, condone or tolerate any hazing and/or bullying activities. No students,

GENERAL OPERATIONS

including leaders of student organizations, are permitted to plan, encourage or engage in any hazing and/or bullying.

Administrators, teachers, and all other District employees and volunteers are particularly alert to possible conditions, circumstances or events that might include hazing, bullying and/or dating violence. If any of the prohibited behaviors are planned or discovered, involved students are informed by the discovering District employee of the prohibition contained in this policy and are required to end all such activities immediately. All hazing, bullying, and/or dating violence incidents are reported immediately to the Superintendent/designee and appropriate discipline is administered.

Any student who believes that he/she has been or is the victim of hazing and/or bullying should immediately report the situation to the appropriate building principal or his/her designee. The student may also report concerns to a teacher counselor, or other school employee. Such reports may be made anonymously. Any school employee who is aware of an incident prohibited by this policy shall document the report (i.e. put the allegations in writing) and provide the documentation to the building principal or his/her designee for investigation. If the building principal or his/her designee receives any report of an incident prohibited by this policy that is not a written report, the principal/designee shall ensure that the report is documented in writing.

If the investigation finds an instance of hazing and/or bullying has occurred, it will result in appropriate remedial and/or disciplinary action. Students found responsible for hazing or bullying, including those students responsible for bullying by an electronic act, may be subject to discipline for their misconduct, including suspension and/or expulsion pursuant to the Student Code of Conduct. Individuals may also be referred to law enforcement officials if appropriate. The complainant shall be notified of the findings of the investigation, and as appropriate, that remedial action has been taken.

The building principal or his/her designee shall also implement appropriate strategies to protect the victim or other person from new or additional hazing and/or bullying and from retaliation following a report. Strategies to protect these individuals include, but are not limited to, the opportunity to report an incident anonymously, discipline pursuant to the Student Code of Conduct of students who violate this policy, monitoring or counseling by school personnel, or other appropriate action as determined by the building principal or his/her designee.

In implementing this policy, the District will not infringe a student's rights under the First Amendment of the U.S. Constitution.

To the extent permitted by state and federal law, including R.C. 3319.321 and the Family Education Rights and Privacy Act ("FERPA"), 20 U.S.C. 1243g, the custodial parent or guardian of any student involved in an incident of hazing and/or bullying will have access to any written reports pertaining to the incident.

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The superintendent/designee must provide the Board President with a semiannual written report of all verified incidents of hazing and/or bullying and post the report on the District's website to the extent permitted by student confidentiality laws including R.C. 3319.321 and FERPA.

The administration provides training on the District's hazing and bullying policy to District employees and volunteers who have direct contact with students, and such training will be included in the in-service. Through words and/or gestures;

- A. Extortion, damage or stealing of money and/or possessions;
- A. Exclusion from the peer group or spreading rumors;
- B. Repetitive and hostile behavior with the intent to harm others through the use of information and communication technologies and other web-based/online sites (also known as "cyberbullying").
- C. Excluding others from an online group by falsely reporting them for inappropriate language to internet service providers.

DISTRICT EMPLOYEE RESPONSIBILITIES AND INTERVENTION STRATEGIES

Any District employee who witnesses acts of hazing and/or bullying shall promptly notify the building principal/designee of the event observed, and file a written incident report concerning the events witnessed.

Any District employee who receives reports of suspected hazing and/or bullying shall promptly notify the building principal/designee of such reports(s). If the report is a formal, written complaint, the complaint is forwarded to the building principal/designee no later than the next school day. If the report is an informal complaint that is received by a District employee, he/she shall prepare a written report of the informal complaint that is forwarded to the building principal/designee no later than the next school day.

COMPLAINTS

A. Formal Complaints

Students, parents or guardians and school personnel may file reports regarding suspected hazing and/or bullying. The reports should be written. Such written reports must be reasonably specific including the person(s) involved; number of times and places of the alleged conduct; the target of suspected harassment, intimidation, hazing, and/or bullying; and the names of any potential student or staff witnesses. Such reports may be filed with any District employee. They are to be promptly forwarded to the building principal/designee for review and action.

B. Informal Complaints

Students, parents or guardians and school personnel may make informal complaints of conduct that they consider to be hazing and/or bullying by verbal report to any District employee. Such informal complaints must be reasonably specific as to the actions giving rise to the suspicion of hazing and/or bullying, including person(s) involved, number of times and places of the alleged conduct, the target of the prohibited behavior(s), and the names of any potential student or staff witness. The District employee who receives the informal complaint shall promptly document the complaint in writing, including the above information. This written report shall be promptly forwarded to the building principal/designee for review and action.

C. Anonymous Complaints

Students, parents or guardians and school personnel who make informal complaints as set forth above may request that their name be maintained in confidence by the District employee who receives the complaint. The anonymous complaint should be reviewed and reasonable action is taken to address the situation to the extent such action (1) does not disclose the source of the complaint, and (2) is consistent with the due process rights of the student(s) alleged to have committed acts of hazing and/or bullying.

INTERVENTION STRATEGIES

A. Teachers and Other School Staff

In addition to addressing both informal and formal complaints, school personnel are encouraged to address the issue of hazing and/or bullying in other interactions with students. School personnel may find opportunities to educate students about hazing and/or bullying and help eliminate such prohibited behaviors through class discussions, counseling and reinforcement of socially appropriate behavior. School personnel should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, humiliating or intimidating another student/school personnel, even if such conduct does not meet the formal definition of hazing and/or bullying.

B. Administrator Responsibilities

• Investigation

The building principal, assistant principal or his/her designee shall be notified of any complaint of suspected hazing and/or bullying. Under the direction of the building principal/designee, all such complaints are investigated promptly. A written report of the investigation will be prepared when the investigation is complete. The report includes finding of fact, a determination of whether acts of hazing and/or bullying were verified, and when prohibited acts are verified, our recommendation for intervention, including disciplinary action, shall be included in the report. Where appropriate, written statements are attached to the report.

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Notwithstanding the foregoing, when a student, parent, guardian or school employee/volunteer making an informal complaint has requested anonymity, the investigation of such complaint may be limited as is appropriate in view of the anonymity of the complaint. Such limitations of the investigation may include restricting action to a simple review of the complaint (with or without discussing it with the alleged perpetrator), subject to receipt of further information and/or the withdrawal by the complaining student of the condition that his/her report be anonymous.

C. Non-disciplinary Interventions

When verified acts of hazing and/or bullying are identified early and/or when such verified acts do not reasonably require a disciplinary response, students may be counseled as to the definition of the behavior, its prohibition and their duty to avoid any conduct that could be considered hazing and/or bullying. If a complaint arises out of the conflict between students or groups of students, peer mediation may be considered. Other non-disciplinary interventions to protect victims may include increased supervision of the offending student, increased communication between the District and the parents and guardians of all involved students, and increased follow-up with the victim to ensure that no further incidents of hazing and/or bullying have occurred.

D. Disciplinary Interventions

When acts of hazing and/or bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints that are not otherwise verified, however, cannot provide the basis for disciplinary action.

Allegations of criminal misconduct may be reported to law enforcement, and suspected child abuse shall be reported to Child Protective Services, per required statutes.

REPORT TO THE PARENT OR GUARDIAN OF THE PERPETRATOR

If, after investigation acts of hazing and/or bullying by a specific student are verified, the building principal/designee notifies the parent or guardian of the perpetrator, in writing, of that finding. If disciplinary consequences are imposed against such a student, a description of such discipline is included in such notification.

REPORTS TO THE VICTIM AND/OR HIS/HER PARENT OR GUARDIAN

If, after investigation, acts of hazing and/or bullying against a specific student are verified, the building principal/designee notifies the victim and/or the parent/guardian of the victim of the

finding. In providing such notification, care must be taken to respect the statutory privacy rights of the perpetrator.

COMPLAINT OPTIONS

In addition to, or instead of filing a complaint through this policy, a complainant may choose to exercise other options including, but not limited to, filing a complaint with outside agencies or filing a private lawsuit. Nothing prohibits a complainant from seeking redress under any other provision of the Ohio Revised Code or common law that may apply.

IDENTIFICATION CARDS

Each student at RHS will be issued a new Identification Card annually. This card is required to check out material and CC+ textbooks from the Student Success Center. Students should carry their ID card while at school. A student who loses his or her ID card must replace it at a cost of \$5.00. Students may not deface, decorate, or alter their ID cards. Doing so may result in disciplinary action and replacement of the ID card.

IMMUNIZATION REQUIREMENTS

In order to minimize the spread of preventable illnesses in schools and provide students with a healthier learning environment, the Board requires immunizations in compliance with State law and the Ohio Department of Health for each student unless the parent(s) file an objection. The Board may also require tuberculosis testing in compliance with law.

Students eligible for kindergarten and students new to the District must present written evidence of immunizations, or written evidence to indicate that they are in the process of receiving immunizations, to be completed no later than the day of entrance. Students failing to complete immunizations within fourteen (14) days after entering are not permitted to return to school.

The District maintains an immunization record for each student, available in writing to parents upon request.

INTERNET ACCESS

The Internet system of linked, computerized databases and services offers the possibility of quick access to a wealth of local, national, and international information which can be of tremendous benefit to the education of students enrolled in the Reynoldsburg City School District. The Internet also affords possibilities for abuse and misuse and may make inappropriate materials accessible to school-aged children. Students are subject to discipline in the Student Code of Conduct for any inappropriate use of the computers. Prior to the start of school, each

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student will be given an Acceptable Use Policy form. These forms must be on file with the Academy office prior to the use of any hardware or software.

INSTRUCTIONAL FEES

The Reynoldsburg Board of Education adopts fee schedules as recommended by the Superintendent. Failure to pay course fees, fines, and other financial obligations (including but not limited to broken and/or lost equipment) may result in the withholding of grades and credits.

Course Fee Schedule 2023-2024 School Year

Grade Level	Course	Fee
Grades K-12	General School Fee	\$20
Grades K-12	Technology Fee	\$15

- Students who are on a free lunch plan will not be charged any school fees.
- Students who are on a reduced lunch plan will pay a reduced General School and Technology fee of \$10 total.
- General School Fees will be collected and put into the general fund and will be allocated to building budgets for general supplies and resources as approved by the building principal.
- Technology Fees will be collected and put into the general fund and used by the IT department for repairs and for the replacement of Chromebooks and parts. Paying this technology fee does not prevent the district from seeking reimbursement for damaged technology that is the fault of the student.

LOCKERS

Lockers are the property of the Board of Education. Lockers and the contents of all lockers are subject to random search at any time without regard to whether there is a reasonable suspicion that any locker or its contents contains evidence of a violation of a criminal statute or a school rule.

LOST AND FOUND

Students finding property not belonging to them should attempt to find the owner and then take the item(s) to the main office. If a student suspects something has been stolen from him or her, the theft should be reported to an administrator or safety specialist. At that time a decision regarding notification of the police will be made. Students should make every attempt to secure their possessions and purchase a lock for their locker.

MANDATED REPORTING

All employees of the District who know or suspect that a school-aged child of age or a disabled child under 21 years of age has suffered or is suffering any type of abuse or neglect are required to report such information to the Public Children Services Agency or the local law enforcement agency. Procedures for reporting to ensure prompt reports are made known to the school staff. A person who participates in making such reports is immune from any civil or criminal liability, provided the report is made in good faith.

Each person employed by the Board to work as a school nurse, teacher, counselor, school psychologist or administrator shall complete at least four hours of in-service training in child abuse prevention within three years of commencing employment with the District.

The information below is quoted directly from Franklin County Children's Services:

Mandated reporters include teachers, daycare staff, social workers, school personnel, physicians, dentists, nurses, psychologists, speech pathologists, children's services staff, coroners, attorneys and persons rendering spiritual treatment in accordance with tenets of well-organized religions acting in official or professional capacity.

The Ohio Revised Code (ORC) provides immunity from civil or criminal liability for those who make reports in good faith of possible abuse or neglect. The identity of the referral source is confidential and Franklin County Children Services does not release the identification of the referral source to the family. It may only be released to the Ohio Department of Job and Family Services, prosecutor's office, or law enforcement. As such, a subpoena for judicial testimony could be issued to a mandated reporter for testimony if the prosecutor determines that is necessary.

A professional or mandated reporter who suspects abuse or neglect and fails to report may be charged criminally.

The Ohio abuse reporting law (ORC: 2151.421), states that mandated reporters must immediately and personally, make the abuse or neglect report. For more information, follow the link <http://codes.ohio.gov/orc/2151.421> and personally, make the abuse or neglect report. For more information, follow the link <http://codes.ohio.gov/orc/2151.421>

NON-DISCRIMINATION STATEMENT

The Reynoldsburg City School District provides an equal opportunity for all students, regardless of race, color, creed, disability, age, religion, gender, ancestry, national origin, place of residence within the boundaries of the district or social or economic background, to learn through the curriculum offered in this district. All district rules, operations, and procedures, are applied and enforced without regard to a student's race, color, national origin, sex, or handicap. This policy meets all requirements and directions of the U.S. Department of Education under Title VI of the

Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973.

OPEN ENROLLMENT/INTRA-DISTRICT TRANSFERS

Students enrolling in the Reynoldsburg City School District are assigned to the school or special education program serving their designated attendance area. Parents who wish to have their child/children attend a different school may request an intra-district transfer. Applications must be made annually.

The Board will permit students from other school districts in the state of Ohio to attend the Reynoldsburg City School District, provided that State laws and regulations and the procedures set forth in the guidelines are followed. The Open Enrollment policy and guidelines can be located at: <http://www.reyn.org/policies.aspx>.

PARENT/TEACHER CONFERENCES

We encourage you to participate in Parent/Teacher Conferences. Parent/Teacher Conferences will be held four times during the school year. If the parent feels that a conference is needed at any other time throughout the school year, please contact the teacher to schedule a meeting.

PERFECT ATTENDANCE

Perfect attendance is defined as being in attendance on time, and at school all day, every day of the school year.

PHOTO RELEASE PERMISSION

From time to time, Reynoldsburg City School District staff take pictures or video of students in their learning environments. The photographs and videos can be used in a variety of publications to document programs. The images may appear in, but not limited to, staff newsletters, community newsletters, media releases and the district website. While we make every attempt to work with the media, they may also take incidental photos and/or videos of students in situations we cannot control. Parents are asked to complete an electronic media release form so that the district can keep a record of students who cannot be photographed.

PARKING REGULATIONS

The rules of parking passes are as follows:

Students may not park in the parking lot spaces reserved for special use, visitors and substitute teachers. Students who violate the following parking regulations may have their car towed at the owner's expense.

1. Parking in "striped no parking zone"
2. Parking in a handicapped space without proper authorization

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3. Parking in spot reserved for special use, visitors, or substitute teachers

While in Reynoldsburg High School's parking lot, the student's automobile is under the school's jurisdiction. The school reserves the right to search any vehicle on campus if reasonable suspicion exists. A student's parking privileges may be revoked for reasons which include but are not limited to:

1. Parking in unauthorized locations
2. Leaving school grounds without permission
3. Reckless operation of any vehicle on school property
4. Transporting students who do not have permission to leave school grounds

POSTING & DISTRIBUTION OF PRINTED MATERIAL

Student Publications

The Board encourages student publications as a classroom-related learning experience in such courses as English, journalism and video production and as an extracurricular activity. Such publications allow for coverage of student activities and the writing and producing of original literary and artistic projects; however, certain necessary guidelines must be established to regulate the publication and dissemination of student publications, performance of student productions and broadcast of student video productions. For purposes of this policy, "publications" shall include any audio, visual or written materials such as tapes, banners, films, pamphlets, notices, newspapers, books or other like materials. "Productions" shall include theatrical performances as well as impromptu dramatic presentations. School publications/productions afford educational experiences for those students interested in these activities and should provide opportunities for the sincere expression of all facets of student opinion. In sponsoring a student publication, the Board is mindful of the fact that the publication could be available to any student attending this school, and must, therefore, be generally suitable for all students. Materials which violate or may violate the rights of others may not be published. Adherence to copyright restrictions is required in all school-sponsored publications. The school paper and video productions may reflect the policy and judgment of the student editors, consistent with the guidelines set forth below. The Board reserves the right to designate and prohibit the distribution of printed materials that are not protected by the right of free expression because they violate the rights of others.

Such unprotected materials include, but are not limited to, those which:

- are discriminating or harassing toward an individual or group of individuals on the basis of race, sex, age, ethnicity, nationality, origin, handicap or other protected group under Board policy;
- are false and/or libelous toward any specific person or persons;

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- seek to establish the supremacy of a particular religious denomination, sect or point of view over any other religious denomination, sect or point of view;
- advocate the use or advertise the availability of drugs, alcohol or any other substance or which may reasonably be believed to constitute a direct or substantial danger to the health of students;
- contain material that is obscene to minors as defined in Board policy, or otherwise may be deemed to be harmful to impressionable students who may receive them;
- incite violence, advocate the use of force or urge the violation of law or school regulations;
- threaten a material and substantial disruption of the educational program of the school;
- are obscene, indecent, vulgar or constitute insulting or fighting words;
- advertise goods or services for the benefit of profit-making organizations;
- fail to identify the student or organization responsible for the distribution;
- solicit funds for non-school organizations or institutions when such solicitations have not been approved by the Board;
- associate the District with any position other than neutrality on a matter of political or social controversy or
- fail to meet generally accepted standards of style, grammar, format and suitability of materials.

School-sponsored publications may be distributed during selected class periods and/or in the cafeteria during lunch periods by students specifically assigned by the advisor of the school-sponsored publication for that purpose. Advertising is permitted with the permission of the advisor in school newspapers, yearbooks, programs, etc. which are published by student organizations. Faculty advisors shall advise on matters of style, grammar, format and suitability of materials. The final decision as to the suitability of material shall rest with the principal after consultation with the student editor and faculty advisor. If no advisor is assigned, the decision will be made by the principal or his/her designee. The decision shall be made within five (5) school days after presenting the material to the principal. The principal's decision may be appealed to the Superintendent within five (5) school days. The Superintendent shall reach a decision in five school days.

School Newspaper

Application forms to become a member of the school newspaper staff may be obtained from the newspaper advisor. Applicants for the school newspaper staff may be required to submit a writing sample, appear for an interview or supply whatever information the advisor may deem necessary for proper staff selection. Students or teachers who are not school newspaper staff members may submit articles for the consideration of the staff. A credit educational option would be acceptable with local media.

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Non-school Sponsored Publications

Students who edit, publish and/or wish to distribute non-school-sponsored handwritten, printed or duplicated material among their fellow students in the schools must assume responsibility for the content of the publication. Students may be restricted as to the time and place of distribution or may be prohibited from distributing such publications.

PAY-TO-PARTICIPATE

In order to offer and maintain robust athletic and music programming, Reynoldsburg City Schools will continue to assess a fee to all 7th-12th grade students participating in interscholastic athletics, band, orchestra and choir.

For High School Athletics:

Board of Education contribution per student-athlete: \$165.00

Student-Athlete contribution per sport: \$175.00

For Junior High (7th/8th) Athletics:

Board of Education contribution per student-athlete: \$165.00 -

Student-Athlete contribution per sport: \$125.00 -

For Middle, Junior and High School Choir:

Board of Education contribution per student: \$35.00

Student contribution per activity: \$40.00

For Middle, Junior and High School Band:

Board of Education contribution per student: \$35.00

Student contribution for Band: \$40.00 -

For Middle, Junior and High School Orchestra:

Board of Education contribution per student: \$35.00 -

Student contribution per activity: \$40.00 -

For High School Marching Band:

Board of Education contribution per student: \$70.00 -

Student contribution for Marching Band: \$80.00-

PROMOTION/RETENTION

Many factors are taken into consideration in the decision to retain or promote a child. Teacher assessments, the child's progress, developmental age, psychological input, testing results, and concern for the effect of placement upon the well-being of the student will be considered. It is essential that early communication between the home and the school concerning academic

progress take place. Please contact the classroom teacher or the principal if you have any questions about the retention, placement or promotion of your child.

PHOTO RELEASE PERMISSION

From time to time, Reynoldsburg City School District staff take pictures or video of students in their learning environments. The photographs and videos can be used in a variety of publications to document programs. The images may appear in, but not limited to, staff newsletters, community newsletters, media releases and the district website. While we make every attempt to work with the media, they may also take incidental photos and/or videos of students in situations we cannot control. Parents are asked to complete an electronic media release form so that the district can keep a record of students who cannot be photographed.

REGULATIONS REGARDING THE DISPENSE OF PRESCRIPTION MEDICATION

It is the student's responsibility to come to the office to receive his/her medication. New authorization forms must be submitted at the beginning of each school year.

1. Students needing medication will be encouraged to receive the medication at home, if possible.

A. Each person or persons designated to administer any prescription or non-prescription medication will receive a statement signed by both parent/guardian and physician which includes all of the following information:

1. The name and address of the student
2. The school and class in which the student is enrolled
3. The name of the drug and the dosage to be administered
4. The times or intervals at which each dosage of the drug is to be administered
5. The date on which the administration of the drug is to begin
6. The date on which the administration of the drug is to cease
7. Any severe adverse reactions which should be reported to the physician and one or more telephone numbers at which the person who prescribed the medication can be reached in case of an emergency, and
8. Special instructions for administration of the drug, including sterile conditions and storage

GENERAL OPERATIONS

B. The parent/guardian agrees to submit a revised statement signed by the parent/guardian and physician if any of the information originally provided to the school changes.

C. The medication will be received at school in the container in which it was dispensed by the prescribing physician or other licensed professional. The medication and dosage listed on the label must be identical to the authorization form. Parents are responsible for keeping record of the amount of medication at school and for sending more when needed.

D. Students who self-administer (carry on their person) asthma inhalers and/or epi-pens must have the medication authorization form completed by their physician and parent stating they may do this.

E. Students with diabetes are permitted to attend to self-care and management of his/her diabetes if the student's physician completes the medication authorization form and the parent states, they may do this.

2. The person designated by the Board will establish a location in each school building for the storage of drugs to be administered. All such drugs shall be stored in that location in a locked storage place. Drugs which require refrigeration may be kept in a refrigerator in a place not commonly used by students.

3. No person who has been authorized by the Board to administer a drug and has a copy of the most recent statement which was given to him prior to administering the drug will be liable for administering or failing to administer the drug, unless such person acts in a manner which constitutes gross negligence or wanton or reckless misconduct.

4. Each medication that is given should be documented on the medication record form for the corresponding student.

5. The person designated to give medication should receive training by the school nurse. The school nurse will periodically monitor and provide instruction pertinent to the medication.

6. The person giving medication should review the authorization form prior to administration for special instructions and possible side effects.

7. All school personnel must be informed that the administration of any drug (prescription or over-the-counter) without the order of the physician and the permission of the parent/guardian could be interpreted as practicing medicine and is prohibited by law.

8. All medication remaining in the building after the last day of school will be discarded.

****It is the student's responsibility to come to the office and receive his/her medication. New Authorization forms must be submitted at the beginning of each school year.**

REGULATIONS REGARDING DISPENSING OF NON-PRESCRIPTION MEDICATION

In the case of over the counter medication, the same procedures as outlined in the above policy are to be followed with the exception of those procedures referring to the “prescriber” or “physician”. The parent is responsible for complying with all procedures in lieu of the prescriber and assumes liability for the above.

RELEASE OF STUDENT INFORMATION/FERPA INFORMATION

In order to provide students with appropriate instruction and educational services, it is necessary for Reynoldsburg City Schools to maintain extensive educational and personal information. The Family Education Rights and Privacy ACT (FERPA) affords parents and students 18 years or older certain rights with respect to the student’s education records. These rights are fully explained in board policy.

It is Reynoldsburg City Schools’ intention to limit the disclosure of information contained in the student’s educational record, however, FERPA does permit the release of “directory information” to third parties such as, but not limited to, the media, colleges and universities and local PTO/Booster groups. Directory information, which is defined by the Board of Education and is subject to change, may be disclosed without prior written consent, except when the request is for a profit-making plan or activity or when disclosure is otherwise prohibited by law.

Per Ohio Revised Code, the names and addresses of students in grades 10-12 shall be released to a recruiting officer for any branch of the United States armed forces who requests such information, unless a written request for the information not to be released is provided by the student’s parent, guardian or custodian. Any data received by a recruiting officer shall be used solely for the purpose of providing information to students regarding military service and shall not be released to any person other than individuals within the recruiting services of the armed forces.

Reynoldsburg City Schools designates the following as a student’s directory information:

<i>Name</i>	<i>Date of birth</i>	<i>Extracurricular participation</i>
<i>Address</i>	<i>Dates of attendance</i>	<i>Weight & height, if a member of an athletic team</i>
<i>Telephone number</i>	<i>Date of graduation</i>	<i>Achievement awards or honors earned</i>

Reynoldsburg City Schools wishes to be respectful of parents who do not want their children’s directory information released. Parents have the right to submit a written request, preferably within the first two weeks after the student is enrolled in the school year, directing the district not to release directory information regarding their student. The written request and any

questions should be directed to Reynoldsburg City Schools ATTN: Communications Department at 7255 E. Main Street, Reynoldsburg, OH. 43068 or 614-501-1020.

REQUEST FOR HOMEWORK

A general rule for students to follow is that they have as many days to make-up homework as they missed class, not to exceed five (5) school days under normal circumstances. When assignments are missed due to an absence, it is the responsibility of the student/parent/guardian to contact the teacher for make-up assignments immediately upon return to school. Homework assignment requests can be made through the office if the student has been out for three (3) or more school days. The person requesting the assignments must allow at least twenty-four (24) hours for the collection of assignments.

For large projects, term papers or other assignments where the due date has been established two (2) weeks in advance, students will not be given an extended period of time to complete work. If the student is absent on the due date, they are expected to turn in the project/paper on the day of their return.

RESIDENCY AND CUSTODIAL CHANGES

All residency and custody changes must be reported to Reynoldsburg City Schools Welcome Center located at 1555 Graham Rd within **10 days** of the legal date change.

- Any change in residency – moving within or out of Reynoldsburg City School District boundaries – requires new proof of residency be presented in the form of a signed lease or settlement statement.
- Custody Changes – including divorce or changes in existing shared parenting plans require finalized court papers to be on file, in accordance with Ohio Law.

Failure to present required documents will constitute a falsification of applications and/or enrollment documents resulting in denial of all new or existing Open Enrollment, Intra-district Agreement, or School of Choice requests.

RESTRAINT AND SECLUSION POLICY (ANNUAL NOTICE REQUIREMENT TO PARENTS/GUARDIANS OF THE DISTRICT'S POLICIES AND PROCEDURES)

The district's policy and administrative guidelines on positive behavioral interventions and supports (restraint and seclusion) are on the district's website. The positive behavioral interventions and supports (restraint and seclusion) policy can be located at: <http://www.reyn.org/policies.aspx>

RULES AND REGULATIONS FOR BUS RIDERS BEFORE THE BUS ARRIVES:

GENERAL OPERATIONS

- Leave home on time each day
- Walk facing traffic if there are no sidewalks
- Arrive at your regular pick-up spot five minutes before the bus
- Wait off the roadway, not in the street
- Staff off lawns and avoid horseplay, scuffling, and fighting

BOARDING THE BUS:

- Wait for the bus to come to a full stop
- Be polite and take your turn getting on the bus
- Use the handrails

CONDUCT ON THE BUS:

- Follow the directions of the driver, including seat assignment, if given.
- Walk to your seat and remain there. Do not stand or move while the bus is moving. No one is permitted to save a seat for another.
- Sit three to a seat, if necessary, and be careful not to block aisles.
- Do not talk to the bus driver unless it is an emergency. (Drivers need to keep their minds on driving and their eyes on the road.)
- Talk quietly so that the driver can hear traffic sounds.
- Keep arms, feet, book bags, and school books out of the aisles.
- Do not open or close windows, except when requested by the driver.
- Keep hands and head inside the bus. Do not stick anything out of the windows or throw anything out of the bus.
- Loud, profane language and yelling are not permitted.
- Eating is not permitted on the bus.
- Smoking, vaping or other forms of tobacco use is not permitted on the bus.
- Do not light matches or lighters on the bus.
- Do not deface or litter the bus; use waste baskets.
- Do not tamper with the safety device or any other equipment.
- Band instruments and other items that can be carried by the student without taking up room of another student on a crowded bus, or blocking the center aisle, may be carried on the bus.
- When there is a difference in the point of view of the student, band director, and driver, the principal of the school shall make the determination.
- Cell phone use is prohibited while boarding, exiting or riding the bus.

LEAVING THE BUS:

- Get off only at your assigned stop and go directly home
- Do not leave your seat until the bus comes to a full stop
- Take your turn; do not crowd in front of others
- Look both ways, and check for turning cars before you cross the street
- Cross on signal by the bus driver

IN CASES OF EMERGENCY OR WHEN THE DRIVER MUST LEAVE THE BUS:

- Stay seated and remain quiet
- Do not touch emergency equipment

SAFETY/EMERGENCY DRILLS

In accordance with *Ohio Revised Codes 3337.73*, each school is required to complete a number of fires, safety and tornado drills and rapid dismissals each school year. The purpose of these drills is to instruct students in safety precautions to be taken in case of a fire or tornado alert or warning and in the event of an emergency evacuation.

SAFE SCHOOL POLICY

In an effort to keep our school as safe and secure as possible, **all exterior doors will remain locked at all times**. Only the main front entrance doors are open.

SAFER SCHOOLS TIP LINE

Reynoldsburg City Schools utilizes a school safety tip line that is anonymous and available 24 hours a day to alert local law enforcement about potential crisis situations. The Ohio Safer Schools Tip Line - 844-SaferOH (844-723-3764) – provides students, teachers, parents and school administrators a valuable resource to report potential threats of violence, suicide or bullying of a student. Trained professionals at Ohio Homeland Security’s Threat Assessment and Prevention (TAP) Unit answer all calls and texts to 844-SaferOH. The analysts at the TAP Unit may ask for additional information, but the caller can remain anonymous or leave contact information for follow-up questions. When action is necessary, the analysts immediately contact local school officials and law enforcement agencies to ensure the incident is investigated and track the outcome.

Research shows that in 81 percent of violent incidents in U.S. schools, someone other than the attacker had information that may have prevented the incident, but didn’t report it for fear of being identified. The assurance that calls or texts cannot be traced and that action will be taken to end the threat is helping to persuade young people to take a stand against school violence.

SEARCH AND SEIZURE

Search for dangerous or illegal items or evidence of a violation of the law or school rules is a proper means of protecting the interests of students, parents, and employees of the school district. Building administrators/designees are permitted to conduct searches when there are reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the School District. The measures adopted for the search will be reasonably related to the objectives of the search and will not be excessively intrusive in light of the age and sex of the student and the nature of the infraction. Building administrators/designees are also permitted to search any unattended bag for safety

and identification purposes. The School Resource Officer may serve as a witness for searches. The Search and Seizure policy can be located at: <http://www.reyn.org/policies.aspx>.

SCHOOL DANCES

Any dancing that is sexually suggestive or consists of inappropriate touching is prohibited. If you are warned about your dancing and do not respond appropriately, you will be asked to leave the dance without refund.

SCHOOL LEARNING MODELS (IN-PERSON LEARNING, REMOTE, AND HYBRID LEARNING)

When alternate learning models are required and/or suggested by education and health agencies, the following learning models may be implemented.

In-Person Learning Model

All students are in school for face-to-face instruction in the in-person learning model. Schools should create as much space between students and teachers as is possible during the school day, but will not be held strictly to enforce six (6) feet of social distance during instruction in the classrooms.

Distance/Remote Learning Model

The learning takes place when teachers and students are separated by distance. Online learning is a form of distance learning in which instruction and content are delivered primarily over the internet. The term does not include print-based correspondence education, broadcast television or radio, videocassettes, or stand-alone educational software programs that do not have a significant internet-based instructional component. Used interchangeably with virtual learning, cyber learning, and e-learning.

Blended/Hybrid Learning Model

Situations in which a student learns at least in part at a supervised brick-and-mortar location away from home and in part using online delivery with some element of student autonomy over time, place, path, and/or pace. The terms Blended Learning and Hybrid Learning can be used interchangeably.

STUDENT HEALTH AND WELLNESS

The school clinic is for first aid to students who are injured or become ill while at school. Students are to request a hall pass from the classroom teacher when it is necessary to visit the nurse in the clinic. If the nurse is not in the clinic, students are to report to their school office. Students without a hall pass cannot be seen for non-emergency conditions. At no time should a student stay in the restroom because of illness unless receiving permission from the nurse or their academy office. Doing so may be regarded as an unexcused absence from class, and disciplinary actions will result. Ill students must contact parents from the clinic only. If a student

GENERAL OPERATIONS

needs to leave school due to illness, either the clinic or the school office will contact the students' parent to obtain permission to dismiss the student from school.

It is important that an updated medical information form for your child be on file at all times. This form contains the necessary contact information to be used in case of an emergency. Students under the age of 18 may only be treated with parental permission. Screenings are conducted for hearing, vision, and blood pressure on all 9th graders, new enrollees, and upon the request of a student, parent, or teacher.

Students who must take either prescription or non-prescription medication during school hours must have parental permission on file in the clinic. The Parental Permission forms are available in the clinic. Medication cannot be brought to school, taken, or administered except in compliance with these guidelines and board policy. If it is essential that a student receive medication at school, the **parent** must deliver the medication to the school office in the **original container**. This container must be properly labeled with date, student's name, name of medication, strength, dosage of medication and physician's name.

If the medication is a **prescription**, both the child's physician and the parent must submit written requests on the designated form for the medication to be given at school. If the medication is **non-prescription**, the parent must complete and submit the designated form for the medication to be administered. The appropriate forms are available in the school office and on the main reyn.org website under "Forms".

STUDENT ILLNESS

If your child has a fever of 100 degrees or above, your child **MUST** stay home for 24 hours after the fever has subsided without the use of medication to reduce the fever. This will enable your child to remain healthier at school as well as the other students in their classroom. In addition, if your child is vomiting or has diarrhea, we encourage your child to remain at home for 24 hours after symptoms have subsided.

For conjunctivitis (pinkeye), impetigo, or strep throat, the guidelines include 24 hours of antibiotic treatment prior to re-entering school.

If a student is sent home from school by the school nurse, the student will be given a notice with information on when he/she can return to school. This note will excuse the time missed from school only for the specific dates listed. Any additional days absent will require a signed doctor or parent note.

Reynoldsburg City Schools follows the Ohio Department of Health guidelines for all communicable diseases. For control measures, you can contact the ODH at 614-995-5599. Thank you for your assistance with keeping our children healthy.

STUDENT SERVICES

GENERAL OPERATIONS

Academic Related Services

Our school has four 9-week grading periods. An academic report will be available digitally on PowerSchool two weeks after the end of the grading period.

Periodic assessments of student progress will be made throughout the school year. You will be receiving information from your child's classroom teacher concerning information about the testing including the dates of testing.

We encourage you to participate in parent-teacher conferences. Calendar scheduled Parent-Teacher Conferences will be held two times during the school year. If the teacher or parent feels that a conference is needed at any other time contact between the teacher and parent should be made to schedule the conference.

Parents may request to view their child's school records. Requests should be submitted to the school 24 hours in advance of the visitation. Such a request should be made in writing and given to the building principal. Parents will need to provide proper identification prior to viewing student records.

Gifted Services

Reynoldsburg City Schools identifies students who are gifted in grades kindergarten through 12. Our mission is to match the gifted services with the needs of the individual child.

Health Services

Our schools have health clinics available to students who have medical needs during the school day. The school nurse or her designee will assist the child and determine the immediate medical need. It is important that updated medical information for your child is on file at all times. This form contains the necessary contact information to be used in case of emergency. If your child has been sick, please ensure that there has been no fever or vomiting for 24 hours before returning to school.

All students in kindergarten, grades, 1, 3, 5, 7, 8, and 11 will have vision and hearing screenings during the school year. Parents will be notified if there is any evidence of vision or hearing problems.

It is our policy that any student found with pediculosis (lice) shall be excluded from attending school until he/she has been treated with an effective pediculicide. Prior to returning to school, the student and parent must meet with the school nurse or qualified staff to determine that the student is free of infestation.

All infectious diseases must be reported to the school secretary in a timely manner. It is then the school's responsibility to report this information to the Board of Health.

Special Services

GENERAL OPERATIONS

In addition to the regular curriculum, we are pleased to offer specialized services for children needing reading intervention, learning disability tutoring, as well as classes for children with special academic ability and talents.

Other Services

A speech and language therapist is available to work with students who have speech and language disorders. The therapist checks all kindergarten students and other children who are referred by the classroom teachers. Parents will be kept informed of test results indicating a special need.

A school psychologist is available to our schools. The psychologist provides supportive help to teachers and parents in working with determining the best academic program for your child.

Our schools have a multi-tiered support model (MTSS). MTSS is a multi-tiered support model in which data is used to monitor students' response to instruction and behavioral interventions to ensure student success. MTSS is a well-balanced, evidence-based practice that addresses the Ohio learning Standards, PBIS framework, Social and Emotional needs of students.

SURVEILLANCE CAMERAS

Video surveillance may be in use in any area of the school facility where privacy is not expected. Video surveillance may also be used on the exterior of any District owned building or property as well as on school buses. School bus surveillance may also record sound.

TELEPHONE MESSAGES

The secretary/receptionist answering the telephone will take EMERGENCY messages from parents only. EMERGENCY MESSAGES ONLY will be sent to the student in the classroom. Forgotten items or messages deemed non-emergency will be held at the secretary's desk in the school office. A note will be sent to the student to retrieve the item at the end of his/her class period.

TEXTBOOKS

Students who are issued High School and College textbooks at the beginning of the school year or semester are fully responsible for that textbook. At the end of the year or semester, the textbook **MUST BE TURNED IN TO THE TEACHER or DESIGNATED CAMPUS LOCATION**. If the textbook is lost or the book issued is not the one turned in, the student either has to return the book issued or pay for the book before she/he can participate in graduation. The cost to replace the textbook will be the cost of a new textbook due to damage or loss of the textbook because a new one will have to be ordered.

TITLE IX REGULATION

GENERAL OPERATIONS

In compliance with Final Title IX Regulation Implementing Education Amendments of Prohibiting Sex Discrimination in Education, effective date July 22, 1975, please be advised that Reynoldsburg City Schools does not provide any courses or otherwise carry out any of its education programs or activities separately on the basis of sex. We neither require nor refuse participation in any of our classes on such a basis and this includes health, physical education, business education, work and family studies, and music.

TRANSCRIPT REQUESTS FOR CURRENT STUDENTS

A transcript request form can be found with the guidance counselor or on the RHS website. Students must hand deliver the paper request forms to their guidance counselor or secretary. Transcripts will be processed within five school days; however, if a letter of recommendation is to accompany the transcript, more time may be required. Allow for this processing time when application deadlines or vacation periods approach.

TRANSPORTATION REGULATIONS

Ohio law does not require that transportation be provided to high school students. Students who fail to cooperate with bus drivers and students who fail to comply with basic safety regulations may be denied the privilege of bus transportation. Such regulations also apply to athletic events, field trips, and other student activities. Anytime a student is asked to identify his or herself by bus driver or other school personnel and refuses to do so or gives a fictitious name, the student may face immediate forfeiture of bus privileges for the semester. If a student or his/her parent/guardian wishes to appeal a decision regarding punishment for bus violations, Board Policy applies. The telephone number of the bus garage is 501-1041.

Distance/Remote Learning Model

The learning takes place when teachers and students are separated by distance. Online learning is a form of distance learning in which instruction and content are delivered primarily over the internet. The term does not include print-based correspondence education, broadcast television or radio, videocassettes, or stand-alone educational software programs that do not have a significant internet-based instructional component. Used interchangeably with virtual learning, cyber learning, and e-learning.

Blended/Hybrid Learning Model

Situations in which a student learns at least in part at a supervised brick-and-mortar location away from home and in part using online delivery with some element of student autonomy over time, place, path, and/or pace. The terms Blended Learning and Hybrid Learning can be used interchangeably.

VISITORS AND GUESTS

All parents are welcome to visit the school. If a parent wishes to visit a class, they must arrange with the teacher at least one (1) school day in advance. All visitors to school are required to

GENERAL OPERATIONS

show proper government identification, which will be scanned into the Raptor visitor management system located in each office. The Raptor system provides a consistent and standardized means to track visitors and volunteers while quickly alerting staff to individuals who may present a risk or danger to our students and staff. The system also increases visitor identification by printing visitor badges that include a photo, the name of the visitor, and the time and date. All visitors are required to wear this visitor's badge while in the building. Visitors must sign out at the office when leaving the building. Raptor is only scanning the visitor's name, date of birth, partial license number and photo for comparison with a national database of registered sex offenders. Additional visitor data will not be gathered and no data will be shared with any outside company or organization. **STUDENT VISITORS ARE NOT PERMITTED DURING SCHOOL HOURS.** Reynoldsburg City Schools will not assume responsibility for items including but not limited to house/car keys, forgotten school materials, and lunch money dropped off for students. Reynoldsburg City Schools will NOT accept non-emergency or non-academic deliveries. These items include but are not limited to floral deliveries, balloon deliveries, etc.

Reynoldsburg City Schools promote a culture and climate that fosters a safe and conducive learning environment for all students and staff. Parents, students, and community members should always feel welcomed within the school. To provide such an atmosphere it is imperative that adults set the tone for our children by following all rules, regulations, and treating each other with respect. Violations of these expectations, to include the use of profanity, unauthorized entry to the school, failure to comply with reasonable directives of school staff, or aggressive or threatening behavior directed at school staff or students may result in a no-trespass order being issued, prohibiting further entry to Reynoldsburg City Schools property and buildings.

VOLUNTEERS

Volunteers in our schools provide an invaluable service to our students and staff members. We have many school activities that rely on the services provided by volunteers. We appreciate the role of volunteers in our schools and encourage you to contact the principal or your child's teacher if you are available to help in any way. Adults who volunteer in the school, attend field trips, work directly with children or have unsupervised access to a child at any time and in any capacity, will need to complete a district volunteer application and release form and clear a criminal background check before they can begin their work. The school administration will be able to facilitate this process if it is needed. It will be done at no cost to the volunteer. Per Board Policy, school volunteers must work under the direction of the school staff and are not responsible for instructing, supervising, grading or disciplining students. The Volunteers policy can be found at: <http://www.reyn.org/policies.aspx>.

WITHDRAWING FROM SCHOOL

Prior to withdrawing from school, the student must pick up an "Intent to Withdraw" form from their guidance counselor or office. This form must be completed, signed by the parent or legal

GENERAL OPERATIONS

guardian and returned to the guidance counselor or office secretary. Student grades will not be released until the student has returned all school property (including Chromebook, textbooks, media center materials, and music materials) and has met all financial obligations including fees, fines, and fund-raising goods or money. Reasons for withdrawal are change of residence or if the student is enrolled in and attending another school.

If you move without withdrawing your student, he/she will be marked absent for all days missed. If we do not receive a records request from your student's new school within 2 weeks, your student may be reported to authorities as a missing person.

STUDENT ACADEMICS & PROCEDURES

ACADEMIC REPORTS TO PARENTS

Students receive a report card four times each school year. Due to recent technology enhancements, schools reserve the right to issue grade cards electronically. Parents will be notified when this will occur and will also be given the opportunity to request support for access at the building level.

ACADEMIC INTEGRITY

Academic Integrity/Cheating: Presenting someone else's work as one's own in order to obtain a grade or credit is considered to be cheating. This includes, but is not limited to, copying others assignments, quiz or test answers, screen shots, airdrop, social media and/or other forms of technology, and plagiarism/internet plagiarism. Students who violate this policy may be subject to further disciplinary consequences by an administrator or teacher.

ATHLETICS CALENDAR

The calendar for athletic events can be found at <http://www.reynoldsburgraidiers.org>.

ATHLETICS (PARTICIPATION, ELIGIBILITY AND GUIDELINES)

The purpose of interscholastic athletics is to teach discipline, skills, teamwork, self-sacrifice, and to build character. Student-athletes and parents sign an informed consent agreement, to uphold the requirements of the Athletic Code of Conduct and expectations for athlete participation. With this purpose in mind, Reynoldsburg High School offers a wide variety of athletic competition for young men and women. Reynoldsburg High School offers the following interscholastic athletics:

Baseball	Cross Country	Softball	Volleyball
Basketball	Football	Swimming	Wrestling
Bowling	Golf	Tennis	
Cheerleading	Soccer	Track & Field	



OHSAA GUIDELINES FOR STUDENT ATHLETIC ELIGIBILITY

Grades 7-12:

- All beginning seventh graders are eligible insofar as the scholarship bylaw.
- All high school students **MUST** be enrolled in and earn passing grades in a minimum of five one-credit courses (or the equivalent) each and every grading period to have continuing eligibility.
- All beginning ninth graders must have passed a minimum of five of all subjects in which enrolled the immediately preceding grading period.
- Eligibility for each grading period is determined by grades received in the preceding grading period. Per Bylaw 4-4-1, a grading period is defined as the school's Board- adopted calendar (e.g. six-week, nine-week, 12-week or semester). Semester and yearly grades have no effect on OHSAA eligibility.

Grades 9-12:

- To be eligible, a student-athlete must have received passing grades in a minimum of five one-credit courses, or the equivalent, in the immediately preceding grading period (Note: Students taking post-secondary options must comply with these standards along with those participating via state law that permits home educated, non- public, community and STEM school students to participate at public schools in the district of residence of the parents).

Grades 7-8:

- To be eligible, a student-athlete must have received passing grades in a minimum of five of all subjects in which enrolled the immediately preceding grading period. Students who are participating via state law that permits home educated, non- public, community and STEM school students to participate at public schools in the district of residence of the parents must also comply.
- For eligibility purposes, summer school and other educational options, including College Credit Plus, may not be used to substitute for failing grades received in the final grading period of the regular school year OR for lack of enough courses taken in the preceding grading period. (See athletic Code of Conduct for greater detailed information).

NOTE: "Grading period" is defined as your school's board-adopted calendar. In most school districts, this is a nine-week period, while some districts use six- or 12-week periods or semesters. It should also be noted, however, that interim, biweekly or weekly evaluations are not considered "grading period," and restoration of eligibility is NOT permitted after such evaluations.

EXAMPLES OF DETERMINING STUDENT ELIGIBILITY – GRADES 9-12

Passing grades must have been received in a minimum of five one-credit courses, or the equivalent, in

STUDENT ACADEMICS & PROCEDURES

the immediately preceding grading period. To determine credit equivalency, multiply full-year courses by a factor of 1; semester courses by a factor of 2; twelve-week courses by a factor of 3; and nine-week courses by a factor of 4.

NOTE: In addition to any local standards or state mandated standards, the OHSAA standards must be met without exception in order to maintain athletic eligibility.

QUICK REFERENCE FOR PROTECTING STUDENT ELIGIBILITY

Parents and students share the responsibility to comply with scholarship standards. Therefore, a student should not to drop a class without first consulting with the athletic administrator to determine whether it will affect athletic eligibility

Any student- athlete who transfers may affect his or her eligibility. Should a student- athlete plan to transfer, contact your school principal or athletic administrator to review what affect the transfer will have on athletic eligibility. Be knowledgeable of the OHSAA eligibility requirements. Review class schedules each semester to ensure that the student-athlete is taking enough courses to meet the eligibility requirements so that he or she may participate in the next grading period. Work closely with the coaches and athletic director. Contact the athletic director or principal on questions pertaining to eligibility and ask them to discuss any unresolved issues with the administrators in the OHSAA office who handle eligibility issues.

NOTE: The OHSAA has no minimum grade point (GPA) requirement, thus issues regarding eligibility when only the GPA is of concern is strictly a local school district matter and not an OHSAA matter. Reynoldsburg City Schools has a 2.0 GPA requirement. The NCAA has a 2.3 GPA requirement. If you would like further information about NCAA eligibility, please visit their website.

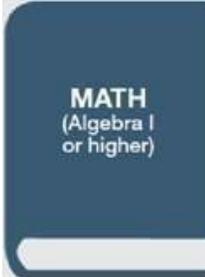
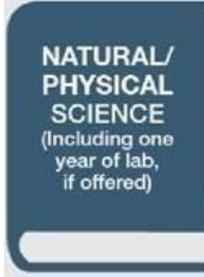
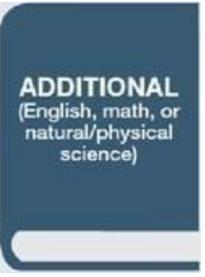
The complete text of the Bylaws and Regulations is published in the OHSAA Handbook, which is mailed to your school each summer and is posted on the OHSAA website.

NCAA DIVISION I ACADEMIC GUIDELINES

College-bound student-athletes will need to meet the following academic requirements to practice, receive athletic scholarships, and/or compete during their first year.

CORE-COURSE REQUIREMENT

Complete 16 core courses in the following areas:

 <p>ENGLISH</p>	 <p>MATH (Algebra I or higher)</p>	 <p>NATURAL/ PHYSICAL SCIENCE (Including one year of lab, if offered)</p>	 <p>ADDITIONAL (English, math, or natural/physical science)</p>	 <p>SOCIAL SCIENCE</p>	 <p>ADDITIONAL COURSES (Any area listed to the left, foreign language or comparative religion/philosophy)</p>
4 years	3 years	2 years	1 year	2 years	4 years

FULL QUALIFIER

College-bound student-athletes may practice, compete and receive athletics scholarships during their first year of enrollment at an NCAA Division I school.

- Complete 16 core courses.
- Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school.
- Seven of the 10 core courses must be in English, math or natural/physical science.
- Earn a core-course GPA of at least 2.300.
- Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale.
- Graduate high school.

ACADEMIC REDSHIRT

College-bound student-athletes may receive athletics scholarships during their first year of enrollment and may practice during their first regular academic term, but may NOT compete during their first year of enrollment.

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.0.
- Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale.
- Graduate high school.

NONQUALIFIER

College-bound student-athletes cannot practice, receive athletics scholarships or compete during their first year of enrollment at an NCAA Division I school.

NCAA DIVISION II ACADEMIC REQUIREMENTS

College-bound student-athletes first enrolling at an NCAA Division II school on or after Aug. 1, 2018, need to meet new academic rules to practice, compete and receive athletics scholarships.

CORE-COURSE REQUIREMENT

Complete 16 core courses in the following areas:



FULL QUALIFIER

College-bound student-athletes may practice, compete and receive athletic scholarships during their first year of enrollment at an NCAA Division II school.

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.200.
- Earn the ACT/SAT score matching your core-course GPA on the Division II full qualifier sliding scale.
- Graduate high school.

PARTIAL QUALIFIER

College-bound student-athletes may receive athletic scholarships during their first year of enrollment and may practice during their first regular academic term, but may not compete during their first year of enrollment.

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.000.
- Earn the ACT/SAT score matching your core-course GPA on the Division II partial qualifier sliding scale.
- Graduate high school.

NONQUALIFIER

College-bound student-athletes may not practice, compete or receive athletic scholarships during their first year of enrollment at an NCAA Division II school.

OTHER STUDENT ACTIVITIES

Reynoldsburg City Schools offers a variety of extracurricular activities. Activities outside the classroom support the academic program by providing opportunities for students to get to know one another and by allowing students to do things they might not otherwise have the chance to do. Students are invited and encouraged to participate in these activities. Student initiatives are important to the climate at RHS. Students are welcome to share new ideas for programs and activities with the administration and staff. Building administrators reserve the right to remove students from activities based on grades, attendance, or behavior.

ACADEMIC AWARDS AND RECOGNITION

DISTINGUISHED RAIDER SCHOLAR

RHS recognizes all graduating seniors with a 3.8 GPA at the end of the 7th semester of high school as a Distinguished Raider Scholar. Graduates are recognized with medallions worn at Commencement.

HONORS CORDS

Green Honors Cords are worn at Commencement by students who earned a Cumulative Weighted Grade Point Average of 3.00-3.49 during their high school career.

Blue Honors Cords are worn at Commencement by students who earned a Cumulative Weighted Grade Point Average of 3.50-3.99 during their high school career.

White Honors Cords are worn at Commencement by any student with an overall Weighted Grade Point Average of 4.00 or above after completing the final semester of their graduating year. These students will be designated as valedictorians, and will receive a special certificate/award.

Red, White and Blue Honors Cords will be given to those seniors who have enlisted in the military prior to Commencement. Official verification of enlistment is required to receive this award.

Silver Honors Cords will be awarded to students who have earned a College Associate Degree during their high school career.

Gold Honors Cords are worn at Commencement by students who meet all National Honor Society criteria.

OTHER HONORS RECOGNITION

Honors Diploma, CCP credits earned and Capstone/Internship students will be awarded a gold seal specific to the honor on the diploma.

PRESIDENTIAL AWARD FOR EDUCATIONAL EXCELLENCE

The Presidential certificate is a seniors-only award. Senior Eligibility is based upon the seventh semester overall Grade Point Average. The criteria for earning this award include meeting the two requirements. Graduates are recognized with certificates given prior to Commencement.

1. Students are to earn a GPA of 90 on a 100-pt. scale (an A- on a letter scale or a 3.50 on a 4.00 scale) AND
2. Standardized Achievement tests score of ACT/SAT score at the 85th percentile or higher in math or reading.

PRESIDENT’S AWARD FOR EDUCATIONAL ACHIEVEMENT

The Presidential certificate is a senior’s only award. The purpose of this award is to recognize students that show outstanding educational growth, improvement, commitment or intellectual development in their academic subjects but do not meet the criteria for the President’s Award for Educational Excellence. This award should not be compared to the President’s Award for Educational Excellence or be seen as a second-tier award, for it recognizes a very different type of academic achievement. It is meant to encourage and reward students who work hard and give their best effort in school, often in the face of special obstacles to their learning.

This award is given at the principal’s discretion based on the criteria developed at the school. The criteria should reflect the purpose of the award and must be applied fairly to all students.

The following are examples of criteria for which the President’s Award for Educational Achievement may be presented:

- Show tremendous growth but did not meet all the criteria for the President’s Award for Educational Excellence.
- Demonstrate unusual commitment to learning academics despite various obstacles.
- Maintain a school record that would have met the school’s selection criteria for the President’s Award for Educational Excellence but illness, personal crisis, or special needs prevented the student from maintaining such high standards despite hard work.
- Achieve high scores or show outstanding growth, improvement, commitment or intellectual development in a particular subject, such as English, math, science, etc.
- Demonstrate achievement in the arts such as music or theater.

ACADEMIC LETTERS & PINS

Starting with the 18-19 school year, the Reynoldsburg School District will award academic letters for deserving students. The purpose of awarding academic letters is to emphasize the main purpose of school with focus of attention on academic achievement of students without attendance or truancy issues. The district will celebrate each subsequent year of achievement separately with a distinctive pin. The recognition of awards will occur during the September Board Meeting. Each Pathway will distribute the academic letters.

The guidelines for awarding the academic letters are:

- 3.5 cumulative GPA (unweighted)
- Maintain for 4 consecutive terms of year

Awards:

- 1st year – letter
- 2nd year – bar pin
- 3rd year – bar pin
- 4th year – lamp of knowledge pin

NATIONAL HONOR SOCIETY

Reynoldsburg High School students become eligible to apply for the prestigious National Honor Society (NHS) during the second semester of their freshman year based upon their scholastic achievement, demonstrated leadership, character, and commitment to public service. To be eligible to apply, students must have a minimum of 3.5 cumulative, weighted grade point average (GPA) as well as 50 verified community service hours. A faculty panel evaluates student applications and makes the final decision for selection into the society. Prior to being evaluated by the faculty panel, all applications are stripped of identifying information so that applications remain anonymous, resulting in an unbiased faculty review process. Students who do not meet the eligibility criteria to apply during the second semester of their freshman year may continue to work toward meeting the eligibility requirements. All sophomores, juniors, and first semester seniors who are not yet members of NHS and who earn a 3.5 cumulative, weighted GPA will receive ongoing invitations to apply to NHS. For the purposes of applying to and maintaining membership in the society, please see the following definitions of scholastic achievement, leadership, character, and public service from the organizational by-laws.

Scholarship – Minimum 3.5 cumulative, weighted GPA required to apply; must be maintained throughout membership into the organization.

Leadership – Two leadership positions and one verifiable accomplishment for each position. Examples include but are not limited to: team captain, club officer, committee chairperson, supervisory roles among peers or teams, fund-raising for clubs or organizations.

Character – No substantiated incidents of breaking school or community rules/laws. Examples include but are not limited to: cheating, fighting, suspension, expulsion, truancy, etc. As a part of the application process, students must disclose any such violations throughout their academic career as well as the academic year in which those violations occurred. Violations of a more historical nature may not necessarily exclude a students' acceptance into the NHS, provided that the final screening of applicants by administration passes muster.

Public Service – Any verifiable volunteer action done to benefit other in the community without financial payment, personal compensation, or academic benefit of any kind to the student.

Note: The National Headquarters of the National Honor Society provides guidelines and recommendations for the bylaws and governance structures of each local chapter, it also bestows local leadership with the authority to adapt its eligibility criteria or application process when necessary due to unforeseen circumstances or crises (i.e. extended school closures). If and when such situations arise, NHS advisors will communicate any adaptations to prospective applicants as soon as possible and no later than 30 days before application materials are due.

ACCELERATED PATHWAYS

Math Acceleration for Grades 6-8

Prepare:

Grade 5 Enriched Math is available for all students who meet any one of the requirements below:

1. Identified as gifted either in Math, Superior Cognitive or Creative Thinking Ability
2. Scored “Advanced” or “Accelerated” on Grade 4 Math OST and/or MAP Growth Achievement Quintile of “High” at the end of grade 4 or beginning of grade 5

Accelerate:

Grade 6 Enriched Math is available for all students who meet any one of the requirements below:

1. Identified as gifted either in Math, Superior Cognitive Ability and/or Creative Thinking Ability
2. Scored 85% or better in Grade 5 Enriched Math
3. Scored “Advanced” or “Accelerated” on Grade 5 Math OST and/or MAP Growth Achievement Quintile of “High” at the end of grade 5 or the beginning of Grade 6

Accelerate:

Grade 7 Enriched Math is available for all students who meet any one of the requirements below:

1. Identified as gifted either in Math, Superior Cognitive Ability and/or Creative Thinking Ability
2. Scored 85% or better in Grade 6 Enriched Math
3. Scored “Advanced” or “Accelerated” on Grade 6 Math OST and/or MAP Growth Achievement Quintile of “High” at the end of grade 6 or the beginning of Grade 7

Advance:

Integrated Math I is available for all 8th grade students who meet any one of the requirements below:

1. Identified as gifted either in Math, Superior Cognitive Ability and/or Creative Thinking Ability
2. Scored 85% or better in Grade 7 Enriched Math
3. Scored “Advanced” or “Accelerated” on Grade 7 Math OST and/or MAP Growth Achievement Quintile of “High” at the end of grade 7 or the beginning of Grade 8

(Integrated Math II is available for students who have successfully completed Integrated Math I, which would apply to only those who have been approved and on a Written Acceleration Plan.)

HS credit options are open to students at the middle level, work with your counselor and/or teachers to determine what pathway or courses are appropriate for student development.

English Language Arts (ELA) Acceleration for Grades 5-8

Prepare:

Grade 5 Enriched ELA is available for all students who meet any one of the requirements below:

1. Identified as gifted either in Reading, Superior Cognitive Ability and/or Creative Thinking Ability
2. Scored “Advanced” or “Accelerated” on Grade 4 Math OST
3. Scored MAP Growth Achievement Quintile of “High” at the end of grade 4 or beginning of grade 5

STUDENT ACADEMICS & PROCEDURES

Prepare:

Grade 6 Enriched ELA is available for all students who meet any one of the requirements below:

1. Identified as gifted either in Reading, Superior Cognitive Ability and/or Creative Thinking Ability
2. Grade of B or better in Grade 5 Enriched ELA or A in Grade 5 Regular Education ELA
3. Scored “Advanced” or “Accelerated” on Grade 5 Math OST and/or MAP Growth Achievement Quintile of “High” at the end of grade 5 or beginning of grade 6

Advance:

Grade 7 Enriched ELA is available for all students who meet any one of the requirements below:

1. Identified as gifted either in Reading, Superior Cognitive Ability and/or Creative Thinking Ability
2. Grade of B or better in Grade 6 Enriched ELA or A in Grade 6 Regular Education ELA
3. Scored “Advanced” or “Accelerated” on Grade 6 Math OST and/or MAP Growth Achievement Quintile of “High” at the end of grade 6 or beginning of grade 7

Accelerate:

Enriched English 9 (8th grade) is available for all students who meet any one of the requirements below:

1. Identified as gifted either in Reading, Superior Cognitive Ability and/or Creative Thinking Ability
2. Grade of B or better in Grade 7 Enriched ELA or A in Grade 7 Regular Education ELA
3. Scored “Advanced” or “Accelerated” on Grade 7 Math OST and/or MAP Growth Achievement Quintile of “High” at the end of grade 7 or beginning of grade 8

HS credit options are open to students at the middle level, work with your counselor and/or teachers to determine what pathway or courses are appropriate for student development.

CAREER ADVISING

The Board views career advising as helping students understand themselves relative to their abilities, interests, attitudes, and strengths. These activities are meant to assist students in the development of their potential and their decisions relating to educational and career opportunities.

The District will:

1. Provide students with grade-level examples linking schoolwork to one or more career field(s) through use of the State Board adopted career connections.
2. Create a plan to provide career advising to students in grades 6- 12.
3. Provide additional interventions and career advising for students who are identified as at risk of dropping out of school using both research- and locally-based methods developed with input from classroom teachers and guidance counselors.
4. Train employees on advising students on career pathways, including the use of online tools.
5. Develop multiple, clear academic pathways students can use to earn a high school diploma.
6. Identify and publicize courses in which students can earn both traditional academic and career-technical credit.
7. Document career advising provided to each student on Naviance.
8. Prepare students for their transition from high school to their postsecondary destinations.

A complete list of the District-wide College and Career Awareness Activities can be found Appendix B.

CAREER CENTER PROGRAMS

Students may choose to attend either Eastland or Fairfield Career Centers to work toward a vocational certificate. A student attending a career center will earn both a vocational certificate and high school diploma. Opportunities are available to complete college preparatory courses and participate in post-secondary options while attending a career center. Students meeting eligibility requirements may take advantage of the delayed entry program first semester, which allows them to begin their program at a career center after the school year has started. Students interested in learning more about the wide variety of vocational career opportunities available at the career centers should contact their guidance counselor or college and career readiness counselor. Any students attending the Career Center will follow the grading scale of the Career Center. Grades will NOT be converted to the Reynoldsburg High School grading scale.

EASTLAND FAIRFIELD CAREER AND TECHNICAL SCHOOLS

Reynoldsburg High School students who have the desire may obtain career training during their final two years of high school by attending the Eastland or Fairfield Career Centers. Those students who elect to attend the career center enjoy several advantages including:

The opportunity to participate in extracurricular activities at both Reynoldsburg High School and the Career Center they attend

Graduation from RHS including participation in commencement as well as earning a certificate in a chosen field of training

Assistance in finding employment. Eastland and Fairfield have a history of 95% job placement for graduating seniors

An opportunity to expand career choices while at the same time maintaining relationships with Reynoldsburg High School

Eastland and Fairfield Career Centers and Satellites are an educational extension of Reynoldsburg High School. The Career Centers offer college preparatory and dual college credit academics in addition to nearly 40 career and technical programs designed to prepare students for college and a career. The Eastland-Fairfield Career and Technical School District provides programs at Eastland Career Center (ECC), Fairfield Career Center (FCC), and 5 satellite schools. Satellite programs are offered at Gahanna-Lincoln (GLHS), Groveport Madison (GMHS), New Albany (NAHS), Pickerington North (PNHS), and Reynoldsburg (RHS) High Schools.

Eastland-Fairfield programs prepare students for the future – whether planning to go to college or right into a career. In a career center program, students will learn skills hands-on, using industry standard procedures and tools. Opportunities to earn college credits and industry certifications are available. Many Eastland-Fairfield students participate in internships and apprenticeships as well. All students who successfully complete a career center program receive a career passport, which contains many valuable documents that will benefit them in their future career path in addition to the RHS diploma.

Career Center programs are explored during presentations at school and opportunities to attend exploration field trips during the fall of the tenth-grade year. Eastland-Fairfield Career and Technical School programs are open to all Reynoldsburg eleventh and twelfth grade students who demonstrate the ability and interest to attend and are accepted into a program.

Students remain enrolled in and graduate from Reynoldsburg High School. Students are encouraged to continue participation in extracurricular activities at Reynoldsburg.

STUDENT ACADEMICS & PROCEDURES

It is the policy of the Eastland-Fairfield Career and Technical Schools that activities, programs, and services are offered and conducted without regard to race, color, national origin, sex, religion, disability, age, or financial situation. Financial assistance may be awarded to students who are economically disadvantaged and qualify under federal and state guidelines.

If a student is taking courses with an Institution or Partner other than Reynoldsburg High School, they will adhere to that institution or partner's grading scale.



Eastland-Fairfield Career & Technical School District programs are open to all eleventh and twelfth grade students within our district who demonstrate the ability and interest to attend.

Students remain enrolled in and still graduate from this school and are encouraged to continue participation in our high school extracurricular activities.

With programs on two campuses and five satellite locations, Eastland-Fairfield is closer than you think. Satellite programs are offered at Canal Winchester, Gahanna, Groveport Madison, New Albany, Pickerington North, and Reynoldsburg High Schools.

CONNECTING PATHWAYS TO REAL-WORLD SUCCESS

Eastland-Fairfield Career & Technical Schools allows students to immerse themselves in a career field or profession, spending a half-day with hands-on learning and gaining real-world experience.

Classrooms and labs are equipped with the latest technology. Students learn from teachers who are seasoned professionals in their career field. Combine that with top-notch academics, and you have what employers call added value.

FAST TRACK TO A SATISFYING CAREER

The Eastland-Fairfield learning environment extends far beyond the classroom. Internships, job shadowing, community service, field trips, guest speakers, and cooperative education all provide valuable experiences, connections, and practice in using technical and people skills.

JUMP START ON COLLEGE AND SAVING MONEY

Not only do Eastland-Fairfield programs prepare students for further study, but many also allow students to earn college credit or enter college with advanced standing. Students can earn college credits in selected programs, graduating with a college transcript that can be taken nearly anywhere!

CHANGING PATHWAY POLICY

Reynoldsburg High School goes to great lengths to provide families with information and tools that help them decide with their student what pathway would be the best fit for the student. Resources, such as staff and funding, are driven by the initial student enrollment into these pathways. Changes in pathways have a negative impact on these resources and may adversely impact student progress. To that end, it is the expectation of Reynoldsburg City Schools that a student remains in their current assigned pathway until the completion of the student's current school year.

CHANGING LEVELS OF COURSES

Before consideration of a schedule change, the parent, student, teacher, and counselor must develop and implement an improvement plan. The parent, student, teacher, and counselor will then meet to determine a course of action so that the student's best interests will be served.

When changes are made, all grades will transfer and every effort will be made to keep the student with the same teacher.

In some cases, with the recommendation of the teacher, a student may be able to take a class for a second time to improve his/her grade and establish a stronger base for future courses in that subject.

CLASS RANK COMPUTATION

Reynoldsburg City Schools do not rank students by grade point average.

COLLEGE CREDIT PLUS

College Credit Plus is a program that gives students in grades 7-12 an opportunity to be enrolled in both high school and college course work at the same time. Students must qualify academically and the tuition will be at a reduced rate. College Credit Plus replaces Ohio's Post-Secondary Enrollment Options program (PSEO) and all dual enrollment programs. The Reynoldsburg City School District has College Credit Plus agreements with several colleges and universities. These agreements allow students to earn both high school and college credit in several different departments and courses.

Students who wish to participate in College Credit Plus courses must be strongly motivated and should have demonstrated success in the subject areas they wish to pursue. Since these are college classes, the content is demanding and readiness and willingness to work hard are essential for success.

Admission criteria into College Credit Plus courses vary depending on the college/university offering the credit. Students must meet eligibility requirements and may have to pay designated fees to participate at any private institution.

The College Credit Plus program requires that students submit written notice of their intent to participate to the principal by April 1st. Failure to do so will make them ineligible to participate without the permission of the district superintendent. Intent forms are available through the guidance office, the district college counselor, or at the College Credit Plus Information meeting conducted in February. See Appendix C for additional information about College Credit Plus.

CREDIT FLEXIBILITY

This education option gives students a way to be in charge of their learning. Some students see more value in school (“Why do I have to learn this?”) when they can connect learning with real world situations and future jobs. Credit flexibility is one way to increase a student’s interest in school and motivation to learn.

The key to credit flex is that the student drives the request to learn differently as well as the plan to earn the credit. A specific interest of the student is the basis for the request. The family starts by listening to their child. Every school district has a policy on credit flexibility. The student and family should find and review the policy.

1. The student and family talk with the principal, counselor and teachers about the way to fulfill the student’s request and to meet requirements for earning a high school credit or credits.
2. The school approves the plan which includes how the student will know he or she has succeeded. In some cases, the “how” could be a test, a project or a combination of several measures.

The teacher assigned with the plan ensures the student is doing the work, meeting the goals, and making progress in learning. If the student does not complete all elements in the plan or is not successful in demonstrating the knowledge and skills needed, then the student will not earn the credit. If this occurs, the student can go into a traditional classroom to earn the credit. It is the responsibility of the student to do the work to succeed in the plan. The teacher guides the student with feedback.

There is not one way to develop a credit flexibility plan, and the Ohio Department of Education does not provide a model plan. The student, school and family create the plan together. This includes discussion about any costs associated with the plan. The school may cover some costs, while families may need to handle some costs. The plan should include the costs and responsibility for payment.

HOW TO EARN FLEX CREDIT

Students work on an Individualized Credit Flex Plan in conjunction with the Guidance Counselor and a highly qualified teacher to develop a plan for earning credit outside of the school day. The teacher of record is responsible for monitoring work completion and giving a final grade, and the guidance counselor is responsible for proper reporting of the course in PowerSchool. Please find these forms in Appendix A.

CUMULATIVE RECORDS

Parents may request to view their child's school records. This request should be done in writing and given to the building principal. Arrangements will be made for the view of the records. Parents must present identification before being allowed to review student records. Classes with a pass/fail grade do not calculate into the grade point average.

DROP COURSE

Students may opt to drop a course at no penalty to their grade under the following conditions:

The course is dropped within 10 days of the class.

There is another course for a student to enter.

Students who drop a course after the first 10 days of the class must withdraw fail (WF). A grade of WF will be listed on the official transcript with a 0.0 grade attached. Please note, WF negatively impacts GPA.

"In the event of the district deciding to go hybrid/virtual for a period of time, the Board has adopted a High School Handbook that addresses the deadline for students to drop courses without consequence, the Board desires to authorize the Superintendent to waive the 10- day deadline to drop a course without penalty in those instances where, under the remote and/or hybrid learning model, it is reasonable to do so. The Board hereby authorizes the Superintendent to assess any student's written request to be permitted to drop a course beyond the 10-day deadline set forth in the High School Handbook without penalty and to waive such deadline/penalty on a case-by-case basis when, in his judgment under the circumstances presented, reason and fairness warrants. The authorization to waive the deadline for dropping courses shall terminate when the District returns to fully in-person classes for students."

EARLY GRADUATION

Students who desire to graduate from Reynoldsburg High School in less than four years must submit a letter of intent to the high school principal. Students who are referred for possible early high school graduation are evaluated based on past academic performance, measures of achievement based on state academic content standards and successful completion of state-mandated graduation requirements. The committee considers the student's own thoughts on possible accelerated placement in its deliberations. For students the acceleration evaluation committee recommends for early high school graduation, the committee develops a written acceleration plan designed to allow the student to complete graduation requirements on an accelerated basis. This may include the provision of educational options in accordance with Ohio Administrative Code 3301-35-06(G), waiving District prerequisite requirements for enrolling in advanced courses, waiving District graduation requirements that exceed those required by the state and early promotion to sophomore (or higher) status to allow the student to take the End-of-Course Ohio's State Tests.

WEIGHTED CLASS GRADING PROCEDURES (AP/COLLEGE CREDIT PLUS/ ENRICHED)

All pathways will use the same system to denote the rigor of core coursework on transcripts.

1. All students will be given the choice of taking a core course for weighted (4.5 GPA scale) or non-weighted (4.0 GPA scale) credit.
 - Courses that are being taken for *weighted* credit will be denoted as ENRICHED on the student transcript.
 - Courses that are being taken for *non-weighted* credit will be denoted as a regular course on the student transcript.
 - Examples:
 - Weighted Credit: English 9 Enriched
 - Non-Weighted Credit: English 9
2. If a weighted grade (5.0 GPA scale) is desired, Advanced Placement students must take the AP exam (fee required) if dual credit is not available. Students will declare their desire by completing an A P Intent Form by the required deadline. If a student elects to not take the AP Exam, they will be graded on a 4.5 grading scale.
3. At the end of the first quarter or the equivalent in a double block, students have the option of dropping or transferring from a weighted class, without penalty, if they earn a “C” (2.00) or below.
4. **College Credit Plus** courses will be weighted on a 5.0 grading scale. If a student is taking courses with an institution or partner other than Reynoldsburg High School, they will adhere to that institution or partner’s grading scale.
5. AP/College Credit Plus core courses are graded on a 5.0 grading scale.

Review [College Credit Plus | Resources for Administrators | Ohio Higher Ed](#) for guidance on rules and regulations.

The [Enriched/Non-Enriched Selection Form](#) should be used when making the choice whether or not to take a class for weighted or non-weighted credit.

PORTRAIT of a Graduate	Notes and Rationale
<p>Competencies Defined The Portrait of a Graduate identifies five competencies that represent areas that will help students have success after high school in rigorous post-secondary programs and in careers that may not even exist yet.</p>	<p>The Portrait of a Graduate competencies are essential skills which are measurable and essential to student future success</p> <ul style="list-style-type: none"> ● All POG Competencies will be captured on the report card

STUDENT ACADEMICS & PROCEDURES

PORTRAIT of a Graduate	Notes and Rationale
1. Innovative Problem Solver 2. Socially and Emotionally Competent 3. Effective Communicator 4. Collaborator 5. Culturally Aware and Global Citizen	<ul style="list-style-type: none"> Reported as separate from GPA on grade card <div style="text-align: center; background-color: #cccccc; padding: 5px;">Portrait of a Graduate</div>

Weighting	
Performance and Practice	All grade levels 5-12 will weigh assignments as 75% Performance, 25% Practice.



Guidelines for Assessment and Grading 2023-2024 for Deeper Learning 6-12



**Guidelines for Assessment and Grading 2023-2024
for Deeper Learning 6-12**

General Research	Notes and Rationale
Our vision for assessment and grading for deeper learning	We will consistently measure student growth and mastery of 21st century Portrait of a Graduate competencies and rigorous academic content through implementing culturally responsive grading practices and providing meaningful feedback.
Core Values	<ul style="list-style-type: none"> ● We will promote student ownership of learning ● We will incorporate culturally responsive assessment practices ● We will facilitate academic growth, learning, and mastery of content ● We will consistently communicate meaningful feedback to stakeholders ● We will foster growth within the Portrait of a Graduate competencies
Competencies Defined	<p>The Portrait of a Graduate competencies are essential skills which are measurable and essential to student future success</p> <ul style="list-style-type: none"> ● All POG Competencies need to be captured in some way on the report card ● Reported as separate from GPA on grade card <ul style="list-style-type: none"> ○ Teachers have autonomy to include POG strands into Ohio State Standards using POG rubrics/strands ○ E/D/P/A determined by data from the LMS (breakdown of percentages to correlate to each performance level) ● Teachers must assess a minimum of at least one strand from each POG rubric in the first semester and one strand from each POG rubric per quarter in the second semester, but are strongly encouraged to assess more frequently ● Elective teachers are expected to assess POG competencies as appropriate for their classes. Feedback should be provided to students, but POG grades will not be reported in PowerSchool for report card purposes.

General Research	Notes and Rationale							
The Math and Science behind Grading for ALL Content Areas								
Weighting								
Performance and Practice	All high school credit courses will weigh assignments as 75% Performance, 25% Practice. All courses in grades 6-8, with the exception of classes earning high school credit, will weigh assignments as 60% Performance, 40% Practice.							
Differentiating Practice and Performance	<table border="1" data-bbox="699 638 2041 1076"> <thead> <tr> <th data-bbox="699 638 1367 703">Performance Examples*</th> <th data-bbox="1367 638 2041 703">Practice Examples*</th> </tr> </thead> <tbody> <tr> <td data-bbox="699 703 1367 816">Anything used to demonstrate mastery of an academic content standard</td> <td data-bbox="1367 703 2041 816">Anything used to reach or progress toward mastery</td> </tr> <tr> <td data-bbox="699 816 1367 1076"> Quizzes Tests District Common Performance Tasks Essays Labs Project Deliverables </td> <td data-bbox="1367 816 2041 1076"> Notes Classwork Drafts </td> </tr> </tbody> </table> <p data-bbox="699 1076 2041 1403"> *The list above should be used as a list of examples, and is not an exhaustive list of options. *Teachers may use discretion to determine what works best for their class/content/students in terms of what falls into which category. *Teachers are required to communicate to students whether an assignment will be recorded in the grade book as Performance or Practice. *Practice grades should be aligned to an academic standard or POG competency. </p>		Performance Examples*	Practice Examples*	Anything used to demonstrate mastery of an academic content standard	Anything used to reach or progress toward mastery	Quizzes Tests District Common Performance Tasks Essays Labs Project Deliverables	Notes Classwork Drafts
Performance Examples*	Practice Examples*							
Anything used to demonstrate mastery of an academic content standard	Anything used to reach or progress toward mastery							
Quizzes Tests District Common Performance Tasks Essays Labs Project Deliverables	Notes Classwork Drafts							

General Research	Notes and Rationale
Course Grade Weighting	<p>Semester courses:</p> <ul style="list-style-type: none"> ● Q1- 50% ● Q2- 50% <p>Yearlong courses:</p> <ul style="list-style-type: none"> ● Q1- 25% ● Q2- 25% ● Q3- 25% ● Q4- 25% <p>*Midterms, finals, and quarter benchmarks will factor into these quarter weights. If a midterm/final is given, teachers should be strategic with point values within the quarter grade.</p>
Enriched/Non-Enriched Courses	<p>Every student has the opportunity to access rigorous content in terms of Enriched, AP, and CCP courses. Teachers, students, counselors and administrators will document student performance and progress, this data will be used as evidence in formal and informal conversations designed to accurately transition students to and from Enriched and Non-Enriched courses.</p> <ol style="list-style-type: none"> 1. All students will be scheduled into Enriched Courses. 2. Teachers will have explicit conversations with classes on the expectations of enriched and non-enriched criteria. 3. Teachers will use pre assessment, short-cycle assessment and formative assessment data in order to collect evidence that will be used in student conferences designed to assist students in making decisions regarding opting out of Enriched coursework. 4. All students and parents will receive communication from the teacher regarding opt out timelines and procedures. 5. Teacher conversation about students enrolled in enriched courses in spite of evidence that suggests they should opt out will take place during TBTs and will be communicated with administrators

General Research	Notes and Rationale								
AP/CCP	Enriched courses - 4.5 GPA Scale AP Courses taking AP Test - 5.0 GPA Scale AP Courses not taking AP Test - 4.5 GPA Scale CCP Courses - 5.0 GPA Scale								
PoG Competencies and Rigorous Academic Content	<p><u>Assessing the PoG Competencies</u> - PoG Competencies will be assessed in each class. Teachers must assess at least one strand from each POG rubric in the first semester and one strand from each POG rubric per quarter in the second semester. The competencies are not a percentage of the students grade but will be represented in the gradebook. The strand score may be a part of the students' academic grade when the strand aligns with content standards.</p> <p>The conversion chart can be used to support inclusion of POG competencies as a grade and conversion of scores from Echo to PowerSchool.</p> <table border="1" data-bbox="699 808 2037 946"> <thead> <tr> <th data-bbox="699 808 1033 878">Emerging</th> <th data-bbox="1033 808 1367 878">Developing</th> <th data-bbox="1367 808 1701 878">Proficient</th> <th data-bbox="1701 808 2037 878">Advanced</th> </tr> </thead> <tbody> <tr> <td data-bbox="699 878 1033 946">Below 55%</td> <td data-bbox="1033 878 1367 946">55% - 69%</td> <td data-bbox="1367 878 1701 946">70% - 84%</td> <td data-bbox="1701 878 2037 946">85% - 100%</td> </tr> </tbody> </table>	Emerging	Developing	Proficient	Advanced	Below 55%	55% - 69%	70% - 84%	85% - 100%
Emerging	Developing	Proficient	Advanced						
Below 55%	55% - 69%	70% - 84%	85% - 100%						
Other Decisions									

General Research	Notes and Rationale
Zeroes	<ul style="list-style-type: none"> ● If a student does not turn in an assignment, the teacher will indicate the assignment is missing in the gradebook (LMS) ● Teachers should enter a 0 for a missing assignment and click allow retry if needed. ● Teachers are not required to accept missing practice assignments from students after the date and time the assignment is due. If teachers choose to accept practice work after the deadline, they must post the late practice work policies* in their classroom and/or on their LMS. Exceptions may be made for special circumstances. <p>*Buildings can set more specific policies on late work.</p>
Homework	<ul style="list-style-type: none"> ● Homework is defined as work that is to be completed entirely outside of class time. ● Homework should be appropriate for the grade level and subject area and should not be counted as part of the course grade for any class. *CCP courses should abide by parameters set by the institution which is awarding the college credit
Extra Credit	<ul style="list-style-type: none"> ● No extra credit may be given by teachers.
Floor	<ul style="list-style-type: none"> ● Students who earn a percent lower than a 40% for the quarter may have their grade for the quarter overridden to a 40%. The actual earned percentage will be documented in the comment section of the gradebook. <ul style="list-style-type: none"> ○ If a student has an extenuating circumstance, a 40% floor may also be considered. This will be decided by a team (MTSS and/or Truancy) that includes the student, parent, administrator, and teacher. ○ In order for students to be granted a 40% floor instead of a lower grade, students must be making an attempt to complete performance assessments and/or must not be habitually truant. The chart below shows the definition of habitually truant as defined by the state. A conversion of 42 hours per month would be 16 class periods per quarter to be considered habitually truant.

General Research	Notes and Rationale											
	<table border="1"> <thead> <tr> <th data-bbox="705 277 982 402">Absenteeism Type</th> <th data-bbox="982 277 1325 402">Consecutive Hours</th> <th data-bbox="1325 277 1667 402">Hours per School Month</th> <th data-bbox="1667 277 2009 402">Hours per School Year</th> </tr> </thead> <tbody> <tr> <td data-bbox="705 402 982 621">Habitual Truancy</td> <td data-bbox="982 402 1325 621">30 hours <i>without</i> a legitimate excuse for the consecutive absences</td> <td data-bbox="1325 402 1667 621">42 hours <i>without</i> legitimate excuses for absences</td> <td data-bbox="1667 402 2009 621">72 hours <i>without</i> legitimate excuses for absences</td> </tr> </tbody> </table>				Absenteeism Type	Consecutive Hours	Hours per School Month	Hours per School Year	Habitual Truancy	30 hours <i>without</i> a legitimate excuse for the consecutive absences	42 hours <i>without</i> legitimate excuses for absences	72 hours <i>without</i> legitimate excuses for absences
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The Art of Grading and Feedback												
Intervention and Re-Assessing	<p><u>Reassessment Time</u> - Students will be able to access a minimum of one reassessment (per performance grade). Reassessment must be done within the current quarter and should take place during instructional time.</p> <p><u>Accessing Reassessments</u> - Teachers must have a documented and posted process* of how students may access reassessments. The guidelines for intervention and reassessment will be created by TBTs, and approved by administrators. PD for Reassessment guidelines will be leveled and available for classroom teachers, TBT's and administrators.</p> <p><u>Replacing Practice Grades</u> - If a student demonstrates mastery on a performance assignment, teachers may choose to replace one or more practice assignments on the same content standards with the same percentage grade demonstrated on the performance assignment. <i>i.e: A student scores a 70% on a performance task over two academic content standards. The teacher may choose to go back and replace all three practice grades over the same two content standards that were 30%, 55%, and 0% with a score of 70%.</i></p> <p>It is best practice for teachers to replace prior assessments over the same academic content standards</p>											

General Research	Notes and Rationale
	with most recent evidence of mastery on the content standard. Teachers may use discretion if a student scores lower on the most recent assessment as to whether to replace the grade.
Importance of Feedback	<p>Feedback is essential to the assessment process, and feedback can and often should be given in place of a grade as scaffolding for an assessment. Feedback should be accessible to students and other stakeholders and will guide students toward mastery of academic content and growth in Portrait of a Graduate competencies.</p> <p>Meaningful feedback methods include but are not limited to:</p> <ul style="list-style-type: none"> ● Student Conferences ● Comments ● Written ● Verbal ● Group ● Peer Review ● Portfolio
Benchmark Course Exams	Teachers may choose to give quarter benchmarks, a midterm, or a final exam that factor into the quarter grades but teachers are not required to do so.

GRADE REPORTING INFORMATION

All Reynoldsburg Schools, including all high school pathways, will adhere to a Mastery Grading System. The following is a list of grades that may appear on a student’s report card.

Letter	Mastery/Non-Mastery	Explanation
A	Mastery	90% - 100% College and Career Ready
B	Mastery	80% - 89% College and Career Ready
C	Mastery	70% - 79% Additional coursework in the content may be required to be career and/or college ready
D	Non-Mastery	60% - 69% It is recommended that the student retake the course
F	Non-Mastery	0% - 59% Student will need to retake the course
I	Non-Mastery	Student has not completed the requirements of the course. Students in the 60%-69% range can choose to accept a D, but it is recommended that they retake the course in order to demonstrate mastery. Students in the 0%-59% range will be given the opportunity to repeat the course. Does not mean “Unsatisfactory.” The student has work that has yet to be completed because of reasons such as illness. Does not count against the student in GPA calculations.
Pass/Fail Courses		
P Pass	N/A	If a student earns a P, it will not count in their GPA, but it will count as earned credit.
F Fail	N/A	If a student earns an F, it will count in their GPA, and it will not count as earned credit.

GRADUATION REQUIREMENTS

In order to acknowledge each student's successful completion of the instructional program, appropriate to the achievement of District goals and objectives as well as personal proficiency, the Board of Education awards a diploma to eligible students at a graduation ceremony.

The Board of Education shall award a regular high school diploma to every student enrolled in this District who meets the requirements of graduation established by State law and this Board or who properly completes the goals and objectives specified in his/her individualized education program (IEP) including either the exemption from or the requirement to complete the tests

STUDENT ACADEMICS & PROCEDURES

required by the State. Students must meet requirements in three areas to graduate: (1) Course Requirements, (2) Competency and (3) Readiness.

1. Course Requirements

Subject	Minimum Credit Requirement	
English Language Arts	4	
Health	1/2	
Mathematics	4	1 credit in Algebra II or an equivalent
Physical Education	1/2	Students may waive the physical education requirement with participation in athletics, marching band, and/or cheerleading.
Science	3	1 credit Biology, 1 credit Physical Science, 1 credit Advanced Science
Social Studies	3	.5 credit World History, .5 credit American History, .5 credit Government, .5 credit Financial Literacy
Electives	5	<p>1 credit must be earned in fine arts unless 2 semesters of fine arts coursework were successfully completed in middle school (grades 7/8). Fine arts are not a requirement for students following a career technical pathway.</p> <p>Elective credits must include one or any combination of world language, fine arts, business, career-technical education, family and consumer sciences, pre-engineering or English, Mathematics, Science, or Social Studies not otherwise required.</p> <p>*You also must receive instruction in economics and financial literacy and complete at least two semesters of fine arts (ODE).</p>
Total Credits: 20		

Counselors will work closely with the student and his/her parents to develop a program in compliance with the standards of graduation set forth by the State of Ohio and Reynoldsburg Board of Education and the student's best interests. Final approval rests with the principal.

STUDENT ACADEMICS & PROCEDURES

2. Demonstration of Competency

Students can demonstrate competency on Ohio’s State Tests by earning a score of 684 or above in Integrated Math I and English Language Arts II or via the competency alternatives below.

Competency Alternatives

Foundational Demonstration	Supporting Demonstration
Alternative 1: Career Readiness	
Proficient scores on 3 or more WebCams	250-hour Workplace Experience
Earning an approved 12-point industry recognized credential(s)	Earn the required score on WorkKeys
A pre-apprenticeship or acceptance into an approved apprenticeship program	Earn the OhioMeansJobs Readiness Seal
Alternative 2: Military Enlistment	
Military Enlistment	Signed contract to enter a branch of the U.S. armed services upon graduation
Alternative 3: College Credit Plus	
College Credit Plus	Earn credit for one non-remedial college-level math and/or college-level English course through Ohio’s free College Credit Plus program for the subject area(s) not passed
Alternative 4: Remediation Free Test Score	
ACT or SAT Remediation Free (for subject area not passed)	ACT English subscore 18 (or higher) ACT Reading subscore 22 (or higher) ACT Mathematics subscore 22 (or higher) SAT Evidence-Based Reading and Writing score of 480 (or higher) SAT Mathematics score of 530 (or higher)

3. Demonstration of Readiness

Earn two of the following diploma seals, choosing those that line up with your goals and interests. One of these seals must be state defined. These seals give you the chance to demonstrate academic, technical and professional skills and

STUDENT ACADEMICS & PROCEDURES

knowledge that align to your passions, interests and planned next steps after high school.

State Seals	Requirements
OhioMeansJobs Readiness Seal	Demonstration of professional skills and competencies. Students must have 3 mentors to validate the 15 professional skills needed to earn the seal.
Industry-Recognized Credential Seal	Earn an industry-recognized credential that is aligned to a job that is determined to be “in demand” in this state and its regions.
College-Ready Seal	Earn remediation-free scores on the ACT or SAT.
Military Enlistment Seal	Providing evidence of enlistment in an armed services branch of the military; OR Participating in an approved Junior Reserve Officer Training (JROTC) program.
Citizenship Seal	Earn a final course grade that is equivalent to a “B” or higher in an American History and American Government course; or Earn a score of 3 or higher on Ohio’s State Test in American History and American Government; or Earn a score equivalent to proficient on an appropriate Advanced Placement <i>or</i> International Baccalaureate test; or Earn a “B” <i>or</i> higher in appropriate American History and American Government College Credit Plus Course
Science Seal	Earn a final course grade that is equivalent to a “B” <i>or</i> higher in an Advanced Science course; Earn a score of proficient on Ohio’s State Test in Biology; Earn a score equivalent to proficient on an appropriate Advanced Placement <i>or</i> International Baccalaureate science test: OR earn a “B” or higher in a College Credit Plus science course.
Honors Diploma Seal	Meeting the criteria for one of six honors diplomas: 1) Honors Diploma, 2) Career-Tech Honors Diploma, 3) IB Honors Diploma, 4) STEM Honors Diploma, 5) Civics and Social Sciences OR 6) Fine Arts Honors Diploma.
Seal of Biliteracy	The student must demonstrate proficiency in English and high levels of proficiency in at least one other world language.

STUDENT ACADEMICS & PROCEDURES

	Students can demonstrate proficiency in English and at least one other world language through a series of test-based options.
Technology Seal	<p style="text-align: center;">Must earn a 2 or higher on the AP test</p> <p style="text-align: center;">Earning a “B” or higher in an approved College Credit Plus Course; OR</p> <p style="text-align: center;">Completing a course offered through the student’s district or school that meets guidelines set by the Ohio Department of Education.</p>
Locally Defined Seals	Requirements
Community Service Seal	<p>Students must document at least 60 hours through community service experiences or work in employment positions, which can include activities such as paid or unpaid internships, work studies, co-ops and apprenticeships. Students’ experiences can take place as soon as they are enrolled in their first high school credit-bearing class (this differs for each student). Community service hours can be prorated based on entry into Reynoldsburg City Schools.</p> <p>Students must have their planned work or community service experiences approved for graduation before completing those experiences. Hours must be tracked in x2VOL and approved by the organization in which the hours are earned.</p>
Fine and Performing Arts Seal	<p style="text-align: center;">Complete the requirements of a Fine Arts pathway; OR</p> <p style="text-align: center;">Participate in and pass classes in Participate in and pass classes in the Performing Arts Pathway; OR</p> <p style="text-align: center;">Complete a sequence of Fine Arts courses (at least 3 courses) that lead to a portfolio. Exhibit, or demonstration of learning as a final project. (This could include performances, art exhibits, band orchestra, and choir courses including concerts, and other activities with teacher/principal approval.); OR</p> <p style="text-align: center;">Complete private lessons within the visual arts, performing arts, or design that results in a final exhibition of work or learning. Pre-approval is required for this option, and the outside provider must be willing to sign off on the hours and performances and the student will submit a log of hours and work; OR</p> <p style="text-align: center;">Receive an individual rating of Superior or Excellent at a state sponsored music event, or being selected for a state sponsored art exhibition. Other judged or jurored performances or</p>

STUDENT ACADEMICS & PROCEDURES

	<p style="text-align: center;">exhibitions will be considered; OR Pass a CCP or AP course in Fine Arts.</p>
<p style="text-align: center;">Student Engagement Seal</p>	<p style="text-align: center;">The Club, Activity or Organization must be an official school sponsored club or organization with a Club and Activity Application on file at District Office; AND</p> <p style="text-align: center;">Students must be included on the official roster for the group. Rosters will be submitted to designated building Secretaries and then submitted to District Office to the EMIS Coordinator; AND</p> <p style="text-align: center;">Participation must span two school years total or the student must participate in at least two clubs over the span of one school year.</p>

GLOBAL SCHOLARS DIPLOMA ENDORSEMENT

The Global Scholars Diploma is an endorsement designed by the Columbus Council on World Affairs that students can earn on top of their regular diploma. The Columbus Council on World Affairs has worked closely with industry partners and local Universities to develop a program that creates globally affluent graduates that are well prepared to work for international companies. This endorsement will be beneficial on career resumes as well as college and scholarship applications.

The Global Scholars Diploma program is a three-year program in which students begin their sophomore year of high school.

GLOBAL SCHOLARS DIPLOMA ENDORSEMENT REQUIREMENTS

Sophomore Year 1	Junior Year 2	Senior Year 3
<p>Attend two cultural events.</p> <p>Complete any Google classroom assignments.</p> <p>Attend four Global Scholars Diploma summits.</p>  <p>Columbus Council on World Affairs</p>	<p>Attend four cultural events.</p> <p>Complete Google classroom assignments.</p> <p>Attend four Global Scholars Diploma summits.</p>	<p>Complete Columbus Council on World Affairs activities that focus on five key global issues: global migration, human rights, food security, global security, and the environment.</p> <p>Complete a global issues capstone project and present at GSD capstone fair.</p> <p>Complete the Global Scholars Diploma student portfolio.</p>
All Global Scholars		
<p>Must be in solid academic standing.</p> <p>Must have a passion for learning about global issues and participating in related events.</p>		

Students successfully meeting these criteria by the time of graduation will earn the Global Scholars Diploma endorsement through the Columbus Council on World Affairs

STUDENT ACADEMICS & PROCEDURES

DIPLOMA WITH HONORS

High school students can gain state recognition for exceeding Ohio’s graduation requirements through an honors diploma. Students challenge themselves by taking and succeeding at high-level coursework and in real world experiences.

Students must meet all but one of the following criteria, unless it is a minimum graduation requirement.	Ohio Diploma MINIMUM GRADUATION REQUIREMENTS	Ohio Honors Diploma	Career Tech Honors Diploma
Math	4 units, must include one unit of algebra II or equivalent	4 units, Algebra I, Geometry, Algebra II (or equivalent), and one other higher-level course or 4-course sequence that contains equivalent or higher content	4 units, Algebra I, Geometry, Algebra II (or equivalent), and one other higher-level course or 4-course sequence that contains equivalent or higher content
Science	3 units	4 units, including 2 units of advanced science	4 units, including 2 units of advanced science
Social Studies	3 units	4 units	4 units
World Languages	N/A	3 units of one world language, or no less than 2 units of each of two world languages studied	2 units
Fine Arts	2 units	1 unit	N/A
Electives	5 units	N/A	4 units of Career Technical minimum
GPA	N/A	3.5 on a 4.0 scale	3.5 on a 4.0 scale
ACT/SAT	N/A	ACT: 27 or higher/SAT: 1280 or higher	ACT: 27 or higher/SAT: 1280 or higher or WorkKeys: 12 or higher
Field Experience	N/A	N/A	Complete a field experience and document the experience in a portfolio specific to the student’s area of focus
Portfolio	N/A	N/A	Develop a comprehensive portfolio of work based on the student’s field experience or a topic related to the area of focus that is reviewed and validated by external experts

STUDENT ACADEMICS & PROCEDURES

Students must meet all but one of the following criteria, unless it is a minimum graduation requirement.	STEM Honors Diploma	Arts Honors Diploma	Social Science & Civic Engagement Honors Diploma
Math	5 units, Integrated Math 1, Integrated Math 2, I (or equivalent), and one other higher-level course or 4-course sequence that contains equivalent or higher content	4 units, Integrated Math 1, Integrated Math 2, I (or equivalent), and one other higher-level course or 4-course sequence that contains equivalent or higher content	4 units, Integrated Math 1, Integrated Math 2, I (or equivalent), and one other higher-level course or 4-course sequence that contains equivalent or higher content
Science	5 units, including 2 units of advanced science	3 units, including 2 units of advanced science	3 units, including 2 units of advanced science
Social Studies	3 units	3 units	5 units
World Languages	3 units of one world language, or no less than 2 units of each of two world languages studied	3 units of one world language, or no less than 2 units of each of two world languages studied	5 units of one world language, or no less than 2 units of each of two world languages studied
Fine Arts	1 unit	4 units	1 unit
Electives	2 units with a focus in STEM	2 units with a focus in Fine Arts	3 units with a focus in social sciences and/or civics
GPA	3.5 on a 4.0 scale	3.5 on a 4.0 scale	3.5 on a 4.0 scale
ACT/SAT	ACT: 27 or higher/SAT: 1280 or higher	ACT: 27 or higher/SAT: 1280 or higher	ACT: 27 or higher/SAT: 1280 or higher
Field Experience	Complete a field experience and document the experience in a portfolio specific to the student's area of focus	Complete a field experience and document the experience in a portfolio specific to the student's area of focus	Complete a field experience and document the experience in a portfolio specific to the student's area of focus
Portfolio	Develop a comprehensive portfolio of work based on the student's field experience or a topic related to the area of focus that is reviewed and validated by external experts	Develop a comprehensive portfolio of work based on the student's field experience or a topic related to the area of focus that is reviewed and validated by external experts	Develop a comprehensive portfolio of work based on the student's field experience or a topic related to the area of focus that is reviewed and validated by external experts

Honors Diploma Requirements Students entering 9th grade after July 1, 2022

To be awarded a diploma with honors, the student must meet all but one of the following criteria:

- An overall HS GPA of 3.5 or higher on a 4.0 scale (unweighted)
- A composite score of 27 on the ACT or a combined score of 1280 on the SAT
- At least 4 credits of mathematics which include Int. Math I, Int. Math II, Int. Math III and on other higher-level course
- 4 credits of science including to credits of an advanced science
- 4 credits of social studies
- Earn 2 diploma seals, other than the Honors Diploma seal
- 3 credits of one world language or 2 credits of each of 2 different world languages
- Completion of experiential learning, including one of the following:
 - Completion of a field experience documented by a portfolio of work
 - Attainment of the OhioMeansJobs readiness seal
 - Completion of work-based learning
- Instead of having a 3.5 GPA, earning the composite ACT or combined SAT or meeting the world language criteria, a student may do the following:
 - Earn 12 college credits through the college credit plus program
 - Complete 3 advanced placement courses with a score of 3 or higher on the corresponding advanced placement assessment
 - Earn 12 articulated credits through the career-technical articulation guides (CTAGs)
 - Accomplish one of the following:
 - Complete an apprenticeship registered with the Ohio State apprenticeship council
 - Complete a pre-apprenticeship program recognized by the Ohio State apprenticeship council
 - Submit evidence of acceptance into an apprenticeship program if the program requires applicants to be 18 or older to enroll
 - Earn a score of 50 or higher on the ASVAB
 - Complete 250 hours or more of work-based learning
 - Earn a score of 6 or higher on all three sections of the WorkKeys assessment

INSTRUCTIONAL FEES AND COURSE FEES

The Reynoldsburg Board of Education adopts fee schedules as recommended by the Superintendent. Failure to pay course fees, fines, and other financial obligations (including but not limited to broken and/or lost equipment) may result in the withholding of grades and credits.

Course Fee Schedule 2023-2024 School Year

Grade Level	Course	Fee
Grades K-12	General School Fee	\$20
Grades K-12	Technology Fee	\$15
Grades 9-12	Art Fee	\$20
Grades 9-12	Lab Science Fee	\$20

- Students who are on a free lunch plan will not be charged any school fees of those listed above. (This does not apply to Pay-to-Participate music fees. See Pay-to-Participate for more info on music fees.)
- Students who are on a reduced lunch plan will pay a reduced General School and Technology fee of \$10 total. Art and Lab Science fees will be \$5 each.
- General School Fees will be collected and put into the general fund and will be allocated to building budgets for general supplies and resources as approved by the building principal.
- Technology Fees will be collected and put into the general fund and used by the IT department for repairs and for the replacement of Chromebooks and parts. Paying this technology fee does not prevent the district from seeking reimbursement for damaged technology that is the fault of the student.
- Art and Lab Science Fees will be put into a 009 account and used to purchase supplies associated with the course.

END-OF-COURSE EXAMS

If a student passes a State end of course exam but does not have a passing score in the class, a pass/fail will be given for the course.

PROMOTION GUIDELINES

Students in grades 9-12 are assigned to a grade level based on the total credits earned by the first day of the new school year and the English course the student previously completed.

Total Credits	Promotion to grade
	...
Promotion from grade 8	9
5 credits	10
10 credits	11
15 credits	12

PHYSICAL EDUCATION WAIVER

Students who have participated in interscholastic athletics, marching band, show choir, or cheerleading for at least two (2) full seasons as defined in the RHS handbook, while enrolled in grades 9 through 12, and as documented by the athletic director or guidance counselor may be excused from the high school physical education requirement. Students electing such an excuse shall complete one-half (1/2) unit of at least sixty (60) hours of instruction in another course of study which is designated by the Board as meeting the high school curriculum requirements. A student who has participated in the junior reserve officer training corps for at least two (2) full school years while enrolled in grades 9 through 12 may be excused from the high school physical education requirement and may use credit for such participation to satisfy the requirement to complete one-half (1/2) unit in another course of study. Credit may be earned by:

- A. completing coursework;
- B. testing out of or demonstrating mastery of course content; or
- C. pursuing one (1) or more educational options in accordance with the Center's Credit Flexibility Program.

Credit may be earned at an accredited postsecondary institution through College Credit Plus (CCP). Every high school may permit students below the ninth grade to take advanced work for credit. This work shall count toward the graduation requirements if it was both:

- A. taught by a person who possesses a license/certificate issued under State law that is valid for teaching high school;
- B. designated by the Board as meeting the high school curriculum requirements

RETAKE COURSES

Students who retake entire courses at RHS during the school year that did not master (I), failed (F) or earned the grade of "D" previously may replace the course and receive a new grade for GPA calculation. All records appear on the student's transcript if the previous grade was a "D" or "F". Incompletes (I) do not appear on the student's transcript unless the student fails to attempt to meet mastery. For Summer Pathway coursework, students completing credit recovery will earn Pass/Fail with appropriate credit.

For College Credit Plus coursework, students receiving a grade below "C" who wish to retake the course must pay for the course and course fees in order to retake. Payment for the retake must be made prior to entering the class for the second time. If a student fails a CCP course, the district will request that the student pays for this course. The district may also place a hold on a student's grades/credits until reimbursed.

REQUIRED COURSEWORK

Student work completed prior to the ninth grade is applied towards graduation credit if the course is taught by an appropriately certified/licensed teacher and is designated by the board as meeting the curriculum requirements.

If a student chooses to accept credit for coursework taken prior to the ninth grade, all credit will be counted toward the student's accumulated GPA.

Programs such as special education or career education at Eastland-Fairfield Career Technical School shall meet the requirements for graduation in accordance with the program standard as established by the Ohio Department of Education and the Reynoldsburg Board of Education.

SCHEDULE CHANGES

Purpose of Schedule Change Procedures

- Because of the complex nature of our scheduling process, after the fact changes of any kind are to be treated seriously.
- During the course selection process, students have the opportunity to confer with parents, teachers and school counselors to assure that they selected the appropriate courses.
- Reynoldsburg High School's master schedule is organized around the requests of students.
- Your scheduling requests are met to the best of our ability as we build our schedule. Once the schedule is constructed, changes in requested courses may not be able to be accommodated due to constraints with available resources.

Procedures for Schedule Changes

- All students must follow their given schedule for the first 6 days of school. This gives students the chance to experience what the class will be like and determine if they want to change it or not. After those 6 days, students then have 5 additional days to request to change their schedule; this does not include College Credit Plus Courses.
- Schedules are not changed for the following reasons:
 - Core courses will not be moved to accommodate elective courses, late arrivals or early dismissals
 - Switching courses from one block to another/changing teachers
 - Want a different lunch period/class with a friend
 - To have an "open block"/free period
 - Eliminating all pathway classes from schedules
 - Changes that would result in fewer than 5 credits for the year
- The student must work with their school counselor to determine if a schedule change can take place. This includes filling out the proper form to request a change. The principal has the final authority on all schedule changes.
- Students who drop a course after the first 10 days of the course do so with a "Withdraw Failure" and will receive an "F" for the course. Students who are enrolled in College Credit Plus coursework may be responsible for any fees or book costs incurred.
- Students must meet the GPA requirement or test into all College Credit Plus courses.
- The student must continue to go to the course that he/she wants to drop until the school counselor gives him/her a new schedule with his/her new course listed. This will be communicated to the

student through their Reynoldsburg email address. Not attending the course until it is officially dropped constitutes recorded absences.

SENIOR FEES

Seniors are required to pay a \$60 Senior Fee. This fee covers senior specific items and events such as graduation. This fee is not reduced or waived for those students who are eligible for free/reduced price lunch. The fee may be reduced to the cost of \$15 for students that will only receive a diploma and diploma cover and who will not be participating in the graduation ceremony. Students paying this reduced fee will not receive any of the academic honor awards such as, but not limited to, Raider Scholar Medallion, Honor Cords and pathway pennants even if the student has rightly earned such awards. Students desiring such awards regardless of participation in the graduation ceremony will pay the full \$60 fee.

STUDENT BILL OF RIGHTS

PREAMBLE

Every student has rights. A right is a freedom or protection that a person has. Rights define what is allowed of a person or owed to a person.

Your rights are part of you regardless of your age, race, creed, color, gender, gender identity, gender expression, religion, national origin, citizenship/immigration status, weight, sexual orientation, physical and/or emotional condition, disability, marital status, or political beliefs. Your rights belong to you and cannot be threatened or taken away.

The Reynoldsburg City Schools (RCS) Student Bill of Rights (SBOR) is a living document that spells out the rights that every student has and that everyone, including students themselves, should respect. This is a living document that can evolve with student sentiment, policy, and societal change. This can happen by talking about the SBOR, by putting it into everyday action, and through amendments over time by students, families, communities, teachers, and administrators.

The purpose of the SBOR is to clarify, protect, and promote students' basic rights. Sharing the SBOR is an expression of the dignity and value of all students.

The rights listed in the document come from many sources: existing local, state, and federal laws including Reynoldsburg Board of Education policies, and examples of SBORs from other school districts. The RCS SBOR is also inspired by the [Universal Declaration of Human Rights](#) which expresses the basic freedoms owed to all human beings. More information about the source of these rights can be found by clicking the blue hyperlinks, or following the sources at the end of the document.

RCS exists to provide free, accessible, high-quality public education. Protection and promotion of student rights are fundamental to safe and supportive school environments where education happens. These conditions are essential to student health and well-being and the key to learning.

Every student has a right to:

1. FREE PUBLIC EDUCATION

- A free public education that is complete and focused on the “whole child” so all students feel healthy, safe, engaged, supported, and challenged. This education must also meet federal standards, like the Every Student Succeeds Act.
- High-quality, rigorous curriculum that prepares students for success in college, career, and civic life, and inspires students to think critically and contribute high-quality work.
 - This curriculum should address academic and social-emotional learning opportunities

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for all students, including diverse learners, English learners, and advanced learners.

- A written copy of the RCS Student Code of Conduct.
- Information about graduation requirements and electives, including courses, examinations, grading rules, and information on assistance to meet requirements.
- Information about how to enroll in special programs or courses such as career and Technical Education (CTE) programs; and honors, AP, and IB courses.
- Instruction from teachers that have been trained to deliver and explain rigorous content appropriate for the grade level and subject.
- Regular updates, formal and informal, about their learning progress and promotion.
- Regular access to a school counselor in order to get confidential personal, social, educational, behavioral, and career advice and resources.
- Expect involvement in decision-making about how schools work by participating in the Student Advisory Council (SAC), Student Voice Committee, student council, or other school/community-based organization.
- Special protection for diverse learners such as students who have or are in the process of obtaining an Individualized Education Program (IEP). This is covered by a federal law called the Individuals with Disabilities Act (IDEA).

2. SPEAK, ADVOCATE, ORGANIZE AND PARTICIPATE

- Meet and communicate with others peacefully; to speak freely, share ideas and opinions, and protest in ways that do not interfere with school programs or rules. This may happen through social media as well as physical or electronic/digital circulation of information such as newspapers, literature, leaflets, or petitions on school property and in accordance with school cell phone policy.
- Advocate for yourself, your peers, your school, and your community. This includes, but is not limited to: making recommendations for courses, clubs, and activities that will enrich your school community; engaging in civic discourse about topics and issues that impact your community; informing or evaluating school policy; having access to the information you need in order to improve for the health and wellness of your school.
- Serve on or participate in meetings held by Student Voice Committees, Student Government, Student Advisory Councils, Local School Councils as well as other activities, clubs, and organizations including social and educational clubs; political, religious, and philosophical groups; or teams available at their school without discrimination.

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- Wear what they choose within District dress code guidelines. Depending on the school's dress code, this includes accessories with political or religious messages that are not disruptive, unsafe, or blatantly offensive to others.

3. HEALTH, NUTRITION, AND PERSONAL CARE

- Access to health care and protection from preventable illnesses
 - In Ohio, children age 14 and over can give their own permission (consent) to receive specific health services (including sexual health services and mental health care). This means a parent or guardian does not have to be notified in order for a student to get this care. Also, for students who have public health insurance (called Medicaid), no bill/explanation of the care can be sent to the parent or guardian.
- Healthcare providers in Ohio are “mandated reporters”. This means that if a student under the age of 18 discloses information indicating that they are being abused, may be in harm or are planning to harm themselves, the provider must notify the student’s parent/guardian and/or proper authorities.
- Access to free menstrual hygiene products in all high school bathrooms and elementary/middle school bathrooms for students in grades 6-12.
- Information about school-based screening and exams for health (medical, dental, hearing, vision), thinking and learning, and language issues. This information should be delivered promptly and in ways that families can understand.
- Access to available school-based health centers and mobile care providers (“health vans”) if parents give permission (consent).
- Healthy school meals that meet local, state, and federal nutrition requirements; this is in keeping with the USDA Community Eligibility Provision.

4. FAIR CONSEQUENCES

- Freedom to ask about restorative justice, a system that focuses on ways to repair any harm that happens as a result of a conflict, and provides pathways to address healing within a community.
- Freedom to receive help after suspension, and to make up work missed because of a suspension.
- Information about their own reported misbehavior with both a verbal and written notification at the time of being disciplined and be provided with an opportunity to respond.
- A clear understanding that consequences must not be cruel or humiliating, and to know how and why any consequence is being used.

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- Be provided information about how to appeal (ask for reconsideration of) any school decision about consequences before an incident occurs.
- Freedom from physical (corporal) punishment, verbal abuse, unfair searches (meaning without cause or reason), or any unusual form of punishment. District employees should not inflict any type of corporal punishment on any student.

5. SAFE, SECURE, AND SUPPORTIVE SCHOOL ENVIRONMENT

- Treatment with courtesy and respect by all district staff regardless of actual or perceived age, race, creed, color, gender, gender identity, gender expression, religion, national origin, citizenship/immigration status, weight, sexual orientation, physical and/or emotional condition, disability, marital status, or political beliefs.
- Students may file a report if they feel they are being discriminated against at their school, with the school and network administration, Title IX, or with the U.S. Department of Education, Office for Civil Rights.
- If a student is being sexually harassed or is being bullied because of their gender identity or orientation, call or text the Ohio Safer Schools Tip Line at 844-SaferOH (844-723-3764). If it is an emergency, call 911.
- RCS counselors are “mandated reporters”. This means that if a student under the age of 18 discloses information indicating that they are being abused, may be in harm, or may be planning to harm themselves, the counselor must notify the student’s parent/guardian and/or proper authorities. All RCS employees must take additional steps to report signs of student abuse including calling the Ohio Department of Job and Family Services.
- Feel mentally and physically safe and secure in school, and to report any incident that makes them feel unsafe or insecure, including sexual assault, inappropriate remarks, grooming, groping, inappropriate behavior, verbal assault, bullying, or any other type of harassment.
 - Students also have the right to receive regular updates about actions taken in response to their report of not feeling safe.
- A safe school building and clean facilities including bathrooms, classrooms, gyms, hallways, and cafeterias.
- Protection of privacy covered by the Family Educational Rights and Privacy Act (FERPA). This means no one has the right to interfere in students’ or families’ private lives or to look at or expose their private information without permission.
- Protection under Title IX, a federal law that requires schools to prevent, recognize, and respond to sexual violence, sexual harassment, and discrimination on the basis of sex and/or gender. Under this law:

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- o Students are guaranteed freedom from sexual harassment and/or sexual violence.
- o Students are guaranteed the freedom to report an incident to school or police (and to receive a prompt and fair answer).
- o If a student is experiencing gender-based discrimination, sexual harassment, or other sexual misconduct they can file a report with the school principal. If it is an emergency, call 911. RCS employees must take additional steps to report signs of student abuse including calling the Ohio Department of Job and Family Services.
- o For students that are pregnant or parenting:
 - Guaranteed freedom to continue to attend classes and extracurricular activities while pregnant.
 - Guaranteed freedom to receive excused absences due to pregnancy or childbirth (with a doctor's note).
 - District staff should not coerce students into attending another school due to pregnancy

PURPOSE

The Reynoldsburg City Schools' Student Code of Conduct (SCC) supports our schools in maintaining safe, nurturing, participatory and productive learning environments. In order to maximize learning time and promote positive behaviors, every school must establish multi-tiered systems of support for students' social, emotional and behavioral needs. This includes developing clear expectations, teaching social-emotional competencies, and fostering positive relationships among all members of the school community. Reynoldsburg City Schools is committed to an instructive, corrective, and restorative approach to behavior. If behavior incidents arise that threaten student and staff safety or severely disrupt the educational process, the response should minimize the impact of the incident, repair harm, and address the underlying needs behind student behaviors. In accordance with the SCC, all disciplinary responses must be applied respectfully, fairly, consistently, and protect students' rights to instructional time whenever possible.

A safe, welcoming, and productive school requires the support of all staff, students, and families.

RIGHTS AND RESPONSIBILITIES

Student Rights

- To receive a free high-quality public education
- To be safe at school
- To be treated fairly, courteously, and respectfully
- To bring complaints or concerns to the school principal or staff for resolution
- To tell his/her side of the story before receiving a consequence
- To be told the reason(s) for any disciplinary action verbally and in writing
- To be given information about appealing disciplinary actions
- To express opinions, support causes, assemble to discuss issues, and engage in peaceful and responsible demonstrations

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Student Responsibilities

- To read and become familiar with this policy
- To attend school daily, prepare for class, and complete class and homework assignments to the best of his/her ability
- To know and follow school rules and instructions given by the school principal, teachers, and other staff
- To tell school staff about any dangerous behavior or bullying that occurs at school, on the way to and from school, or in the school community
- To bring to school only those materials that are allowed
- To treat everyone in the school community with respect
- To respect school property, community property, and the property of others

Parent/Guardian Rights

- To be actively involved in their child's education
- To be treated fairly and respectfully by the school principal, teachers, and other staff
- To access information about the Reynoldsburg Board of Education (Board) policies and procedures
- To be notified promptly if their child is disciplined for inappropriate or disruptive behavior and informed of the consequences assigned
- To appeal disciplinary actions taken
- To receive information about their child's academic and behavioral progress

Parent/Guardian Responsibilities

- To read and become familiar with this policy
- To make sure their child attends school regularly, on time, and to notify the school before the school day begins if their child is absent
- To give the school accurate and current contact information
- To tell school officials about any concerns or complaints respectfully and in a timely manner
- To work with the school principal, teachers, and other staff to address any academic or behavioral concerns regarding their child
- To talk with their child about the behavior expected in school
- To support their child's learning and school activities at home
- To be respectful and courteous to staff, other parents, guardians, and students
- To respect other students' privacy rights

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School Staff Rights

- To work in a safe and orderly environment
- To be treated courteously and respectfully
- To bring complaints or concerns to school administration and District offices
- To receive supportive professional development and resources
- To explicitly teach, re-teach and model clear behavioral expectations to all students
- To actively supervise all areas of the school building and use positive strategies to redirect behavior
- To provide engaging learning activities that minimize opportunities for disruption
- To intervene early and de-escalate inappropriate behaviors
- To identify and respond effectively to students' social, emotional, and/or behavioral health needs, including referring students for additional support when necessary
- To treat everyone in the school community fairly and with respect
- For administrators to review the circumstances surrounding each situation and exercise their discretion to assign interventions/consequences in the best interest of the school community
- Administrators to apply the SCC accurately, consistently, and in a nondiscriminatory manner, including providing students with opportunities to respond, notifying parent/guardians when disciplinary action is taken, and recording all disciplinary action in the District student information system

Superintendent or Designee Responsibilities

- To monitor the implementation of prevention strategies and the safety and security program in each school
- To systematically monitor and publish suspension, expulsion, and other disciplinary data disaggregated by race/ethnicity, sex, limited English proficiency, and disability
- To prepare recommendations for improving school discipline
- To create guidelines for effective school discipline
- To establish procedures for reciprocal reporting with the Reynoldsburg Police Department

GENERAL REQUIREMENTS AND GUIDELINES

The SCC applies to students at all times during the school day, while on school property, while traveling to and from school, at any school-related event, on any vehicle funded by RCS (such as a school bus), and while using the RCS network.

The SCC also applies to student behavior outside of school if: (1) a student engages in a Level 3 behavior, and (2) the behavior disrupts or may disrupt the educational process or orderly operation of the school. This includes seriously inappropriate behavior on social networking websites that disrupts or may disrupt the educational process or orderly operation of the school.

To address inappropriate behavior, school administrators must comply with the District Policy. At a minimum, a principal or his/her designee must:

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- 1) Redirect to correct behavior. All adults should redirect students to correct inappropriate behavior and minimize the likelihood of the behavior escalating or recurring.
- 2) Intervene to minimize escalation, disruption, resolve conflict, and as necessary to keep students and staff safe. If a student has been injured, make every reasonable effort to immediately notify the parents/guardians.
- 3) Gather information by talking to all involved students, teachers, school staff, or others who witness the incident. When student misbehavior is reported to the school principal or designee, an investigation must begin no later than the next school day; however, if student safety is at risk, investigations must begin immediately.
 - a) If there is an allegation of sexual misconduct, including but not limited to, sexual harassment, sexual bullying, sexual assault, dating violence, or discrimination related to sex, sexual orientation, gender identity, or gender expression, contact the Title IX Office.
 - b) If a search of the student, his/her locker, desk, or personal belongings needs to be conducted, follow the Board's Interrogation and Searches Policy. Identify factors that may have contributed to the incident and seek to understand the full context.
- 4) Analyze whether the student's alleged behavior falls within the SCC using the information gathered. If so, determine the Group level of disruption caused by the inappropriate behavior, identify the inappropriate behavior listed, and consider the range of possible interventions and consequences.
- 5) Discuss with the student and provide the opportunity to explain his/her perspective.
 - a) Inform the student of the inappropriate behavior s/he may have exhibited, the applicable SCC behavior category, and the range of possible interventions and consequences.
 - b) Ask the student to explain what happened from his/her perspective and reflect on his/her actions.
 - c) Seek to understand the root cause of the behavior, including trauma or unmet social, emotional or behavioral health needs.
 - d) Make reasonable efforts to contact the parents/guardians and discuss the incident with them before assigning interventions and consequences.
 - e) No student shall be sent home before the end of the school day unless the school has established contact with the student's parent/guardian and provided written notice of a suspension.
- 6) Make a determination and consider the needs of all parties involved.
 - a) Determine whether it is more likely than not that the student engaged in the identified SCC inappropriate behavior and which intervention or consequence is most likely to address the cause of the behavior.
 - b) Identify the social, emotional, and/or safety needs of the affected student(s) and provide appropriate support and follow up.
- 7) Assign interventions or consequences according to the SCC.
 - a) Identify the intervention(s) or consequence(s) most likely to address the cause of the

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- b) behavior including social, emotional or trauma-related needs, repair harm, and prevent repeat behaviors.
 - c) The principal or designee has the final authority to assign interventions and consequences based on the best interest of the school community, including available school resources, and the needs and rights of all involved students in alignment with the SCC.
 - d) Follow the special procedures contained in the Procedural Safeguards section for students with disabilities and students with Section 504 Plans.
 - e) Avoid consequences that will remove the student from class or school, if possible. Use out-of-school suspensions only as a last resort in accordance with the suspension guidelines.
 - f) Note that RCS does not support the use of zero tolerance policies i.e. policies that require school staff to suspend or expel students for certain behaviors except if required by law. This means out-of-school suspensions cannot be a minimum or required consequence unless required by law.
 - g) If a student is suspended, the principal or his/her designee may choose to give the student a combination of out-of-school and skill-building in school suspension days. The out-of-school suspension must be served first and the combined total of out-of-school and in-school suspension days must not exceed the limits available for each Group level.
 - h) School staff members must not use public disciplinary techniques and must respond to inappropriate student behavior as confidentially as possible.
 - i) No restrictions may be placed on food options or recess activities as a behavior consequence. Silent group lunches are expressly prohibited.
- 8) Complete report in the District student information system for all inappropriate behaviors under the SCC. Hand-deliver to the parents/guardians or mail a copy of the misconduct report to the student's home address.
- 9) Inform parents/guardians of their right to appeal if they believe that the consequence is unwarranted or excessive.
- a) The parents/guardians have the right to ask the principal to review the consequence assigned and to reconsider the decision.
 - b) If a student has received an out-of-school suspension or referred for an expulsion hearing, the parents/guardians may appeal by request to the District Hearing Officer. The District Hearing Officer will determine:
 - whether any factual errors were made in the principal's investigation,
 - whether the documentation of the student's behavior aligns to the recorded SCC behavior category,
 - whether prior interventions were attempted when appropriate,
 - whether the length of the suspension was commensurate with the student's inappropriate behavior, and
 - in the case of a request for an expulsion hearing, whether the request was appropriate.
 - The Hearing Officer or designee's decision shall be final. The term of a student's suspension or request for an expulsion hearing is not halted by the parents'/guardians' appeal.

10) Restore the student's participation in the school community.

- a) If the student received an out-of-school suspension for three (3) or more days, the principal or designee must develop a plan to support the student's transition back into the school community, including strategies for preventing future behavior incidents, restoring relationships, and addressing the student's ongoing social, emotional, and academic needs, with input from the student and parents/guardians.

DISCIPLINE POLICY

All matters related to the Student Code of Conduct will be addressed with fairness and respect to all race, color, national origin, ancestry, citizenship status, religion, sex, age, disability, sexual orientation (lesbian, gay, bisexual, transgender) of every student.

In order to protect a student's right to an education, the State of Ohio has given the Board of Education the authority, by statute, to "make such rules and regulations as are necessary for its government and the government of its employees, pupils of its schools, and all other persons entering upon its school ground or premises."

Students will be expected to conduct themselves in such a way that the rights of others are not violated. Students will respect school authority, conform to school regulations, and accept directions from authorized school personnel. A student who fails to comply with established school rules or with any reasonable request made by school personnel on school property and/or at school related events will be dealt with according to approved student discipline regulations.

The building administrators are charged with the overall oversight and discipline of all students in his/her building. However, the primary responsibilities of management of students is in the hands of each teacher. Parents will also be informed of the conduct expected of students. Students are reminded that they are responsible for their actions toward school personnel and school property during all school-related activities and events, even when such activities occur off school grounds.

Policies at RCS are designed to:

- 1) Protect the health, safety, and welfare of each student;
- 2) Prevent disruption of the educational process;
- 3) Maintain an atmosphere and climate conducive to learning; and
- 4) Protect the building and grounds from vandalism and destruction.

The administration reserves the right to exercise flexibility and discretion when implementing the rules of the Student Code of Conduct in compliance with the Reynoldsburg Board of Education Policy. This also means the administration may develop appropriate rules and regulations as called for by various situations. In addition, the administration may, in severe or unusual cases, or in cases where it is in the best interest of the student(s), elect to address students in ways other than stated specifically in the Student Code of Conduct. **Note: any step found in the Code of Conduct may be waived at the administrator's discretion.**

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Students who choose not to report or to report on time, or who choose to complete lesser consequences, may have additional consequences assigned by the administration. Repeated violations of school rules and regulations are a violation of the Student Code of Conduct. Consequences for the following behaviors may include a variety of options, such as notify parents, restrictions, in school suspension, notify police, and/or assign the student 10 days out of school suspension, with a recommendation for expulsion.

CODE OF CONDUCT VIOLATIONS

The following infractions constitute major violations. **Consequences will be issued at the discretion of the administrator.** This code of conduct is in effect while students are under the authority of school personnel and/or during all school-related activities and events, even when such activities occur off school grounds. The Code of Conduct applies to school buses, extracurricular events and to some alternative education programs. The Code of Conduct may also apply to off campus conduct that occurs outside of the school's educational activities or programs if such conduct or misbehavior endangers the health and safety of students within the district, adversely affects the educational process, is connected to activities or incidents that have occurred on school district property, or creates a hostile, offensive or intimidating environment within the school. In addition, this Code of Conduct includes misconduct by a student that, regardless of where it occurs, is directed at a district official or employee or the property of an official or employee.

R01 Academic Misconduct

A student shall not plagiarize (i.e. use another's thoughts, words or ideas as one's own), including the submission of AI generated text. A student shall not provide work for another student's use or use unauthorized materials or devices. Academic Misconduct may result in no credit for an assignment as well as other consequences. No student shall act dishonestly or unfairly in order to gain an advantage on any academic assignment and/or assessment.

R02 Disruption of Class

A student shall not exhibit behavior that is deemed by the teacher or staff member in authority to be disruptive to the normal operation of the class. Such behavior includes violence, force, coercion, threat, excessive noise, passive resistance, inducing panic or other disorderly conduct that causes or attempts to cause disruption or obstruction to the normal classroom operation.

R03 Disruption of School

Students shall not, by use of violence, force, noise, coercion, threat, harassment, intimidation, fear, passive resistance, false alarm (including fire and bomb threats) or any other conduct, cause, attempt to cause, or threaten to cause the disruption or obstruction of any lawful mission, process, activity, or function of the school. Students shall not urge other students to engage in such conduct for the purpose of causing, attempting, or threatening to cause the disruption or obstruction of any lawful mission, process, activity or function of the school.

R04 Profanity/Abusive Language

A student shall not use profane, vulgar, abusive, obscene, or other words which under the circumstances are offensive by reasonable standards of the school District community or which disrupt normal school activities. Abuse of language directed at staff members or students will be treated more severely.

R05 Public Display of Affection

A student is prohibited from demonstrating physical or verbal actions which are considered by reasonable standards of the school District community to be inappropriate for the school environment. This includes, but is not limited to, kissing and hugging.

R06 Dress Code - RCS Board Policy

5511 - SCHOOL DRESS CODE

In order to promote school safety and provide a healthy and respectful educational environment, all students in grades kindergarten through twelve shall adhere to this dress code policy. The objective of this dress code is to provide an appropriate, safe and respectful educational environment while allowing students to dress comfortably, within limits, to facilitate learning. The District expects students to maintain the type of appearance that is not disruptive to the educational process of the schools. The final determination of a student's adherence to the dress code will be made by the school administration.

Parents/guardians share equal responsibility with their child for the student's adherence to the dress code policy. Administration and faculty, together, are responsible for enforcement of the dress code. The dress code is enforced at school and school functions which are not open to the public. The decision of the principal is final with regard to dress code violations.

When dress or grooming interferes with the cleanliness, health, welfare or safety of students, or when dress or grooming disrupts the educational process it is prohibited. Clothing must be worn as designed and appropriately sized.

As new trends in fashion or dress emerge or become out of date, the District reviews and revises the dress code to reflect the standards of the community.

Based on input received from principals, staff, and parents, the required dress code shall consist of the following clothing:

DRESS CODE, GRADES K-12

- A. No clothing is permitted that promotes drugs, alcohol, tobacco, sex, violence or is offensive or degrading.
- B. No clothing or paraphernalia associated with gangs (gang symbols, jewelry, emblems) or signs in communication (written or oral)
- C. No clothing that exposes underwear or excessive skin, or is transparent or "see-through".
- D. Pants must be worn at the waist and should not show underwear.

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- E. No clothing long enough to drag on the ground.
- F. No sunglasses unless prescribed in writing by a medical doctor for indoor wear.
- G. No chain wallets or chains that could be dangerous to persons or destructive to school property.
- H. No flip-flops, house shoes or slippers.
- I. No pajama pants.
- J. No excessive holes, tears or rips that show skin or underwear.
- K. No low-cut, scoop or plunging necklines. All tops must meet bottoms. Torso cannot be exposed.
- L. Sweatshirts with hoods will only be permissible so long as hoods are not worn in the building.
- M. No coats, cold weather jackets, or blankets worn during the school day unless permission is granted.
- N. No head coverings except for religious or medical purposes. The student (and if under the age of eighteen (18), the parent of the student) is to notify the school authorities of the religious practice in order to prevent the student from being questioned about the attire.
- O. Shorts, capris, skorts, and dresses cannot be shorter than two (2) inches above the knee. No slits in skirts or dresses shall be higher than two (2) inches above the knee.
- P. Other exceptions may be allowed only upon the prior approval of the administration.

DRESS CODE VIOLATIONS

Students who violate this policy are subject to the following disciplinary actions:

1. A warning is issued and the student's parents/guardians are required to bring alternative clothing for the student to wear.
2. Repeated violations may result in other disciplinary action pursuant to the Student Code of Conduct.
3. Building administrators will make the final decision at the building level if a student's attire does not meet the requirements of this policy.

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GRADES 6TH THROUGH 12TH ONLY SCHOOL IDENTIFICATION

If students attend classes or activities at a different campus besides the one where they are enrolled, they must have an ID in their possession.

Revised 6/18/19

R07 Disruption of School/Persistent Disorderly

A student shall not exhibit behavior that is deemed by the teacher or staff member in authority to be disruptive to the normal operation of the school. Such behavior includes violence, force, coercion, threat, noise, passive resistance, inciting panic, reckless horseplay/buying/selling/trading property during the school day or other disorderly conduct that causes or attempts to cause disruption or obstruction to the normal school operation. A student shall not persist in inappropriate behavior or escalate to a point of danger to self or others.

R08 Unauthorized touching or hitting throwing

This is the act of physically touching or hitting, throwing objects at, or making physical threats to a student or employee of the school system, or any other person, while on school property or while at a school event. Charges may be filed in the event of an assault. This includes spitting or forcing bodily fluid onto a person. A violation may result in the student being expelled for a period of up to one calendar year.

R09 Failure to Serve

A student shall not fail to report, report on time or serve the full duration of consequences.

R10 Forgery and Falsification

A student shall not falsely represent or attempt to falsely represent any information, whether oral or in writing, given to school officials or pertinent to school activities or use the name or identity of another person.

R11 Gambling

A student shall not play a game for money or other considerations. Gambling includes, but is not limited to casual betting, betting pools, organized sports betting, and any other form of wagering. Students who bet on an activity in which they are involved may also be banned from that activity.

R12 Bullying, Harassment, Intimidation and Dating Violence

Bullying, harassment and intimidation is an intentional written, verbal, electronic or physical act that a student has exhibited toward another particular student, staff member or volunteer more than once. The behavior both causes mental or physical harm to the other student and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student. The intentional act includes violence within a dating relationship. This behavior is prohibited on school property, on a school bus, or at a school-sponsored activity, or may apply to off campus conduct that occurs outside of the school's educational activities or programs if such conduct creates a hostile, offensive or intimidating environment within the school. In the event of a one-time incident, administration shall determine and implement discipline to their discretion.

Prohibited activities of any time, including those activities engaged in via computer and/or electronic communication devices, are inconsistent with the educational process and are prohibited at all times.

R13 Insubordination/Disrespect

Insubordination is defined as defiance of authority or refusal to obey orders. A student shall comply with any reasonable instruction(s) of school staff/employees during any period of time when the student is under the authority of such school personnel, including, but not limited to a teacher, principal, coach, extracurricular activity advisor, staff employees or adult volunteers (e.g., identification of student by name when requested).

R13 Interference with an Investigation

A student shall not interfere with school personnel during an investigation or apprehension. This includes failing to tell the truth, serving as a "look-out" for a person(s) violating rules, destroying evidence or information, attempting to prevent the discipline or apprehension of another person, retaliating against any person, either directly or indirectly for filing a complaint or participating in the evaluation, or sharing information about ongoing or current investigations (to include via social media, text message or other electronic mediums).

R14 Loitering

A student shall not loiter in restrooms, hallways, or on school grounds during, or after the school day or during school activities. Students are not to be in any area of the building or ground without permission.

STUDENT CONDUCT

R15 Misconduct at a School Sponsored Event

A student shall not behave inappropriately during a school sponsored event or activity. School sponsored field trips, excursions, athletic events or other activities are considered an integral part of the total school program and, as such, all school rules and student behavior codes apply to student participants and student spectators at these events. Misconduct at a school sponsored event or activity will result in disciplinary action.

R16 Misconduct while Driving and Parking on Campus

A student shall not operate a vehicle or motor vehicle upon school grounds, parking lots, or within a school safety zone in a wanton or reckless manner. Students shall not ride on the exterior or on top of any vehicle or motor vehicle. Students shall obey all traffic laws, traffic control devices, parking signs, parking lot markings and speed limits. Parking privileges may be revoked and appropriate discipline will be issued.

R17 Possession of Unauthorized Devices/Inappropriate Materials/ Personal Electronic Devices (Cell Phones)

A student shall not bring or possess unauthorized devices on school property, within a District owned building or on a school bus. These devices include items that interfere with the educational process and/or safety of the school community. The administration reserves the right to hold any unauthorized device, and release the item only to the student's parent/guardian. A student bringing an unauthorized device does so at his or her own risk. An unauthorized device includes, but is not limited to a lighter, matches, laser pointer, noise maker, whistle, air horn, speaker, toy, or any other item deemed inappropriate by the school administrators. **The school will not investigate lost or stolen unauthorized devices.** A student shall not possess, bring, transmit, conceal, sell, or offer to sell material which is considered by reasonable standards of the school community to be offensive, obscene, sexually explicit, gang related, violent, and/or pornographic. This includes possessing, obtaining or disseminating such material using personal electronic devices (including cell phones) while on school property, by means of school provided internet connectivity or via the usage of school computers, laptops, or other electronics in violation of the Acceptable Use Policy.

All technology, to include personally owned electronic devices (cell phones, iPods, tablets and similar devices) brought into the schools must only be used to support education and research and be consistent with the objectives of the district. All personal electronic devices must be turned off, kept secured, and out of sight during the school day. **A student shall not use a personal electronic device during instructional time unless expressly permitted while under the supervision and direction of school staff.** A student shall not use a personal electronic device on school property that would violate the district's Computer and Technology Acceptable Use Policy.

STUDENT CONDUCT

Students are prohibited from using a personal electronic device to violate, or coordinate a violation of any other provision within the student code of conduct.

Students shall not utilize a personal electronic device to videotape, record, and photograph or otherwise capture images of any person or school property without the prior expressed consent of a school official. This includes all use of a camera or camera phone on school property to record students, staff, or other occupants of the building. The recording of any disturbance, fight, or other code of conduct violation is strictly prohibited.

Students are also prohibited from creating, possessing, capturing, transmitting, displaying or sharing with other students any material or information which is considered by reasonable standards of the school community to be offensive, threatening, insulting, humiliating, embarrassing, obscene, sexually explicit, gang related, violent, and/or pornographic.

A student using a device which violates this code is subject to disciplinary actions. The device being used may be confiscated at the discretion of the staff member and returned to a parent or guardian.

The school is not responsible for and will not investigate lost or stolen personal electronic devices.

R18 Tobacco

A student shall not smoke, use, possess, sell, attempt to sell, or distribute tobacco or tobacco products on school grounds or at school-sponsored activities. A tobacco product is any product that is made from tobacco, including, but not limited to, a cigarette, a cigar, pipe tobacco, chewing tobacco or snuff. A cigarette includes clove cigarettes and hand-rolled cigarettes. Tobacco-related products, such as electronic cigarettes, vapor pens, electronic cigarette liquid (whether it contains nicotine or not), any electronic cigarette component, matches and lighters, are also prohibited.

R19 Theft

A student shall not take, receive, nor attempt to take or receive into his or her possession property of the school District or property of another student, teacher, visitor, or employee of the school District without privilege to do so. The school will make a reasonable effort to recover or obtain restitution, but is not held responsible for stolen items.

R20 Threatening Behavior

A student shall not engage in any behavior, make verbal, nonverbal or other forms of communications or gestures that would be considered by reasonable standards of the school community, including staff or students, to be threatening, harmful, or likely to provoke a violent response.

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No student shall threaten harm to persons or property or act in a turbulent or offensive manner. This includes using force or intimidation to obtain anything (e.g. privileges, property, and money) from another person and/or engaging in conduct designed to urge or incite another to commit any act of violence.

R21 Vandalism

A student shall not knowingly or with reckless disregard cause or attempt to cause damage to or deface school property or private, personal property including, but not limited to buildings, grounds, equipment, materials, computers or other technology. In accordance with state law, parent(s) may be liable for payment for the cost to repair or replace any such property damage caused by the acts of their children.

R22 Trespassing/Aiding in Trespassing

A student shall not enter school property before, during or after school hours without express permission of an appropriate school official. This includes a building, locker room, restricted area of the school building or any part of the school grounds. A student shall not aid another person in trespassing, including opening or propping a door for entrance to the building, transporting a student for the purpose of trespassing, or being a “look out” for students who are attempting to trespass.

R23 Tardiness

Students shall not be absent from all or any portion of the regularly scheduled classes or other mandatory activities without school authorization and parental consent.

1. Tardiness to School - Any student more than one minute late to school must report to the attendance/school office. If a student arrives late without a pass or excuse, the student will be considered tardy and may be referred to the office for additional discipline.
2. Class Tardiness - Students are responsible for arriving promptly to every class. If a student is more than 5 minutes late to class, without a valid excuse, it may be considered an unexcused absence from the class. Students who arrive tardy without a valid excuse may be referred to the office for additional discipline.
3. Hall Passes- Must be assigned digitally from an authorized staff member to be in the hall during class time.

R24 Hate Speech

A student shall not use derogatory, abusive, or threatening speech, verbal, or written, that expresses prejudice on the basis of race, sexual orientation, religion or protected class that would be considered by reasonable standards of the school community, including staff or students, to be threatening, harmful, or likely to provoke a violent response.

R25 Social Media Use

Students shall not engage in harassment or intimidation toward another student or staff member, through the use of social media platforms. This encompasses the use of a cellular telephone, computer, pager, personal communication device, or other electronic communication device.

R26 Assault / Physical Harm

A student shall not knowingly or with reckless disregard cause serious physical harm, or threaten to cause physical harm to any person. The term “physical harm” means any injury, illness, or other physiological impairment, regardless of its gravity or duration.

R27 Serious Physical Harm to Persons

A student shall not cause serious bodily injury to oneself or others. Serious harm means any of the following: any mental illness or condition of such gravity as would normally require hospitalization or prolonged psychiatric treatment; any physical harm that carries a substantial risk of death; any physical harm that involves some permanent incapacity, or that involves some temporary, substantial incapacity; any physical harm that involves some permanent disfigurement or that involves some temporary, serious disfigurement; or any physical harm that involves acute pain of such duration as to result in substantial suffering or that involves any degree of prolonged or intractable pain. O.R.C. 2901.01(5).

R28 Dangerous Weapons

- A. **Dangerous Weapon** other than a firearm, explosive, incendiary or poison gas. A student shall not use, possess, sell, negotiate, broker, or distribute a weapon, device, instrument, material, or substance, animate or inanimate, which is used for, or is readily capable of causing death or serious bodily injury on school property, school sponsored activities, or by utilizing social media. Dangerous weapons include, but are not limited to knives, swords, razors, needles, metal knuckles, martial arts devices or other dangerous instruments which could be mistakenly identified or used as a dangerous weapon.

- B. **Firearms.** A student shall not use, design, produce, handle, transmit, transport, sell, negotiate, broker, conceal, distribute or possess any firearm, the frame or receiver of any such weapon, any firearm ammunition, holster, or firearm silencer; on school property, school sponsored activities, or by utilizing social media which will, is designed to, or may readily be converted to expel a projectile by the action of an explosion, compressed air, spring or other mechanical means. This includes but is not limited to, zip guns, starter guns and flare guns. This also includes any “look-alike” firearm, pellet gun, BB gun, or other object which could be mistakenly identified as a firearm.

- C. **Explosive, Incendiary, or Poison Gas.** A student shall not use, possess, sell, negotiate, broker, or distribute any destructive device on school property, school sponsored activities, or by utilizing social media, which would include a bomb, a grenade, an improvised explosive device of any kind, a rocket having a propellant charge, or a missile having an explosive or incendiary charge. This includes any weapon that will, or that may be readily converted to expel a projectile by the action of an explosive or other propellant.
- D. **Other Weapons (to include less than lethal).** A student shall not use, possess, sell, negotiate, broker, or distribute any weapon designed to cause pain, harm or injury on school property, school sponsored activities, or by utilizing social media. These weapons include, but are not limited to, oleoresin capsicum (OC) spray, pepper spray, mace, pocket chains, Tasers or other electronic control weapons (ECW) or electronic control devices (ECD), whips, sharp objects, or other objects fashioned for use as a weapon.

R29 Drugs and Alcohol

Student will not knowingly buy, use, supply, possess, sell, conceal, distribute, transmit, or be under the influence of, without limitation, any narcotic drug, alcohol, hallucinogenic drug, amphetamine, barbiturate, marijuana, betel nut, steroid, controlled substance, counterfeit controlled substances, drug paraphernalia, lookalike drug, mood-altering chemicals, prescription medications or non-prescription medications which are taken for unauthorized or abusive purposes or in doses above the recommended dosage on the packaging, or intoxicants of any kind as defined by state or federal law, while on school grounds during, before, or after school hours, off the school grounds at a school activity, function or event, or on school buses or rented carriers.

A. Suspected Use

B. Possession includes having control, use of, or evidence of use and, without limitation, retention on the student person or in purses, wallets, lockers, desks, or automobiles parked on school property.

Prescription Drugs and Over the Counter Drugs. Students who must take either prescription or non-prescription medication during school hours must have parental permission on file in the clinic and the medication must be kept in the clinic unless the requirements for self-possession of emergency medication are followed. Medication cannot be brought to school, taken, or administered except in compliance with these guidelines and board policy. No student shall buy, use, supply, possess, sell, conceal, distribute, transmit, or be under the influence of any prescription drug or over the counter drug of any kind while on school grounds during, before, or after school hours, off the school grounds at a school activity, function or event, or on school buses or rented carriers.

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R30 Fighting

A student shall not strike, push or fight with another person. This includes mutual participation in an incident involving physical violence, regardless of who initiated the incident. An individual whose deliberate behavior directly leads to a fight between other parties shall be considered a participant, and may receive consequences as a result of their actions.

R31 Hazing/Extortion

No person shall recklessly participate in the hazing of another. Hazing is defined as doing any act of coercing another, including the victim, to do any act of initiation into any class, team, or organization or any act to continue or reinstatement membership in or affiliation with any class, team, or organization that causes or creates a substantial risk of causing mental or physical harm to any person, including coercing another to consume alcohol or a drug of abuse. Permission, consent, or assumption of risk by an individual subjected to hazing does not lessen the prohibition contained in this policy. Hazing by any means or method is prohibited.

R32 Sexual Misconduct /Misconduct

Students shall not engage in sexual harassment or sexual misconduct of any kind at school-related activities and events, even when such activities occur off school grounds. Sexual harassment and misconduct includes all unwelcome sexual advances, requests for sexual favors, and verbal or physical contact of a sexual nature that is sufficiently severe, persistent and pervasive that it creates an intimidating, hostile or offensive educational environment. Such conduct includes, but is not limited to, touching, pinching, grabbing, suggestive comments or jokes.

R33 Sexting

The possessing, taking, disseminating, transferring, or sharing of nude, obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfers or otherwise (commonly called texting, emailing, or sexting, etc.) may constitute a crime under state and/or federal law. Any person possessing, taking, disseminating, or sharing nude, obscene, pornographic, lewd or otherwise illegal images or photographs may be punished under this Code of Conduct and may be reported to the appropriate law enforcement agencies.

R34 Arson

No student, by means of fire or explosion, shall cause or create a risk of physical harm or damage to any school or private property. No student shall cause a fire or attempt to cause a fire on school property or at school sponsored activities, unless expressly permitted and supervised during the course of classroom instruction or experimentation. Any person who knowingly or willingly aids, abets, or otherwise assists in causing a fire or attempting to cause a fire is considered equally responsible for the offense as if they had committed the offense themselves.

R35 Tampering with Emergency Equipment

A student shall not destroy, damage, tamper with, remove or deploy any fire safety equipment, automated electronic defibrillator or other device that's intended use is for or during an emergency situation.

R36 Gang Related Behavior

A student shall not wear, carry or display gang paraphernalia; exhibit behavior verbally or by action, which symbolizes gang affiliation; or cause and/or participate in activities which intimidate or affect the attendance of another student. A student shall not be involved in initiations, hazing, intimidations and/or gang related activities of group affiliations which are likely to cause bodily danger, physical harm, and/or personal degradation or disgrace resulting in physical or mental harm.

R37 Horseplay

A student shall not be involved in any type of inappropriate or unsafe behavior.

R38 Counterfeit Substances

No student shall possess any counterfeit "sSubstance," as the term is defined under Ohio Revised Code section 2925.01(O):

(1) Any drug that bears, or whose container or label bears, a trademark, trade name, or other identifying mark used without authorization of the owner of rights to that trademark, trade name, or identifying mark;

(2) Any unmarked or unlabeled substance that is represented to be a controlled substance manufactured, processed, packed, or distributed by a person other than the person that manufactured, processed, packed, or distributed it;

(3) Any substance that is represented to be a controlled substance but is not a controlled substance or is a different controlled substance;

(4) Any substance other than a controlled substance that a reasonable person would believe to be a controlled substance because of its similarity in shape, size, and color, or its markings, labeling, packaging, distribution, or the price for which it is sold or offered for sale.

R39 Bus Behavior

A student shall not violate the bus rules listed under bus behavior protocol.

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BUS BEHAVIOR PROTOCOL

Bus suspension periods will be commensurate with the infraction(s) committed as determined by the Superintendent or designated District personnel. The following progressive response parameters will be followed when students fail to follow bus rules. These measures will be implemented upon violation of the District's Student Code of Conduct, incidents of disorderly conduct, or failure to follow directives and guidance of the bus driver. Infractions will be documented by the bus driver via an Unsatisfactory Conduct on School Bus Report. Consequences may be adjusted at the discretion of the Administrator.

MINOR

First Minor Offense	Written warning and copy of the Unsatisfactory Conduct on School Bus Report sent to the parents or guardians by the Transportation Department.
Second Minor Offense	Written warning and copy of the Unsatisfactory Conduct on School Bus Report sent to the parents or guardians and the school by the Transportation Department.
Third Minor Offense	Unsatisfactory Conduct on School Bus Report sent to the school and a meeting with the parent or guardian is held by the Principal or designee.
Fourth Minor Offense	May result in a loss of all riding privileges up to 3 days. A copy of the Unsatisfactory Conduct on School Bus Report sent to the school by the Transportation Department.
Fifth Minor Offense	May result in a loss of all riding privileges up to 5 days. A copy of the Unsatisfactory Conduct on School Bus Report sent to the school by the Transportation Department.
Sixth Minor Offense	May result in a loss of all riding privileges up to 10 days. A copy of the Unsatisfactory Conduct on School Bus Report sent to the school by the Transportation Department.
Seventh Minor Offense	May result in a loss of all riding privileges for the remainder of the school year. A copy of the Unsatisfactory Conduct on School Bus Report sent to the school by the Transportation Department.

MAJOR

First Major Offense	May result in a loss of all riding privileges up to 3 days. A copy of the Unsatisfactory Conduct on School Bus Report sent to the school by the Transportation Department.
Second Major Offense	May result in a loss of all riding privileges up to 5 days. A copy of the Unsatisfactory Conduct on School Bus Report sent to the school by the Transportation Department.
Third Major Offense	May result in a loss of all riding privileges up to 10 days. A copy of the Unsatisfactory Conduct on School Bus Report sent to the school by the Transportation Department.
Fourth Major Offense	May result in a loss of all riding privileges for the remainder of the school year. A copy of the Unsatisfactory Conduct on School Bus Report sent to the school by the Transportation Department.

Any major offense may result in an immediate suspension loss of riding privileges for the remainder of the year.

POLICE NOTIFICATION GUIDELINES

The District partners with the Reynoldsburg Police Department (RPD) in multiple ways in an effort to promote positive relationships among the community, schools, and peace officers. School Resource Officers (SROs) are members of RPD who serve the District within the school setting on a daily basis.

It may be necessary for school administrators to contact RPD in three situations: (1) at the direction of the District's Coordinator of Safety and Security or other District central office administrator, (2) to seek assistance with an emergency situation, or (3) to notify law enforcement of a criminal act. School administrators contact the Reynoldsburg Police Department (RPD) by notifying the building SRO or by calling the Department directly.

Emergency

School administrators have the responsibility to call 9-1-1 in situations they determine to be emergencies.

In an emergency situation, administrators must make reasonable efforts to notify parents/guardians immediately after contacting RPD.

Criminal Acts

When a student engages in illegal activity, it may be necessary for school staff to report the act to RPD. In this situation, school officials contact RPD to report violations of the law. School officials must not contact RPD merely to request removal of a disruptive student from the school in a non-emergency situation.

In a non-emergency situation, administrators must make reasonable efforts to contact parents/guardians prior to contacting RPD.

Sexual Misconduct

If school administrators are made aware of a criminal act of sexual misconduct that is in progress, they must contact RPD. When made aware of an allegation of sexual misconduct, including but not limited, sexual harassment, sexual bullying, sexual assault, dating violence, or discrimination related to sex, sexual orientation, gender, or gender expression, contact the Title IX Office to assist in assessing whether police notification is needed. Ohio mandatory reporter obligations are separate from reporting to RPD and must always be followed; please consult the Policy on Child Abuse and Neglect if needed.

The inappropriate behaviors that are clear violations of criminal law are identified in the next section with an asterisk (*) before the specific inappropriate behavior. The inappropriate behaviors that may be violations of criminal law are identified in the next section with a double asterisk (**) before the specific inappropriate behavior.

- School officials must assess the situation before determining whether or not to contact RPD to report a criminal act. School officials should consider factors including: Whether the student distributed or was in possession of illegal drugs, narcotics, controlled substances, or "look-a-likes" of such substances. If so, RPD must be notified.

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- Whether the student was in possession of a firearm. If so, RPD must be notified.
- The severity of the criminal violation and the degree of harm to the school community,
- Whether a person was physically injured as a result of the student's conduct,
- Whether the student presents an imminent danger to the health, safety, or welfare of others, and the student's age

Once school staff members contact RPD, the responding police officers ultimately will determine whether or not to investigate, arrest, and/or take any other steps in response. School principals and staff do not have the authority to decide whether a student will be arrested. Moreover, responding police officers do not have the authority to decide whether a student will receive interventions or consequences at school. The school principal will use the SCC to determine the appropriate intervention(s) and/or consequence(s) to address a student's behavior.

Clear Violations of Criminal Law

*Consider factors above prior to notifying RPD

- Knowingly or intentionally using the RCS network or information technology devices to spread viruses to the RCS network
- Aggravated assault
- Burglary
- Theft or possession of stolen property that costs more than \$150
- Gang activity or overt displays of gang affiliation
- Engaging in any other illegal behavior which interferes with the school's educational process, including attempt
- Persistent or severe acts of sexual harassment
- False activation of a fire alarm which causes a school facility to be evacuated or causes emergency services to be notified
- Battery, or aiding or abetting in the commission of a battery, which results in a physical injury
- Use of any computer, including social networking websites, or use of any information technology device to threaten, stalk, harass, bully or otherwise intimidate others, or hacking into the RCS network to access student records or other unauthorized information, and/or to otherwise circumvent the information security system
- Vandalism or criminal damage to property that costs more than \$500 or that is done to personal property belonging to any school personnel
- Participating in a mob action
- Use, possession, and/or concealment of a firearm/destructive device or other weapon or "look- a-likes" of weapons, or use or intent to use any other object to inflict bodily harm
- Intentionally causing or attempting to cause all or a portion of the RCS network to become inoperable
- Arson
- Bomb threat
- Robbery
- Sale, distribution, or intent to sell or distribute alcohol, illegal drugs, narcotics, controlled substances, "look-alikes" or such substances, contraband, or any other substance used for the

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purpose of intoxication

- Sex acts, and attempted sex acts, that occur with or without the voluntary participation of one or more parties, that may involve the use of implicit or implied force
- Aggravated battery, or aiding and abetting in the commission of an aggravated battery
- Murder
- Attempted murder
- Kidnapping
- Theft or possession of stolen property that costs more than \$1,500

Possible Violations of Criminal Law

**Consider factors above prior to notifying RPD

- Gambling
- Forgery
- False activation of a fire alarm that does not cause a school facility to be evacuated or does not cause emergency services to be notified
- Extortion
- Assault
- Vandalism or criminal damage to property that costs less than \$500
- Battery or aiding or abetting in the commission of a battery which does not result in a physical injury
- Fighting – more than two people and/or involves injury
- Theft or possession of stolen property that costs less than \$150
- Possession, use, sale, or distribution of fireworks
- Trespassing on RCSS property
- Use of intimidation, credible threats of violence, coercion, or persistent severe bullying
- Inappropriate sexual conduct
- Use or possession of alcohol, drugs, controlled substances, “lookalikes” of such substances, contraband (including all vaporizer devices that contain substances for the purposes of intoxication or any unknown substances), or use of any other substance for the purpose of intoxication in or before school or a school-related function.

SUSPENSION GUIDELINES

Students in grades pre-kindergarten through third may NOT be assigned in-school or out-of-school suspensions, except as required by law. If a student in pre-kindergarten through third grade exhibits behavior that presents an imminent endangerment to the physical, emotional, or mental safety of specific students/staff, the Assistant Superintendent or designee may grant an exception and assign an emergency one-day in school or out-of-school suspension after the student’s parent/guardian has been notified. During the suspension, the principal or designee must develop a plan addressing the safety of students/staff and including strategies for preventing future behavior incidents, restoring relationships, and addressing the student’s ongoing social, emotional, and academic needs.

Skill-Building In-School Suspension

A skill-building in-school suspension is the removal of a student from his/her regular educational schedule for more than 60 minutes of the school day to an alternative supervised setting inside the school building to engage in structured activities that develop academic, social, emotional, and/or behavioral skills.

A student in grades four through twelfth may be assigned a skill-building in-school suspension if:

- 1) Skill-building in-school suspension is listed as an available consequence for the SCC behavior category, and
- 2) The student was informed of the his/her reported misbehavior, provided an opportunity to respond, and reasonable efforts were made to contact the parents/guardians, and
- 3) A copy of the misconduct report (generated in the District student information system) was provided to the student's parents/guardians.

Out-of-School Suspension

An out-of-school suspension is the removal of the student from class attendance or school attendance. When a student is removed from school in response to an inappropriate behavior, the removal counts as the first day of an out-of-school suspension.

A student in grades four through twelfth may be assigned an out-of-school suspension if:

- 1) Out-of-school suspension is listed as an available consequence for the SCC behavior category, and
- 2) The principal or designee determines that the student's attendance at school presents an imminent endangerment to the physical, emotional, or mental safety of specific students/staff and this threat is documented in the District student information system, or
- 3) The principal or designee determines that the student's behavior has caused chronic or extreme interruption to other students' participation in school activities and prior interventions have been utilized and documented in the District student information system, and
- 4) The student was informed of his/her reported misbehavior, provided an opportunity to respond, and reasonable efforts were made to contact the parents/guardians, and
- 5) A copy of the misconduct report (generated in the District student information system) was provided to the student's parents/guardians.

A student serving out-of-school suspension is not allowed to come onto school property, participate in extracurricular activities, or attend school-sponsored events. A student may be considered trespassing if he or she comes onto school grounds while suspended out of school. Out-of-school suspensions are excused absences. The principal must ensure that a student serving suspension is able to obtain homework, and upon the student's return, provided with the opportunity to make up any quizzes, tests, special projects, assignments, or final exams given during the period of suspension.

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A student serving suspension must be allowed to take state assessments at school and may participate in test preparation activities with the Assistant Superintendent's approval. The student's attendance

will still be marked as suspended. The Assistant Superintendent must approve any other exception to the out-of-school suspension guidelines. If approved by the Superintendent's designee, a student suspended for more than three (3) days may be required to attend a District-sponsored program during the term of suspension.

APPENDIX A:

Independent Study and Credit Flexibility Information and Guidelines

What is Credit Flexibility?

- Credit Flexibility is an educational option that gives students the opportunity to earn high school credits by testing out of courses or by completing pre-approved independent study projects
 - Test-out Option: Students take online courses with unit pretests. Proficient scores allow students to move past the units without having to complete all of the work. Scores less than proficient will provide students with immediate feedback as to where they went wrong and allow the student to retest. To earn the final credit, students must pass the course final. This final will be proctored by a school representative.
 - Project-based Options:
 - Students may earn high school credits by documenting how they are showing content mastery in their workplace
 - Ohio Means Jobs + Work-based Learning project
 - Students may earn high school credits by planning and completing independent projects that show the student's level of content mastery in non-traditional ways.
 - Creating a historically accurate and research based graphic novel telling the story tracing the timeline of civil rights for women from the founding of Jamestown until the present
 - Can satisfy English Standards to be covered that year
 - Can also satisfy Social Studies Standards to be covered that year
- Approved credit awarded through this policy will be posted on the student's transcript and counted toward student grade point average (GPA), class rank and as graduation credit in the related subject area or as an elective.

How do students exercise their right to use Credit Flexibility to earn High School Credit?

- Any student may apply for credit to be awarded through Independent Study or Credit Flexibility this form.
 - Test-Out Proficiency Options on online APEX classes are pre-approved for Flex-Credits (This option is not NCAA approved)
 - Independent Study credit plans must include at least 120 hours of content engagement

How do students know if their application is approved?

- The guidance counselor(s) and the Head of School review the application for approval.
- The guidance counselor(s) and the Head of School will send written notice of the approval or denial of the application.
 - Denials will come with a list of specific reasons for the denial.
 - Denials will come with a list of specific steps that must be completed for the next submission to be approved.

How are the grades assessed?

- Students who choose to use the pre-approved test out option will receive credit as soon as they complete their online course.
 - The same percentage from their final grade will be entered as their overall grade for the course.
- Students who design their own Flex Credit plan or Independent Study plan, the Principal or designee may award credit for custom learning activity(ies) after the completion of the project (120 hours or more)
- Students completing Independent Study Flex Credit options must write a 5 paragraph reflective essay to earn an A. Students who opt not to complete the essay may earn up to 85% for successful completion of their project. A specific writing guide is included below.

The principal or designee may award credit or partial credit for pre-approved assessments, performances or work products that demonstrate mastery of content of any course offered at Reynoldsburg High School. Elective credit for courses not offered at Reynoldsburg High School may also be earned in this manner as pre-approved.

- Students who transfer to Reynoldsburg from another district with an existing credit flex plan, will be required to submit this plan to the Reynoldsburg committee for approval or modification.
- Credits completed in another district before transfer to the Reynoldsburg City Schools will count as credits toward fulfilling graduation requirements as awarded by the sending district.

What are some things that may cause students to lose their opportunity to earn credit from their Credit Flex or Independent Study plan?

- If the student plagiarizes existing work, commits any kind of copyright violation, or if the student does not show adequate progress to name a few, then she or he will lose the opportunity to earn credit through the Credit Flex or Independent Study option.
 - Adequate progress on APEX work = complete 1-3 lessons per day for each course.
 - Students may appeal the decision to withdraw the student from the course to the Principal.
 - The student must draft a letter or an email outlining the reason(s) for the appeal within 10 calendar days following notification of withdrawal.

Illness that keeps a student from working will not automatically cancel the option.

- A sick student must provide medical documentation or other evidence of inability to complete work.
 - The Principal or designee may permit an extension and/or give additional requirements that must be completed when the student's situation changes.
 - If the student does not intend to complete the credit and there has been an illness or other valid reason, the application may be withdrawn.

The district shall forward a copy of the approved application to the new district for their consideration if the parent/guardian notifies the school in writing (email or letter).

Can athletes use Flex Credits and Independent Study to earn required credit?

- No. Student athletes cannot participate in a credit flex option.
 - Credit Flex experience will NOT count towards the 5-credit minimum for athletic eligibility.

Credit Flexibility / Independent Study Proposal

Submit this plan to your school counselor for approval before accumulating hours.

Directions: Complete this document and turn it into the guidance counselor. The counselor will work with the teachers and the principal or a designee to gain final approval and to establish the teacher of record.

- Students who do not demonstrate adequate progress toward their project goal may be removed from the Credit Flex option and placed in a traditional classroom course.

Student and Family Information	
First Name:	Last Name:
ID #:	Graduating Class:
Student Email:	Student Phone:
Parent/Guardian Name:	Parent Guardian Phone:
Parent/Guardian Email:	Is the student an athlete? ____ no ____ yes ● If "yes" you must have 5 additional credits of traditional courses scheduled

Credit Flex / Independent Study Course Information		
What RCS Program of Studies course do you want to flex?	Check the content area(s) covered	
1.	● English	● Math
2.	● Social Studies	● Science
3.	● Elective	● Fine Art
		● PE / Health

OFFICE USE ONLY:		
Course and Section Number:	Approved: ___ yes ___ no	Date:
Admin / Designee Approval	Guidance Counselor Approval	Teacher of Record Approval
Initial:_____ Date: _____	Initial:_____ Date: _____	Initial:_____ Date: _____

Independent Study and Credit Flexibility Proposal Progress

Approved Course:
Ohio Standards Mastered:
Summarize your project:
List 2 Goals you want to achieve through Credit Flex / Independent Study <ul style="list-style-type: none"> ● 1st Goal: ● 2nd Goal:

Record of hours spent to complete the Independent Study

- Complete 60 hours of activity or learning to earn .25 credits
 - 1 hour / per day for a semester
 - 1 lesson / day for every online course
- Complete 120 hours of activity or learning to .50 credits
 - 1.5 hours / day per semester
 - 2 lessons / day for every online course
- Complete 240 hours of activity or learning to earn 1 credit
 - 3 hours /day for a semester
 - 3 lessons / day for every online course

90 Day Time Chart

This chart has 90 slots. Each slot is a day of a semester. Use this chart to record your activity. Write the number of hours you spent learning or working on your class. Record your bi-weekly total.

TOTAL HOURS

TOTAL HOURS SPENT (add up all of your hours and enter them in the box to the right)									

REFLECTIVE ESSAY WRITING GUIDE

Submit a 5 paragraph Essay: double spaced, 1" margins, 12 pt. font

Introduction

- Discuss at least 3 reasons you had for wanting to use Credit Flex / Independent Study for credits.
- Describe how you felt as you went through the approval process
 - Before beginning
 - As you worked with the counselor and principal
 - When you began to work
- Tell what class or classes you chose
- Tell what two (2) goals you set for yourself
 - Explain the thinking behind choosing these goals

Body Paragraph 1

- Analyze how well your process helped you reach your 1st Goal
 - Describe your daily schedule
 - Describe how you gathered information
 - Explain how you used the gathered information to help you reach your goal
 - Discuss any challenges or problems that came up as you worked towards your goal
 - Determine a rank for how well you feel you met your goal
- 100%, 90%, 80%
- excellent, good, fair
- expert, pro, rookie
 - Give at least 1 reason or state 1 fact that supports your rank

Body Paragraph 2

- Analyze how well your process helped you reach your 2nd Goal
 - Describe your daily schedule
 - Describe how you gathered information
 - Explain how you used the gathered information to help you reach your goal
 - Discuss any challenges or problems that came up as you worked towards your goal
 - Determine a rank for how well you feel you met your goal
- 100%, 90%, 80%
- excellent, good, fair
- expert, pro, rookie
 - Give at least 1 reason or state 1 fact that supports your rank

Body Paragraph 3

- Determine the impact this experience may have on your future.
 - Discuss 3 professional skills you used in the process that may help you as an adult
- work ethic
- discipline
- creativity / innovation
- Describe how you used each skill to reach your goals
- Describe how you plan to use each of these skills in the future

Concluding Paragraph

- Think about the process you just completed
 - Tell what the process taught you about earning high school credits

- o Explain how the process influenced your concept of what being a high school student is all about
- o Determine the most positive thing that this experience taught you about yourself
- Describe the most positive thing you learned about yourself from this experience

APPENDIX B: **COLLEGE & CAREER ADVISING**

Purpose/Background

Our key commitment is to work with our students to ensure that they take ownership of their learning and achieve their full potential through challenging, engaging, and relevant learning experiences, outlined in our [District Strategic Plan](#). Now more than ever, students need to see a connection between what they are learning in the classroom and their future careers and it is crucial that we begin career awareness and preparation early in our students' educational experience. To that end, [Ohio law](#) requires local boards of education to adopt a [Career Advising Policy](#) that helps students understand how their personal interests, strengths, and values might predict satisfaction and success in school and related career fields, as well as how to tie these interests and strengths to their academic and career goals.

Our District-Wide College and Career Awareness and Preparation Activities are relevant classroom instruction and career-related learning experiences, coupled with consistent counseling and advising so that our students can:

- Discover individual interests and goals
- Explore Academic and [Career Pathways](#) options
- Prepare for meaningful post-secondary opportunities

The College and Career Awareness and Preparation Activities are informed by an analysis of regional and statewide workforce data [OhioMeansJobs.com](#) that include current and future projected openings and skills needs. Additionally, they are aligned to the opportunities and needs in our local community and were created in partnership with our local workforce development boards, chambers of commerce, advisory councils, business and industry, post-secondary institutions, and other community partners thereby providing our students with personalized experiences that are directly connected to local, regional, and state workforce needs. Successful completion of these activities ensures our students develop the personal strengths, strong work ethic, and professional experience that businesses need. Students can also earn [The OhioMeansJobs-Readiness Seal](#), a formal designation on their high school diplomas and transcripts indicating their post-secondary readiness.

Implementation

All College and Career Awareness and Preparation Activities are implemented with fidelity and rigor, as demonstration of meaningful engagement in these activities will increase the likelihood of postsecondary success, and/or connection to a student's broader interests, skills, and goals (i.e., personalized learning). Recognizing that career awareness, exploration, and preparation activities should be developed and sustained throughout the continuum of a student's 6-12 education, schools monitor and document student progress towards the activities.

Beginning in the 2021-22 school year, schools will use [Naviance](#) and other district approved curriculum to:

- Provide robust College and Career Awareness and Preparation Activities
- Monitor and document College and Career Awareness and Preparation Activities
- Develop and monitor [Student Success Plan](#)
- Develop and monitor [Student Graduation Plan](#)

There may be additional or supplemental activities for specific student populations, including

transition plans for students in special education programs, and activities for [Students at Risk of Not Qualifying for a High School Diploma](#) policy, English Learners, students in Career Technical Education programs, and students in online or alternative education placements. All activities are designed to ensure that all students are able to access high-quality career awareness, exploration, and preparation experiences that prepare them for high school graduation and meaningful postsecondary success, as required by the district [Graduation Requirements](#).

Monitoring and Documenting

RCS is committed to documenting and monitoring student college and career readiness activities in grades 6-12 to help students develop a portfolio that is used throughout their secondary and post-secondary options and to ensure compliance with all state and local policies. In accordance with [Ohio law](#) and all related RCS policies, schools will provide documentation for the following key activities at designated grade levels:

- All students **Grades 6-12**, [Student Success Plan](#)
- For students deemed “At Risk of not Graduating High School” at **Grade 9-12**, [Student Graduation Plan](#), for more [information](#):

All college and career activities are documented and monitored with fidelity and rigor, as successful demonstration of meaningful engagement in these activities will increase the likelihood of postsecondary success, and/or connection to a student’s broader interests, skills, and goals (i.e., personalized learning).

COLLEGE AND CAREER AWARENESS AND PREPARATION ACTIVITIES					
Grade Level	Activities				
5 th Grade	All 5th graders participate in an extensive project that involves researching careers, jobs, and budgeting. Students identify a career they’re interested in, locate a job posting on an Indeed/CareerBuilder type site, research pay and necessary qualifications, and complete a sample monthly budget to see if their career covers their desired lifestyle. (SOCIAL STUDIES). (Naviance 6.8 lesson supports this objective.)			Students will participate in the annual Career Fair and have an opportunity to discuss career options with presenters.	
6 th Grade	All 6th graders participate in a PBL that supports understanding of invention, supply and demand, business models, time management, etc.	Students will be introduced to and complete the Student Success Plan that will be reviewed annually.		Students will participate in the annual Career Fair and have an opportunity to discuss career options with presenters.	
7 th Grade	Students will be introduced to the Ohio Means Jobs website.	Students will complete the Career Interest Inventory and submit their answers on a Google form. (Naviance lessons 6.8 and 7.9 support this objective.)	Students will explore 2-3 careers through Ohio Means Jobs and complete a Google Slide with their choices. This will be done in class. (Naviance lessons 6.8 and 7.9 support this objective.)	Students will review and update his/her Student Success Plan.	Students will have the opportunity to learn from a variety of career professionals that will be presenting throughout the school year and/or during the annual Career Fair when available.
8 th Grade	Students will complete the Career Profile in Ohio	Students will review and update	Students will research a career-the	Students will participate in a field trip to Eastland/Fairfield Career Centers. Additionally,	During the second semester, students will discuss

	means jobs or another type of career interest inventory and compare answers to their surveys from last year. (Naviance lessons 8.4, 8.5, and 8.6 support this objective.)	his/her Student Success Plan.	education needed, the type of personality that best fits with that career, salary, etc. (Naviance lessons 8.4, 8.5, and 8.6 support this objective.)	representatives will provide information regarding careers and future opportunities available at EFCTC throughout the school year. This will allow the student to discuss career options that will be available to them in high school.	preparing for high school, academy options, and scheduling. (Naviance lessons 8.7, 8.8, 8.13 and 8.14 support this objective.)	
9 th Grade	Career Connections Class	Ohio Means Jobs	Career Interest Inventories (Naviance lessons 9.2, 9.3, 9.4, and 9.8 support this objective.)	Columbus State Applications (Naviance lesson 9.15 supports this objective.)	New Tech Model	
9 th Winter	Pathway Selection Process	Pathway Presentations	Pathway Projects	Pathway Selection	College Credit Plus	Accuplacer
9 th Spring	Credit Presentation given to incoming students explaining credits offered at 9X			Scheduling into course based on student credit needs		
10 th Grade	RHS Community Night - College & Career Resources Presentations (Naviance lessons 10.7, 10.10, 10.12, 10.13, 10.14, and 10.15 support this objective.)	Informational presentation about PSAT	Students take PSAT	Career Center Presentations and field trip sign up	Career Center Field Trips	Career Center Open House for students who are interested in applying
10 th Winter	CCP Information Night Presentation (Naviance lessons 9.13, 9.14, and 9.15 support this objective.)					
11 th Grade	College & Career Resources Presentations (Naviance lessons 11.5, 11.7, 11.8, 11.9, 11.10, 11.12, 11.13, and 11.14 support this objective.)	College Rep visits - provide time/place for students to meet with college representatives	CCP Information Night Presentation (Naviance lessons 11.5, 11.7, 11.8, 11.9, 11.10, 11.12, 11.13, and 11.14 support this objective.)	ACT Prep Course (Naviance lessons 11.5 and 11.6 support this objective.)	Informational presentation about ACT	Students take ACT
11 th Winter/Spr.	College Campus Visits		Presentation about the college application process (Naviance lessons 11.5, 11.7, 11.8, 11.9, 11.10, 11.12, 11.13, and 11.14 support this objective.)			
12 th Grade Fall	Senior Info Session - back to school, what to expect senior year, resources for college applications, transcripts, scholarships (Naviance lessons 12.1, 12.4, 12.6, and 12.7 support these objectives.)	Senior Sessions - help sessions for seniors to apply to college, FAFSA, writing essays (Naviance lessons 11.4, 11.10, 12.1, 12.8, and 12.10 support these objectives.)	College Rep visits - provide time/place for students to meet with college representatives	#WhyApply Week - national college application campaign. Presentation about Common App	RHS Community Night - College & Career Resources Presentations (Naviance lessons 12.7, 12.11, 12.12, 12.13, 12.14, and 12.15 support these objectives.)	
12 th Grade All Year	Scholarship Opportunities presented (Naviance lessons 12.4 and 12.6 support these objectives.)	Career opportunities presented (work with the career center and ACT Ohio on information about Trade School Opportunities (Naviance lessons 12.4 and 12.6 support these objectives.)			Military representatives are able to set-up information tables in the cafeteria	

APPENDIX C:

COLLEGE CREDIT PLUS

Ohio's College Credit Plus program can help students earn college and high school credits at the same time by taking college courses from community colleges or universities. The purpose of this program is to promote rigorous academic pursuits and to provide a wide variety of options to college-ready students. Taking a college course from a public college or university through College Credit Plus is **free**. That means no cost of tuition, books or fees. If a student chooses to attend a private college or university, he/she may have limited costs. In accordance with Bylaw 4-4-1, all College Credit Plus courses must count towards high school graduation.

Reynoldsburg City Schools has partnered with colleges to provide a full menu of courses for college credit. Our College partners include:

- Columbus State Community College
- Otterbein University
- The Ohio State University
- Central Ohio Technical College
- Ohio University

Students have several choices, and may use a combination of them, to complete 120 college credits before they graduate high school. Reynoldsburg High School has agreements with the colleges for specific courses, however, students can choose to take College Credit Plus courses from any college that offers a course that would benefit his/her future. This could include online courses. These courses have the possibility of being canceled due to our college partners not having a professor to teach a course, or if there are not enough students who sign up for the course.

College Entrance Requirements

Some schools require one of the following readiness assessments for placement into College Credit Plus. It is highly recommended that you review the program requirements and obtain a copy of the regulations governing College Credit Plus. This information can be found at the [Ohio Department of Higher Education website](#). In addition, eligible students selecting to participate in CCP must be certain that the faculty members at the post-secondary institution understand that they will need to provide grades or a progress report at the time when the high school's grading period is over. Any student athlete needs to be sure that they are taking enough post-secondary course work exclusively or between the post-secondary institution and the high school combined to be equivalent to five one-credit courses.

CCP Entrance Test	Suggested timeline for taking test
PSAT	Give to sophomores and any junior who placed in the 70% percentile the previous year.
ACT plus writing, SAT	Second semester of sophomore year is recommended. All students starting with the gradationing class of 2018 will be given the ACT during their junior year of high school in accordance with state guidelines.
Accuplacer	Accuplacer is a placement test used to determine readiness for Columbus State Community College coursework. Any student interested in College Credit Plus opportunities will take the test in the spring of the year before they wish to register for College Credit Plus coursework.

College Credit Plus FAQ	
College Credit Plus (CCP) Course Credit Equivalency	<ul style="list-style-type: none"> ● Calculating equivalency of college credits is conducted in the same manner as in high school. ● College courses for which three or more semester hours of credit are earned are awarded one high school credit. ● Fractional Carnegie units will be awarded proportionately.
How does taking a CCP course impact my transcripts?	<ul style="list-style-type: none"> ● CCP grades will appear on a student's high school transcript and will be averaged into his/her GPA. ● Each CCP course is on a weighted (5.0) scale.
All CCP courses taken for college credit will start/become your college transcript and CCP grades will be computed into your college GPA	<ul style="list-style-type: none"> ● Classes failed or withdrawn with an "F" will receive an "F" on both the high school and college transcript. This may affect future eligibility for college financial aid. ● If a student fails a CCP course, the district may request reimbursement for all money paid to the university on the student's behalf. The district may also place a hold on student's grades/credits until reimbursed.
How do CCP courses impact my graduation eligibility?	<ul style="list-style-type: none"> ● Students enrolled in CCP courses are still required to meet all Ohio graduation requirements for a high school diploma; however, some CCP courses may satisfy some subject and test requirements. ● Students enrolled in CCP courses are still required to pass 1-credit courses (or the equivalent, per grading, with the CCP and HS courses combined).

<p>How do CCP courses impact my athletic eligibility?</p>	<ul style="list-style-type: none"> ● In accordance with Bylaw 4-4-1, all courses taken in College Credit Plus must count toward high school graduation. ● A class should not be dropped without first consulting the counselor to determine whether it will affect athletic eligibility.
<p>CCP Retake Guidelines</p>	<ul style="list-style-type: none"> ● A student that receives a letter grade of “D” or better earns credit for that course and is not eligible to have the district pay for a retake of that course. ● If a student chooses to retake a course in which a passing grade has been earned, the student is responsible for paying for this course and materials associated with it. ● If a student earns a letter grade of an “F” and that student is considered economically disadvantaged, the school district will pay for the retake. ● If a student earns a letter grade of an “F” and does not fall into the category of economically disadvantaged, the district may pay for the retake if he/she meets the criteria outlined in the CCP website.
<p>How can I get started taking CCP courses?</p>	<ul style="list-style-type: none"> ● Attend one of the scheduled College Credit Plus parent meetings and/or meet with your counselor for further direction. These meetings are held each February. ● Make arrangements with your counselor to take the Accuplacer and/or ACT test if you haven’t already done so.

<p>Advanced Placement (AP)</p>	<p>College Credit Plus (CCP)</p>
<p><u>Why?</u> Completion of AP courses with qualifying exam scores are accepted for credit, accelerated placement, or both by most colleges and universities.</p>	<p><u>Why?</u> Completion of CCP courses allows students to earn transcript college credit towards a degree or career certification during high school.</p>
<p><u>What?</u> A challenging academic program designed to provide high school students with college-level academic courses. Year-long courses are offered at both high school campuses.</p>	<p><u>What?</u> An opportunity to take college courses and earn both high school and college credit. Semester-long courses are offered at both high school campuses and at the Columbus State Regional Learning Center and other area colleges or universities.</p>
<p><u>When?</u> AP courses are typically available to students at the sophomore, junior and senior levels.</p>	<p><u>When?</u> CCP courses are available to any student in grades 7-12 who meets the admission requirements of participating colleges or universities.</p>

<p><u>Where?</u> Most courses are offered at both high school campuses, but some may only be offered at specific buildings.</p>	<p><u>Where?</u> Courses are offered in at least one high school campus; other courses can be taken on college campuses or online.</p>
<p><u>Assessments</u> At the end of each year-long course.</p>	<p><u>Assessments</u> At the end of each college or university semester.</p>

Reynoldsburg City Schools 3 Year Pathway Plan



Overview of Pathway Plans

RCS has 13 Pathway Plans that students may choose from to begin their sophomore year :

- | | | |
|---|---|---|
| 1. Agriculture & Food Science Pathway Plan | 5. Engineering & Design Pathway Plan | 9. Energy Pathway Plan |
| 2. Allied Health Pathway Plan | 6. Digital Pathway Plan | 10. Fine Arts Pathway Plan |
| 3. Business, Finance & Marketing Pathway Plan | 7. Digital Media Design(DMD) Pathway Plan | 11. Performance & Production Pathway Plan |
| 4. Criminology Pathway Plan | 8. Early Childhood Education Pathway Plan | 12. Exploration Pathway Plan |
| | | 13. CCP Pathway* |

These Pathways are designed to give students coursework and experiences in specific career fields that are growing in Central Ohio and across the nation. Students will all take core coursework that is aligned to graduation requirements, as well as courses that are aligned to the honors diploma requirements. Students will also have room in their schedules to select electives, which can include art, music, world language, or courses from another pathway.

**CCP Pathway plan scheduled with a counselor in conjunction with a college counselor.*

Key Pathway Components

Career and Technical Education

If a Pathway has a Career and Technical Education component that course will include a curriculum designated by the Ohio Department of Education.

Courses that are Career and Technical Education are designated by: **(CTE)**

Project Lead The Way

If a Pathway has a Project Lead The Way component that course will include a curriculum designated by Project Lead The Way.

Courses that are Project Lead The Way are designated by: **(PLTW)**

Advanced Placement

If a Pathway has an Advanced Placement course component that course will include a curriculum designated by the College Board.

Courses that are an Advanced Placement course are designated by: **(AP)**

Columbus State Community College

If a Pathway has a Columbus State Community College component that course will include a college-level curriculum.

Courses that are Columbus State Community College are designated by: **(CSCC)**

Central Ohio Technical College

If a Pathway has a Central Ohio Technical College component that course will include a college-level

Courses that are Central Ohio Technical College are designated by: **(COTC)**

Reynoldsburg City Schools

3 Year Pathway Plan



curriculum.

Agriculture/Food Science Pathway Plan - Livingston Campus

The Agriculture/Food Science Pathway includes multiple CTE courses that will help prepare students for careers in agriculture and food management. Students interested in careers in farming, food chemistry, nutrition, quality control, food technologist, food developer, or food science will find coursework and experiences that are designed to give them a head start in careers in these fields. **Students in this pathway must complete 250 hours in a work-based learning experience and must participate in FFA.**

Sophomore Year Courses	Junior Year Courses	Senior Year Courses
American History Choice	Government Choice	Physics
Biology/BIO1111 (CSCC)	English Choice	English Choice
English Choice	Math Choice	Math Choice
Math Choice	Chemistry	Internship (WBL)
Agriculture, Food, & Natural Resources (CTE)	Science & Technology of Food (CTE)	Agricultural Systems Capstone (CTE)
Elective	Food Marketing & Research (CTE)	Application of Food Science & Safety (CTE)
Elective	Elective	Elective

In order to take the BIO1111 course with CSCC, a student would have to take the Accuplacer test and score a five or higher on the writing test, have a cumulative GPA of 3.0 or higher, OR have an 18 or higher on the ACT.

Reynoldsburg City Schools

3 Year Pathway Plan



Allied Health Pathway Plan - Summit Campus

The Allied Health Pathway includes multiple Project Lead the Way courses that are designed to give students hands-on experiences in medical sciences. Students interested in careers in medicine will find coursework and experiences that will give them insight into careers in these fields. Students taking advantage of the COTC courses of the pathway have the potential to earn certificates* in the following courses: EKG certification (HLT120), Phlebotomy certification (HLT150), and STNA certification (NURS002). Courses will be offered at COTC.

Sophomore Year Courses	Junior Year Courses	Senior Year Courses
American History Choice	Government Choice	English Choice
Biology/BIO1111 (CSCC)	English Choice	Math Choice
English Choice	Math Choice	Medical Interventions (PLTW) or HLT140 Phlebotomy/HLT145 Phlebotomy Lab (COTC)
Math Choice	Chemistry	Biomedical Innovations (Capstone) (PLTW) or HLT150 Phlebotomy Clinical Practicum*/NURS002 Basic Health Care Skills* (COTC)
Principles of Biomedical Science (PLTW) or HLT110 Medical Terminology/HLT112 Intro to Health Sciences (COTC)	Human Body Systems (PLTW) or HLT120 Electrophysiology*/HLT115 Human Nutrition (COTC)	Internship
Elective 1	Elective 1	Physics or Anatomy & Physiology
Elective 2	Elective 2	Elective 1

Reynoldsburg City Schools

3 Year Pathway Plan



In order to take the BIO1111 course with CSCC, a student would have to take the Accuplacer test and score a five or higher on the writing test, have a cumulative GPA of 3.0 or higher, OR have an 18 or higher on the ACT.

Business, Finance & Marketing Pathway Plan - Livingston Campus

The Business, Finance & Marketing Pathway consists of multiple Career Technical Education (CTE) courses that are aligned to careers in business and marketing. **Students in this pathway must complete 250 hours in a work-based learning experience and must participate in DECA.**

Sophomore Year Courses	Junior Year Courses	Senior Year Courses
American History Choice	Government Choice	Physics
Biology/BIO1111 (CSCC)	English Choice	English Choice
English Choice	Math Choice	Math Choice
Math Choice	Chemistry	Elective
Elective	Elective	Internship (WBL)
Business Foundations (CTE)	Marketing Principles (CTE)	Marketing Applications (CTE)
Business Applications	Operations Management (CTE)	Marketing Capstone (CTE)

In order to take the BIO1111 course with CSCC, a student would have to take the Accuplacer test and score a five or higher on the writing test, have a cumulative GPA of 3.0 or higher, OR have an 18 or higher on the ACT.

Reynoldsburg City Schools

3 Year Pathway Plan



Criminology Pathway Plan - Livingston Campus

The Criminology Pathway gives students coursework that introduces them to careers in law enforcement and legal professions. Students will have courses and experiences that help them to decide if a career in these legal fields is a good fit for them.

Sophomore Year Courses	Junior Year Courses	Senior Year Courses
English	English	English
Math	Math	Statistics (math)
American History	American Government	Science
Biology/Bio1111 (CSCC)	Forensic Science	Internship
Psychology/Sociology	Elective	Constitutional Law
Restorative Practices and Personal bias	Criminology and Social Deviance	Elective
Elective	Elective	Capstone (law firm, courthouse, social work)

In order to take the BIO1111 course with CSCC, a student would have to take the Accuplacer test and score a five or higher on the writing test, have a cumulative GPA of 3.0 or higher, OR have an 18 or higher on the ACT.

Reynoldsburg City Schools

3 Year Pathway Plan



Digital Pathway Plan (IT) - Summit Campus

The Digital Pathway is designed for students interested in computer science and careers in the IT field. There are 10 COTC courses associated with this pathway that all lead to college credit. Students enrolled in this pathway will be well on their way to their Associate's degree when they complete the pathway. Courses will be offered at COTC.

Sophomore Year Courses	Junior Year Courses	Senior Year Courses
American History Choice	Government Choice	Physics
Biology/BIO1111 (CSCC)	English Choice	English Choice
English Choice	Math Choice	Math Choice
Math Choice	Chemistry	Internship
CIT100 Principles of Computer Programming /Bus125 PC Applications in Business (COTC)	CIT111 Operating Systems & Security/CIT150 Internet Programming I (COTC)	Capstone
Elective	CIT160 Database/CIT200 .NET Programming (COTC)	CIT250 Internet Programming II/CIT215 Project Management (COTC)
Elective	Elective	CIT130 Visual Basic I/CIT142 JAVA Programming (COTC)

In order to take the BIO1111 course with CSCC, a student would have to take the Accuplacer test and score a five or higher on the writing test, have a cumulative GPA of 3.0 or higher, OR have an 18 or higher on the ACT.

Reynoldsburg City Schools

3 Year Pathway Plan



Digital Media Design (DMD) Pathway Plan - Summit Campus

The Digital Media Design (DMD) Pathway is designed for students interested in careers in digital marketing. Students will use technology to design media and learn how to use this media in business-related fields. The pathway is highlighted by 8 different COTC courses that all bear college credit. Courses will be offered at COTC.

Sophomore Year Courses	Junior Year Courses	Senior Year Courses
American History Choice	Government Choice	Physics
Biology/BIO1111 (CSCC)	English Choice	English Choice
English Choice	Math Choice	Math Choice
Math Choice	Chemistry	DMD105 Photographic Composition (COTC) /DMD120 Multimedia Web Production (COTC)
Intro to Digital Media Design	DMD101 Digital Software Fundamentals (COTC)/DMD103 Typography (COTC) and DMD104 Design Fundamentals (COTC) /Yearbook Internship	DMD113 Intro to e-Life: Foundations of Digital Literacy (COTC)/DMD208 Multimedia Production 2 (COTC)
DMD100 Fundamentals of Drawing (COTC)	Elective	Elective
Elective	Elective	Elective

In order to take the BIO1111 course with CSCC, a student would have to take the Accuplacer test and score a five or higher on the writing test, have a cumulative GPA of 3.0 or higher, OR have an 18 or higher on the ACT.

Reynoldsburg City Schools

3 Year Pathway Plan



Early Childhood Education - Livingston Campus

The Early Childhood Education Pathway consists of high school graduation requirement courses and early college options. The pathway-specific courses are designed to get students started on the path to early childhood education and will result in students earning their Child Development Associate credential*. This credential allows students to work in most early childhood educational settings. Students will get hands-on experience in Reynoldsburg City Schools Preschool.

Sophomore Year Courses	Junior Year Courses	Senior Year Courses
American History Choice	Government Choice	Physics
Biology/BIO1111 (CSCC)	English Choice	English Choice
English Choice	Math Choice	Math Choice
Math Choice	Chemistry	ECDE1100 Intro to CDA (CSCC) *results in CDA credential
ECDE1101 Early Childhood Curriculum (CSCC)	ECDE1105 SEL Curriculum (CSCC)	Internship
Elective	Elective	Capstone
Elective	Elective	Elective

In order to take the BIO1111 course with CSCC, a student would have to take the Accuplacer test and score a five or higher on the writing test, have a cumulative GPA of 3.0 or higher, OR have an 18 or higher on the ACT.

Reynoldsburg City Schools

3 Year Pathway Plan



Energy Pathway Plan - Summit Campus

The Energy Pathway is focused on careers in environmental science and energy production. This pathway gives students a head start in exploring how energy production and consumption have an impact on our natural environment. Students can earn a remote pilot (drone) certification* (6 points toward an industry credential) upon completion of Unmanned Aircraft Systems. Students can earn a credential in the BASF Plant Science Certification (6 points toward an industry credential) upon completion of the Plant Science and Horticulture course. Upon completion of Ecology and Wildlife Management, students can earn the Ducks Unlimited Ecology Conservation and Management Certification (6 points toward an industry credential).

Sophomore Year Courses	Junior Year Courses	Senior Year Courses
American History Choice	Government Choice	Physics
Biology/BIO1111 (CSCC)	English Choice	English Choice
English Choice	Math Choice	Math Choice
Math Choice	AP Chem or Unmanned Aircraft Systems*	Internship
Chemistry	AP Biology or Plant Science and Horticulture*	Capstone
Elective	Elective	AP Human Geography or Environmental Anthropology
Elective	Elective	AP Environmental Science or Ecology and Wildlife Management*

In order to take the BIO1111 course with CSCC, a student would have to take the Accuplacer test and score a five or higher on the writing test, have a cumulative GPA of 3.0 or higher, OR have an 18 or higher on the ACT.

Reynoldsburg City Schools

3 Year Pathway Plan



Engineering and Design Pathway Plan - Summit Campus

The Engineering & Design Pathway is focused on careers in the engineering field and is highlighted by multiple Project Lead the Way courses. Students can also earn articulated college credit for these courses if they enroll with Columbus State. Coursework and experiences are designed for students interested in careers in the field of engineering. Students can earn the Lean 6 Sigma Yellow Belt certification* (3 points toward an industry credential) after taking Computer Integrated Manufacturing. **Students in this pathway must complete 250 hours in a work-based learning experience and must participate in Robotics.**

Sophomore Year Courses	Junior Year Courses	Senior Year Courses
American History Choice	Government Choice	Physics
Biology/BIO1111 (CSCC)	English Choice	English Choice
English Choice	Math Choice	Math Choice
Math Choice	Chemistry	Internship (WBL)
Computer Assisted Design I	Principles of Engineering (CTE/PLTW & Articulated CSCC credit) AKA: Engineering Principles	Engineering Capstone (CTE/PLTW & Articulated CSCC credit)
Elective	Elective	Computer Integrated Manufacturing* (CTE/PLTW & Articulated CSCC credit)
Elective	Elective	Digital Electronics (CTE/PLTW & Articulated)

Reynoldsburg City Schools 3 Year Pathway Plan



CSCC credit)

In order to take the BIO1111 course with CSCC, a student would have to take the Accuplacer test and score a five or higher on the writing test, have a cumulative GPA of 3.0 or higher, OR have an 18 or higher on the ACT.

Reynoldsburg City Schools

3 Year Pathway Plan



Fine Arts Pathway Plan - Summit Campus

The Fine Arts Pathway gives students an opportunity to explore their artistic side with drawing, painting, and sculpting. Students interested in developing their artistic portfolio for career and/or college applications will be guided in the development of their talents.

Sophomore Year Courses	Junior Year Courses	Senior Year Courses
American History Choice	Government Choice	Physics
Biology/BIO1111 (CSCC)	English Choice	English Choice
English Choice	Math Choice	Math Choice
Math Choice	Chemistry	Internship
Art II	Art III	Capstone
Elective	Elective	Art IV
Elective	Elective	Elective

In order to take the BIO1111 course with CSCC, a student would have to take the Accuplacer test and score a five or higher on the writing test, have a cumulative GPA of 3.0 or higher, OR have an 18 or higher on the ACT.

Reynoldsburg City Schools

3 Year Pathway Plan



Performance/Production Pathway Plan - Summit Campus

The Performance/Production Pathway is highlighted by multiple CTE courses that are focused on careers on stage and screen. Students will participate in courses and experiences that prepare them for behind-the-scenes, as well as performance careers. **Students in this pathway must complete 250 hours in a work-based learning experience and must participate in theatrical productions.**

Sophomore Year Courses	Junior Year Courses	Senior Year Courses
Math	Math	Math
English	English	English
Biology/Bio1111 (CSCC)	Advanced Science	Advanced Science
American History	Government	Internship (WBL)
Performing Arts Primer (SM) (CTE) + Intro to Movement/Choreography (SM) - these courses can only be taken in 10th grade	Stage Design & Construction (CTE)	Arts & Communication Capstone (YR) (CTE)
Elective 1	Musical Theater (CTE)	Musical Engineering (CTE)
Elective 2	Elective 1	Elective 1

In order to take the BIO1111 course with CSCC, a student would have to take the Accuplacer test and score a five or higher on the writing test, have a cumulative GPA of 3.0 or higher, OR have an 18 or higher on the ACT.

Reynoldsburg City Schools

3 Year Pathway Plan



Exploration Pathway Plan - Livingston Campus

The Exploration Pathway gives students an opportunity to sample pathway courses from multiple different pathways. Students that select this pathway will be placed on a campus according to space and will then have the opportunity to take courses from any of the pathways that are offered on that campus.

Sophomore Year Courses	Junior Year Courses	Senior Year Courses
Biology/Bio1111 (CSCC)	Chemistry	ELA 12
American History	Government	Math
ELA 10	ELA 11	Physics
Math	Math	Pathway Elective
Pathway Elective	Pathway Elective	Pathway Elective
Pathway Elective	Pathway Elective	General Elective
General Elective	General Elective	General Elective

In order to take the BIO1111 course with CSCC, a student would have to take the Accuplacer test and score a five or higher on the writing test, have a cumulative GPA of 3.0 or higher, OR have an 18 or higher on the ACT.

Reynoldsburg City Schools 3 Year Pathway Plan



College Credit Plus Pathway

The College Credit Plus Pathway gives students an opportunity to take all of their courses off-campus at Columbus State Community College (CSCC) or Central Ohio Technical College (COTC). Students must provide their own transportation to these classes. Courses taken must also align to high school graduation requirements.

Sophomore Year Courses	Junior Year Courses	Senior Year Courses
Classes to be scheduled with a counselor to ensure students meet the Ohio Department of Education Graduation Requirements.		

Reynoldsburg City Schools 3 Year Pathway Plan



Pre-Apprenticeships

A pre-apprenticeship is an agreement between the school district and
Students who are in 11th or 12th grade are eligible to complete the pre-apprenticeship program.

Culinary	Information Technology (IT)
Discuss pre-apprenticeship options with the guidance counselor to determine the best fit	Discuss pre-apprenticeship options with the guidance counselor to determine the best fit
Enroll in Applications of Food Science and Safety and pass with a C or better	Enroll in BUS125 - Applications in Business and pass with a C or better (to gain admittance you must have a 3.0 or an Accuplacer score of 5)
Students will complete an application	Students will complete an application
Successful completion of work-based learning experience through Mid-Ohio Food Bank	Successful completion of work-based learning experience through Reynoldsburg City Schools IT Department
Students who successfully complete the Reynoldsburg City Schools' Pre-Apprenticeship program will have the option to matriculate into an	Students who successfully complete the Reynoldsburg City Schools' Pre-Apprenticeship program will have the option to matriculate into an

Reynoldsburg City Schools 3 Year Pathway Plan



approved Registered Apprenticeship program with Columbus State Community College through the Ohio State Apprenticeship Council in the area of culinary occupations.

approved Registered Apprenticeship program with Apprentice Ohio through the Ohio State Apprenticeship Council in the area of IT occupations.

Course Catalog

College credit can be earned.	Course has associated fees.	Course counts for NCAA eligibility.	Course leads to an industry credential.	Course is part of a career pathway.
				



ENGLISH LANGUAGE

ELA109 English 9

ELA119 English 9 Enriched

ELA139 English 9 Foundations

Grade Level: 9

Length/Credit: 1 year – 1.0 credit



This course will use a variety of literature and reading strategies that bring to life ideas about common patterns of human experience throughout time. Students in this course will collaborate, discuss, research, write and present orally. Additionally, dramatic inquiry strategies will be used throughout reading and analysis processes of various texts.

ELA1010 English 10

ELA1110 English 10 Enriched

ELA1310 English 10 Foundations

Grade Level: 10

Length/Credit: 1 year – 1.0 credit

Prerequisite: English 9



English 10 requires reading and writing on a daily basis. Students develop reading, writing, speaking and listening skills while studying fiction, non-fiction, poetry and drama. Writing assignments will include informal journaling, letter writing, and developing narrative, persuasive, informational and research-based papers. Students will work to improve their vocabulary, grammar, sentence structure and style in writing throughout the year.

ELA1011 English 11

ELA1111 English 11 Enriched

ELA1311 English 11 Foundations

Grade Level: 11

Length/Credit: 1 year – 1.0 credit



English 11 focuses on non-fiction and fiction depicting the cultural values, beliefs and behavior of 20th century global citizens. Students focus on the writing, research, speaking, and discussion necessary for success in life. Reading skills focus on increased understanding as reading moves from simple to complex. Nonfiction will also be incorporated into the class often, especially as related to primary sources and a choice book.

ELA1012 English 12

ELA1112 English 12 Enriched

ELA1312 English 12 Foundations

Grade Level: 12

Length/Credit: 1 Semester or 1 year – ½ credit to 1.0 credit

Prerequisite: English 11



English 12 focuses on increased understanding as reading moves from simple to complex. An emphasis is placed on argumentative writing and supporting an opinion with strong examples for different purposes of writing and speaking. Students will also practice writing resumes, cover letters, and college essays. Research skills practiced in the third year will continue to be important, culminating in a 3-5- page research paper and presentation in the 4th quarter.

ELA129 English 9 ESL

ELA1210 English 10 ESL

ELA1211 English 11 ESL

ELA1212 English 12 ESL

Grade Level: 9, 10, 11, 12

Length/Credit: 1 year – 1.0 credit



This course is designed for individuals whose primary language is not English. The study of the English Language and culture leading to the ability to function in everyday situations as well as in an academic setting, which adheres to Ohio’s English Language Arts Academic Content Standards and English Language Proficiency Standards.

ELA142 Introduction to Public Speaking

Grade Level: 10, 11, 12

Length/Credit: 1 semester – ½ credit



This course covers subject matter and experiences in speech. Students will learn and demonstrate strategies for writing and delivering speeches and other oral presentations. Students will prepare speeches for a variety of purposes and audiences and discuss foundational aspects of public speaking, such as voice control, rhetorical argument, and oral interpretation.

ELA143 Creative Writing

Grade Level: 10, 11, 12

Length/Credit: 1 semester – ½ credit



Students learn new strategies for creative writing and perfect their writing conventions and processes to better express feelings through poetry, prose, and narrative writing. Students write personal narratives based on their own experience and short fiction drawn from their imaginations. Opportunities may also be provided for writing poetry.

ELA1013 African American Literature

ELA1113 African American Literature Enriched

Grade Level: 11, 12

Length/Credit: 1 year – 1.0 credit



In this course we will examine both fiction and non-fiction works from the time of creation to present. Through literature we will: Read and analyze pieces that give us insight on traditional African culture, investigate the Transatlantic Slave Trade, rediscover the Black experience in America during slavery, the Jim Crow south, and the Civil Rights Movement and evaluate current events and examine the future of America as it relates to people of African descent.

ELA1014 African American Literature II

ELA1114 African American Literature II Enriched

Grade Level: 12

Length/Credit: 1 year - 1.0 credit

Prerequisite: African American Literature Enriched



This course is a continuation of African American Literature Enriched.

ELA144 Mass and Social Media

Grade Level: 11, 12

Length/Credit: 1 semester – ½ credit



This course is an introduction to mass media, and social media. Students will study the development of communication, and the progression into today’s methods, and procedures. Students will experience utilizing mass and social media to enhance the Language Arts standards and curriculum, and prepare for future studies at the collegiate level.

ELA145 Media Broadcasting

Grade Level: 11, 12

Length/Credit: 1 semester – ½ credit

Students will study the history and progression of broadcast media, and will learn the modern strategies and theories in the field. This class will be a hands-on implementation of various English Language Arts standards, and will include producing video media content, and broadcast news programs.

HUM101 Humanities ELA 10

HUM111 Humanities ELA 10 Enriched

Grade Level: 10

Length/Credit: 1 year – 1.0 credit



In this course, learners connect contemporary issues to key moments in American History and ELA. They use English Language Arts skills to build background knowledge and communicate their knowledge and point of view. This curriculum is primarily taught through a Project Based Learning lens and ensures that learners have solid factual knowledge that they then apply to context and become critical information consumers.

HUM102 Humanities ELA 11

HUM112 Humanities ELA 11 Enriched

Grade Level: 11

Length/Credit: 1 year – 1.0 credit



In this course, learners connect contemporary issues to key moments in American Government and ELA. They use English Language Arts skills to build background knowledge and communicate their knowledge and point of view. This curriculum is primarily taught through a Project Based Learning lens and ensures that learners have solid factual knowledge that they then apply to context and become critical information consumers.

ADVANCED PLACEMENT COURSES

AP110 AP Literature and Composition

Grade Level: 11, 12

Length/Credit: 1 year – 1.0 credit

Prerequisite: English 9



AP Literature & Composition engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the way's writers use language to provide both meaning and pleasure for their readers.

Writing assignments aim to increase students' ability to explain clearly and elegantly what they understand about literary works and why they interpret them as they do.

AP111 AP Language and Composition

Grade Level: 11, 12

Length/Credit: 1 year – 1.0 credit

Prerequisite: English 9



AP Language & Composition engages students in becoming skilled readers in a variety of periods, disciplines and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Through the close reading of selected texts, students examine the interaction among speaker, audience, and message and analyze how and why an author crafts a text in a certain way. A focus on argumentative writing improves students' essay organization and use of strong supporting ideas. Vocabulary and class discussion are also vital parts of this course.

EXTENSION COURSES

SK911 ELA Lab

Length/Credit: 1 semester – ½ credit

Grade: Pass/Fail

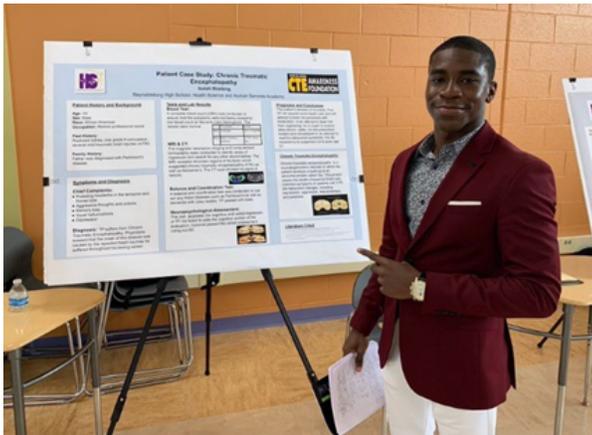
This course is designed for students that are not demonstrating mastery in their English course and need an additional curriculum to help them close the achievement gap between them and their peers.

SK921 ELL Lab

Length/Credit: 1 year – 1.0 credit

Grade: Pass/Fail

In this course, students will focus on reading and writing across disciplines. With a focus on English Language Proficiency Standards, students will have equal access to quality education that enables them to progress academically while learning English.



MATHEMATICS

MA209 Integrated Math I

MA219 Integrated Math I Enriched

MA239 Integrated Math I Foundations

Grade Level: 9

Length/Credit: 1 year – 1.0 credit

Graphing calculator (TI-84) required



In Integrated Math I, students will deal with the understanding of algebra, recognizing the techniques of algebra in dealing with these basic structures, developing the abilities to apply the learned concepts and skills and developing deductive reasoning skills in students. Topics to be covered include: the relationships between quantities, linear and exponential relationships, reasoning with equations (linear and exponential), descriptive statistics, connecting algebra and geometry with coordinates, rigid motions, and geometric properties.

MA2010 Integrated Math II

MA2110 Integrated Math II Enriched

MA2310 Integrated Math II Foundations

Grade Level: 10

Length/Credit: 1 year – 1.0 credit

Prerequisite: Integrated Math I

Graphing calculator (TI-84) required



Integrated Math II is the second course in the Integrated High School Core Mathematics Program. This course will pick up where Integrated Math I left off. Students will study more coordinate geometry, the quadratic behavior of functions, geometric similarity, conic sections, circles and geometric probability. Students will continue to develop their deductive reasoning skills as they study specific topics throughout the course. Upon successful completion of this course, students should consider enrolling in Integrated Math III.

MA2011 Integrated Math III

MA2111 Integrated Math III Enriched

MA2311 Integrated Math III Foundations

Grade Level: 11

Length/Credit: 1 year – 1.0 credit

Prerequisite: Integrated Math II

Graphing calculator (TI-84) required



This is the third course in the Integrated High School Core Mathematics Program. Students will be studying geometric measurement and dimension, an in depth look at exponential functions, trigonometric ratios and functions, functions (in general), rational and polynomial expressions/functions, and statistics (random processes).

MA250 Advanced Algebra with Financial Applications

Grade Level: 11, 12

Length/Credit: 1 year – 1.0 credit



This course analyzes and extends previously studied topics in Algebra 2 and introduces financial applications for those topics. Topics included are relations, equations, functions, systems of equations, graph theory, statistics, basic set theory, probability, and number theory. Each topic is extended to its relationship with financial algebra.

MA251 Modeling and Quantitative Reasoning

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1.0 credit

Prerequisite: Integrated Math I & II



Critical thinking and reasoning are the primary objectives and outcomes of this advanced quantitative reasoning course. It includes the application of mathematical skills including algebraic methods to the analysis and interpretation of quantitative information (numbers in context) in real-world situations to make decisions that are

relevant to daily life. Additionally, the course emphasizes interpretation, precision, representation, calculation, analysis/synthesis, use of assumptions and communication through student presentations and writing. Students combine problem solving with modeling to analyze real-life situations and devise solution strategies. These habits and skills cut across disciplines, promote perseverance, and provide a gateway into successful postsecondary education and a variety of careers.

MA2012 Pre-Calculus

MA2112 Pre-Calculus Enriched

Grade Level: 11, 12

Length/Credit: 1 year – 1.0 credit

Prerequisite: Integrated Mathematics III

Graphing calculator (TI-84) required



This course is intended for math students with a strong desire to successfully complete Advanced Placement Calculus. This course covers topics in Algebra ranging from polynomial, rational, and exponential functions to conic sections. Strong emphasis is placed on problem solving using both algebraic and geometric representations, and Trigonometry concepts such as Law of Sines and Cosines are introduced. Students begin analytic geometry and calculus concepts such as limits, derivatives, and integrals.

ADVANCED PLACEMENT COURSE

AP213 AP Pre-Calculus

Length/Credit: 1 year – 1.0 credit

Prerequisite: Integrated Math III

Graphing calculator (TI-84) required



AP Precalculus centers on the development of a deep conceptual understanding of functions, covering topics in polynomial and rational functions, exponential and logarithmic functions, trigonometric

and polar functions, and functions involving parameters, vectors, and matrices. Students learn to think critically, construct solid arguments, and see many sides of an issue - skills that prepare them for college and beyond. Students will acquire and apply mathematical tools in real-world modeling situations that are widely applicable in a variety of future courses that involve quantitative reasoning.

MA 210 AP Calculus AB

Length/Credit: 1 year – 1.0 credit

Prerequisite: Pre-Calculus or AP Pre-Calculus

Graphing calculator (TI-84) required



In AP Calculus AB, students explore new properties of linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric and piecewise-defined functions. Unifying themes will be used to deepen the student’s understanding of these functions through analysis, limits, derivatives, integrals, approximation and modeling. Students apply these concepts to real-world problems involving rates of change, optimization.

AP211 AP Calculus BC

Length/Credit: 1 year – 1.0 credit

Prerequisite: AP Calculus AB

Graphing calculator (TI-84) required



AP Calculus BC provides a deeper understanding of the fundamental concepts and methods of single-variable calculus developed in AP Calculus AB. There is a continued emphasis on calculus applications and techniques, with the use of multiple representations including graphic, numeric, analytic, algebraic, verbal and written responses. Technology is an integral part of this course and includes the use of graphing calculators, computers and data analysis software.

AP212 AP Statistics

Length/Credit: 1 year – 1.0 credit

Prerequisite: Integrated Math III

Graphing calculator (TI-84) required



AP Stats is a rigorous course in probability and statistics. Students are exposed to four broad conceptual themes: exploring data by observing patterns and departure from patterns, planning a study by deciding what variables to measure and how to measure them, anticipating patterns by producing models, and statistical inference. Students will use these conceptual themes to collect, analyze and draw conclusions from data. The use of technology is expected and students must be able to use a wide variety of technological formats.

EXTENSION COURSES

SK912 Mathematics Lab

Length/Credit: 1 semester – ½ credit

Grade: Pass/Fail

This course is designed for students that are not demonstrating mastery in their Math course and need additional curriculum to help them close the achievement gap between them and their peers.

SK922 Mathematics Lab – Accelerated

Length/Credit: 1 semester – ½ credit

Grade: Pass/Fail

This course is designed for students that are demonstrating mastery in their Math course and need additional curriculum to challenge them outside of their normal class time.

SCIENCE

SC409 Physical Science

SC419 Physical Science Enriched

SC439 Physical Science Foundations

Grade Level: 9, 10

Length/Credit: 1 year – 1.0 credit



Physical science is the systematic study of the physical world as it relates to matter, energy, and motion. This course will give students a unified understanding of our physical world through inquiry-based laboratory experiences, historical perspectives, and mathematical reasoning. Students then explore all possible outcomes, benefits and drawbacks to technology and other scientific advances and make decisions as to the ethics of the issues considering all sides and available research.

SC4010 Biology

SC4110 Biology Enriched

SC4310 Biology Foundations

Grade Level: 10

Length/Credit: 1 year – 1.0 credit



This course investigates the composition, diversity, complexity and interconnectedness of life on Earth. Fundamental concepts of cell biology, heredity and evolution provide a framework through inquiry-based instruction to explore the living world. Students will engage in investigations to understand and explain the behavior of living things in a variety of scenarios that incorporate scientific reasoning and real-world application.

SC4011 Chemistry**SC4111 Chemistry Enriched****Grade Level: 11, 12****Length/Credit: 1 year – 1.0 credit**

This course explores the principles of chemistry with emphasis on matter and measurement, states of matter, atomic structure, chemical periodicity, chemical bonding, chemical reactions, stoichiometry, energy of reactions, aqueous solutions, and properties of gasses. Student laboratory investigations are used to understand and explain the behavior of matter in a variety of inquiry and design scenarios.

**SC458 Anatomy and Physiology****Grade Level: 10, 11, 12****Length/Credit: 1 year – 1.0 credit****Prerequisite: Biology**

Anatomy and Physiology is a laboratory- based study of the human body. This study includes molecules, cells, body systems, and processes. Students also explore the delicate web of interaction among body systems, the importance of maintaining homeostatic balance within this web, and the medical implications of disturbing this balance.

SC461 Forensic Science**Grade Level: 11, 12****Length/Credit: 1 year – 1.0 credit****Prerequisite: Biology**

This course explores the areas of science that are relevant to the law. It involves gathering scientific evidence proving that a crime has occurred and by whom. Students gather this evidence by performing laboratory activities and learning about various forensic examinations like pathology, entomology and anthropology.

SC460 Zoology**Grade Level: 10, 11, 12****Length/Credit: 1 semester – ½ credit**

This course takes an in-depth look at most of the phyla of the animal kingdom. Dissections and animal observations (both living and preserved) will take students through a lab-based approach in learning about how each organism lives. Some examples would be squid, fish, mussel, crayfish, and frog dissections, as well as chicken, owl pellet, butterfly, worm, and planaria observations.

SC4013 Environmental Science**SC4113 Environmental Science Enriched****SC4313 Environmental Science Foundations****Grade Level: 10, 11, 12****Length/Credit: 1 year – 1.0 credit**

This course investigates the composition, diversity, complexity and interconnectedness of life on Earth. Fundamental concepts of cell biology, heredity and evolution provide a framework through inquiry-based instruction to explore the living world. Students will engage in investigations to understand and explain the behavior of living things in a variety of scenarios that incorporate scientific reasoning and real- world application.

SC459 Nutrition and Wellness

Grade Level: 10, 11, 12

Length/Credit: 1 semester – ½ credit



Nutrition and Wellness is a course designed to help students develop eating behaviors that will have a positive effect on their current and future lifestyles. Through health promotion teens are able to learn and understand the steps that need to be taken in order to live a healthy life. In the busy lives that today's teens live, food choices and exercise are critical components to their healthcare. By providing educational classes in these areas, students are able to receive the proper knowledge and information in order to live healthy.

SC4012 Physics

SC4112 Physics Enriched

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1.0 credit

Prerequisite: Integrated Mathematics III



This course is geared toward the more technical and mathematical aspects of physics and is intended for college-bound students planning on a major in any medical, engineering, computer, or math related career. This laboratory course focuses on concepts and principles of motion, forces and energy as they relate to increasingly complex systems of technology. Students engage in investigations to understand and explain motion, forces and energy in a variety of inquiry and design scenarios that incorporate real-world application.

ADVANCED PLACEMENT COURSES

AP410 AP Biology

Grade Level: 11, 12

Length/Credit: 1 year – 1.0 credit

Prerequisite: Biology



Advanced Placement Biology is a first-year college-level course in biology with topics such as biochemistry, classical and molecular genetics, plant/animal anatomy and physiology, behavior, bioenergetics, cellular structure and function, and completion of all twelve required AP Lab Studies.

AP411 AP Chemistry

Grade Level: 11, 12

Length/Credit: 1 year – 1.0 credit

Prerequisite: Integrated Math III and Chemistry



Advanced Placement Chemistry is a first-year college-level course in chemistry covering topics such as molecular chemistry, thermodynamics, kinetics, equilibrium, electrochemistry and descriptive chemistry. There is an emphasis on chemical calculations and the mathematical formulation of principles.

AP412 AP Physics

Grade Level: 11, 12

Length/Credit: 1 year – 1.0 credit

Prerequisite: Integrated Math III and Chemistry



AP Physics is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics; dynamics; circular motion and gravitation; energy; momentum; simple harmonic motion; torque

and rotational motion; electric charge and electric force; DC circuits; and mechanical waves and sound.

AP413 AP Environmental Science

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1.0 credit

Prerequisite: Biology



This course teaches students the theory and application of environmental sampling and analysis techniques. The course introduces the instrumentation and techniques used to assess air, water, and soil quality. Lecture focuses on sampling,

EXTENSION COURSES

SC476 Science Intervention

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1.0 credit

This intervention course will provide a concise review of high school level science to help prepare students for state-mandated testing. The course begins with a diagnostic test, followed by study skills. Students will then focus on major concepts, understandings, and skills in the areas of physical science, earth and space science, genetics and heredity, and life science that are included in Ohio’s science curriculum. The course will end with two practice tests

SC477 Earth’s Greatest Disasters

Length/Credit: 1 semester – ½ credit

Grade: Pass/Fail



This course will explore the causes and impacts of some of the greatest natural and man-made disasters in history, the impact on the environment, and the ways we are trying to prevent, detect or build infrastructures to withstand such instances with modern technology. Major earthquakes, tsunamis, nuclear accidents and oil spills are just a few examples

of disasters that have had extensive impacts on our world and will be explored.

HUMANITIES



SS319 World History Enriched

SS339 World History Foundations

Grade Level: 9

Length/Credit: 1 year – 1.0 credit



This course examines world events from 1600 to 1919, incorporating US politics, economics, and culture in world and domestic affairs from 1877. Students study economic and political theory, world geography, and social history as well as examining how world and local communities impact the emergence of leaders in the United States and the effects of global interdependence through the end of World War I. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.

SS3010 American History

SS3110 American History Enriched

SS3310 American History Foundations

Grade Level: 10

Length/Credit: 1 year – 1.0 credit



Students will study significant events in the history of the world and United States from 1919 to the present day emphasizing changing political, economic, and cultural practices and beliefs of the 20th and 21st century, building on the foundation of US and Global History 9. Students will examine the role of individuals

and communities in US and worldwide affairs as well as demonstrate involvement in their own community. This emphasizes the relative nature of history through the study of point of view and perspective in US and world affairs.

SS3011 American Government

SS3111 American Government Enriched

SS3311 American Government Foundations

Grade Level: 11, 12

Length/Credit: 1 year – 1.0 credit



The third-year social studies curriculum will concentrate on the origin, growth, organization, and functional characteristics of our national, state, and local governments. The course will focus on the founding documents of this nation, the Constitution and the Bill of Rights, as well as the political party and election process. The formal institutions of American government are explored in-depth as well as economic policy, foreign policy and state and local government. Emphasis will be placed on education towards better citizenship.

SS352 Economics

Grade Level: 11, 12

Length/Credit: 1 year – 1.0 credit



Economics provides a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.

SS351 Sociology

Grade Level: 10, 11, 12

Length/Credit: 1 semester – ½ credit



Sociology is the study of social life, social change, and the social causes and consequences of human behavior. Students study patterns of interaction that become embedded in the structure of society over time. Students investigate the structure of groups, organizations, and societies to learn how people interact within these contexts.

Topics range from the intimate family to the internet, organized crime to religious traditions, and from the divisions of race, gender and social class to the shared beliefs of a common culture. This course also introduces students to the use of scientific data to study the social world.

SS350 Psychology

Grade Level: 10, 11, 12

Length/Credit: 1 semester – ½ credit



This course presents basic concepts in the scientific study of human behavior through the approaches of the various and sometimes conflicting schools of psychological thought.

The course focuses on discovering, understanding, and explaining human nature, and the behavior and mental processes that make us who we are. Students examine the biological as well as the psychological processes of the human mind through topics such as sensation, perception, states of consciousness, memory, personality theory, learning, mental disorders, and social psychology.

SS354 Financial Literacy

Grade Level: 10, 11, 12

Length/Credit: 1 semester – ½ credit



Financial Literacy is designed to develop a basic understanding of the importance of personal financial matters and how to make sound financial decisions. Students will be introduced to topics that will improve their economic citizenship. Topics include financial responsibility, planning/budgeting and money management, consumer choices and purchasing

decisions, investing, credit, and insurance (i.e., life, vehicle, health). Students will be equipped to manage their personal business and financial affairs more efficiently.

SS357 Globalization

Grade Level: 11, 12

Length/Credit: 1 semester – ½ credit



This course examines contemporary social, political, economic, and environmental issues in the 21st century world, with particular emphasis on the impact of globalization. Specific issues to be covered include: collective security, terrorism, human rights, immigration, international trade, health crises and sustainability. Students will examine problems and solutions from multiple perspectives, and learn how individuals and groups have the capacity to impact global issues. This course includes opportunities for students to participate in service learning and prepare research for senior capstone.

SS356 Law and Public Policy

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1.0 credit



The course strives to empower young people to be active, engaged citizens by equipping them with the knowledge and skills they need to successfully participate and create change in their communities. The structure will be to create a base knowledge of law principles and cases, learn through real world experiences, understand different legal careers, and participate in real world applications of legal principles.

SS355 Human Interactions in Society

Grade Level: 10, 11, 12

Length/Credit: 1 semester – ½ credit

Grade: Pass/Fail



This course is for students who are looking to become immersed in the social behaviors and understandings of society as a way of understanding the world. Sociology is a field of study that explains social, political, and economic phenomena in terms of social structures, social forces, and group relations. During this course we will focus on several major sociological topics and themes, including socialization, culture, the social construction of knowledge, deviance and self-control, social movements, collective behavior, inequality, race and ethnic relations, poverty, and political sociology.

CE910 College and Career Readiness 1

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1 credit

In College and Career Preparation I, students obtain a deeper understanding of what it means to be ready for college. Students are informed about the importance of high school performance in college admissions and how to prepare for college testing. They know the types of schools and degrees they may choose to pursue after high school and gain wide exposure to the financial resources available that make college attainable.

CE911 College and Career Readiness 2

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1 credit

Students will explore educational and career information to learn more about themselves and their interests and abilities. Students integrate skills from academic subjects, information technology, and interpersonal communication to make informed decisions. This course is designed to guide students

through the process of investigation and in the development of a college and career readiness achievement plan.

HUM301 Humanities American History

HUM311 Humanities American History Enriched

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1.0 credit



In this course, learners connect contemporary issues to key moments in American History and ELA. They use English Language Arts skills to build background knowledge and communicate their knowledge and point of view. This curriculum is primarily taught through a Project Based Learning lens and ensures that learners have solid factual knowledge that they then apply to context and become critical information consumers.

HUM302 Humanities Government

HUM312 Humanities Government Enriched

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1.0 credit



In this course, learners connect contemporary issues to key moments in American Government and ELA. They use English Language Arts skills to build background knowledge and communicate their knowledge and point of view. This curriculum is primarily taught through a Project Based Learning lens and ensures that learners have solid factual knowledge that they then apply to context and become critical information consumers

ADVANCED PLACEMENT COURSES

AP310 AP US History

Grade Level: 10, 11, 12 (in lieu of American History)

Length/Credit: 1 year – 1.0 credit



The AP U.S. History course provides students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in Unsisterly. Students learn to assess historical materials—their relevance to a given interpretive problem, reliability, and importance—and to weigh the evidence and interpretations presented in historical scholarship. Students develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

AP311 AP US Government and Politics

Grade Level: 11, 12 (in lieu of American Government)

Length/Credit: 1 year – 1.0 credit

Prerequisite: American History, AP US History



Advanced Placement U.S. Government gives students an analytical perspective on government and politics in the United States. Students analyze how US public policy affects the society as a whole and become active participants at all levels of the US political system. 30 hours of community service is required. 15 hours within each semester.

AP312 AP Human Geography

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1.0 credit



AP Human Geography is an introductory college-level human geography course. Students cultivate their understanding of human geography through data and geographic analyses as they explore topics like patterns and spatial organization, human impacts and interactions with their environment, and spatial processes and societal changes.

AP314 AP African American History

Grade Level: 11,12

Length/Credit: 1 year – 1.0 credit

Prerequisite: American History, AP US History



The interdisciplinary course reaches into a variety of fields—literature, the arts and humanities, political science, geography, and science—to explore the vital contributions and experiences of African Americans. Drawing from the expertise and experience of college faculty and teachers across the country, the course is designed to offer high school students an evidence-based introduction to African American studies.

FINE ARTS

MU611 Music Theory

Grade Level: 11, 12

Length/Credit: 1 semester – ½ credit



Music Theory is a course designed for the student who is planning a career in music or the student who just wishes to dig a little deeper into the fundamentals of music.

This semester course will build on basic music knowledge, and will also include music composition. This course is open to juniors and seniors who are in the school band, choir, or orchestra programs, or other upperclassmen with permission of the instructor.

ELA147 Fundamentals of Dramatic Inquiry

Grade Level: 9, 10, 11, 12

Length/Credit: 1 semester – ½ credit



Students will explore Shakespeare's works through dramatic inquiry. Students will be asked to participate in performances and activities that allow them to act out scenes from famous plays.

MU612 History of Rock & Roll

Grade Level: 10, 11, 12

Length/Credit: 1 semester – ½ credit

This course examines the history of rock and roll, primarily as it unfolded in the United States from the early days before rock (pre-1950's) to now. Large emphasis will be placed on the historical and social context connected to the emerging styles of rock and roll. Students will also learn about specific artists, such as Elvis Presley, Chuck Berry, Bob Dylan, The Beatles, Jimi Hendrix and the Rolling Stones, who defined rock and roll through listening, video clips, reading and discussion.

CH609 Freshman Treble Chorus

Grade Level: 9

Length/Credit: 1 year – 1.0 credit

Fee: \$40



This group is for 9th grade students who sing soprano or alto. No experience or audition is necessary, unless needed for vocal placement. The Freshman Treble Chorus performs a variety of choral literature, and presents three concerts a year, as well as other school and community performances upon request. Participation in all performances is mandatory, and some after school rehearsals are required.

CH610 Treble Chorus

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1.0 credit

Fee: \$40



This group is for students in grades 10-12 who sing soprano or alto. No experience or audition is necessary, unless needed for vocal placement. The Treble Chorus performs a variety of choral literature, and presents three concerts a year, as well as other school and community performances upon request. Participation in all performances is mandatory, and some after school rehearsals are required.

CH611 Raider Chorus**Grade Level: 9, 10, 11, 12****Length/Credit: 1 year – 1.0 credit****Fee: \$40**

This group is for students in grades 9-12 who sing tenor, baritone, or bass. No experience or audition is necessary, unless needed for vocal placement. The Raider Chorus performs a variety of choral literature, and presents three concerts a year, as well as other school and community performances upon request. Participation in all performances is mandatory, and some after school rehearsals are required.

CH612 Chamber Singers**Grade Level: 10, 11, 12****Length/Credit: 1 year – 1.0 credit****Fee: \$40**

This is a select group of vocal music students who are interested in singing more challenging repertoire, and giving extra performances at school and in the community. The Chamber Singers also perform simple choreography at some performances. The group may also participate in the OMEA Solo and Ensemble Contest, as well as other performance opportunities that arise. Participation in all performances is mandatory, and members must also be a member of Treble Chorus or Raider Chorus. Some after school rehearsals are required. Apparel expenses are involved.

BA612 Hand Bell Choir**Grade Level: 10, 11, 12****Length/Credit: 1 year – 1.0 credit****Fee: \$40**

Hand Bell Choir is open to any students who are interested in learning the technique and joy of hand bell ringing. Students do not need to have any previous experience, but music reading is helpful. The Hand Bell Choir presents three concerts a year, as well

as other school and community performances upon request. Participation in all performances is mandatory, and some after school rehearsals are required. Concert dress is required.

BA609 Freshman Band**Grade Level: 9****Length/Credit: 1 year – 1.0 credit****Fee: \$40****Prerequisite: Junior High band or equivalent and permission of director**

Freshman Band is open to all 9th grade students by audition. Freshman Band performs three concerts each year and participates in OMEA Large Group Adjudicated Events. Participation in Solo and Ensemble Contest and private lessons are strongly recommended.

BA611 Symphonic Band**Grade Level: 10, 11, 12****Length/Credit: 1 year – 1.0 credit****Fee: \$40**

Symphonic Band is open to all 10-12th grade students by audition. This band studies and performs a repertoire of intermediate high school wind band literature. Symphonic Band performs three concerts each year and participates in OMEA Large Group Adjudicated Events. Participation in Solo and Ensemble Contest is an important part of the Symphonic Band curriculum. Private lessons are strongly recommended for all students in this performing group.

BA610 Wind Ensemble**Grade Level: 10, 11, 12****Length/Credit: 1 year – 1.0 credit****Fee: \$40**

Wind Ensemble is the premier concert band at Reynoldsburg High School. It is composed of students in grades 10-12. This band studies and performs a repertoire of advanced wind band literature, which includes a variety of compositions composed or arranged for the advanced high school or college wind band. Wind Ensemble performs three concerts each year and participates in OMEA Large Group Adjudicated Events. Participation in Solo and Ensemble Contest is an important part of the Wind Ensemble curriculum. Private lessons are strongly recommended for all students in this performing group.

BA613 Marching Band**Grade Level: 9, 10, 11, 12****Length/Credit: 1 semester – ½ credit****Fee: \$80****Prerequisite: Junior High band or equivalent**

The Reynoldsburg Raider Marching Pride is one of the premier marching ensembles in the state of Ohio. The Raider Marching Pride performs at football games, parades, community events, and several competitions throughout the fall. Members of this ensemble are expected to be proficient on their instrument and demonstrate a constant drive to improve and build upon the traditions and legacy of the Raider Marching Pride. Summer rehearsals and band camp are required for membership.

**OR609 Berlin Orchestra****Grade Level: 9****Length/Credit: 1 year – 1.0 credit****Fee: \$40**

Berlin Orchestra is open to freshmen in their 4th year of playing the violin, viola, cello, or bass. Fewer than 3 years of experience must be pre-approved by the Reynoldsburg High School orchestra teacher. Students learn and perform music from the Renaissance to Modern periods of music. This group will play literature in the OMEA Class B or C categories. Required after-school rehearsals are part of the curriculum. Participation in all performances (including OMEA State Orchestra Adjudicated Event and tour to the elementary schools) is mandatory. Solo and Ensemble Adjudicated Events are available to members of this group. Private instruction is strongly recommended.

OR610 London Orchestra**Grade Level: 10, 11, 12****Length/Credit: 1 year – 1.0 credit****Fee: \$40**

London Orchestra consists of students with 4 or more years of playing the violin, viola, cello, or bass. Fewer than 4 years of experience must be pre-approved by the Reynoldsburg High School Orchestra teacher. Students learn and perform music from the Renaissance to Modern periods of music. This group will play literature in the OMEA Class B or C categories. Required after-school rehearsals are part of the curriculum. Participation in all performances (including OMEA State Orchestra Adjudicated Event and tour to the elementary schools) is mandatory. Solo and Ensemble Adjudicated Events are available to members of this group. Private instruction is strongly recommended.

OR611 Vienna Orchestra**Grade: 9, 10, 11, 12****Length/Credit: 1 year – 1.0 credit****Fee: \$40**

Vienna Orchestra is a select performance group of students who play the violin, viola, cello, or bass. Students must audition, be accepted, and have Vienna Orchestra on their schedule every day.

Students learn and perform music from the Renaissance to Modern periods of music. This group will play literature in the OMEA Class A or B categories. Required after-school rehearsals are part of the curriculum. Participation in all performances (including OMEA State Orchestra Adjudicated Event and tour to the elementary schools) is mandatory. Solo and Ensemble Adjudicated Events are available to members of this group. Private instruction is strongly recommended.

MU610 Intro to Music Theory**Grade Level: 10, 11, 12****Length/Credit: 1 year – 1.0 credit**

Students will learn how to read, write, analyze, and perform music in preparation for music theory courses after high school. Music theory is a class designed for the advanced musician to more thoroughly understand the components of music and music composition. Students will also be able to compose music and understand the guidelines used in music composed by others. It is preferred that students can already read music and have been a member of one of our music ensembles before taking this course, but it is not required.

AR614 Fab Lab I**Grade Level: 10, 11, 12****Length/Credit: 1 semester – ½ credit**

This course will explore the different machines used in the Fabrication Lab. Students will master how to use each machine and assist classes using the Fab Lab.

ELA146 Yearbook**Grade Level: 9, 10, 11, 12****Length/Credit: 1 semester – ½ credit**

Students will learn various aspects of the publication process such as page layout design, copywriting, editing, while producing a creative, innovative yearbook. Quality pictures are a skill that will be learned throughout this course. Real world skills such as time management and teamwork will be enhanced throughout this course. Students are expected to work on the yearbook staff for both semesters. Special Note: Yearbook requires in and out of class work. Students must attend assigned school activities and spend extended periods of time finalizing deadlines. It is the student's duty as yearbook staff to cover all events of the school year.

AR609 Art I**Grade Level: 9, 10, 11, 12****Length/Credit: 1 semester – ½ credit**

Students will develop the 8 Studio Habits of Mind while integrating the characteristics of the tools of a selected media in original artworks to support artistic purposes. Students will use learned drawing techniques, elements of art and principles of design to create artwork. Students will analyze how art principles are combined to communicate meaning in the creation, presentation or response to visual art.

AR610 Art II

Grade Level: 10, 11, 12

Length/Credit: 1 semester – ½ credit

Prerequisite: Art I or related visual art course



Students will develop the 8 Studio Habits of Mind while integrating the characteristics of the tools of a selected media in original artworks to support artistic purposes. Major focus will be placed on color theory and compositional strategies. Students will create from observation and imagination, emphasizing the subject of their artwork and making it aesthetically pleasing to the viewer by use and investigation of various art making techniques.

AR611 Art III

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1.0 credit

Prerequisite: Art II



Students will continue to develop the 8 Studio Habits of Mind while integrating the characteristics of the tools of a selected media in original artworks to support artistic purposes. Students will explore and utilize various painting techniques to suggest value, depth, texture and emotion in their work. Students will successfully utilize the principles of design to organize and showcase elements of art.

AR612 Art IV

Grade Level: 11, 12

Length/Credit: 1 year – 1.0 credit

Prerequisite: Art III



Students will continue to develop the 8 Studio Habits of Mind. This course is a rigorous and focused study in art that develops a quality portfolio that demonstrates a mastery of concept, composition, execution and theme by the student. The portfolio will be submitted as potential college entrance and scholarship opportunities as well as for high school course credit. The course will include historical, social and cultural

contexts, creative expression and communication, analyzing and responding, valuing arts/aesthetic reflection.

AP660 AP Art History

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1.0 credit



AP Art History is an introductory college-level art history course. Students cultivate their understanding of art history through analyzing works of art and placing them in historical context as they explore concepts like culture and cultural interactions, theories and interpretations of art, the impact of materials, processes, and techniques on art and art making, and understanding purpose and audience in art historical analysis.

R615 A History of Film

Grade Level: 10, 11, 12

Length/Credit: 1 semester – ½ credit



This course is designed as a complement to theater courses and will focus on the history of film, important terminology, and how different groups have been portrayed through time. Students will learn to critically analyze iconic and Academy Award- winning films and how they have impacted American culture.

WORLD LANGUAGES



FL641 American Sign Language 1

Grade Level: 9, 10, 11, 12h

Length/Credit: 1 year – 1.0 credit



The purpose of this course is to enable students to begin to acquire proficiency in American Sign Language through a linguistic, communicative, and cultural approach. Emphasis is placed on the development of receptive and expressive signing skills and on the acquisition of the fundamentals of applied grammar. An exposure to the deaf and hard of hearing culture will be presented and students are expected to participate in the community. ASL is a visual language and therefore regular attendance and participation are mandatory!

FL642 American Sign Language II

Grade Level: 9, 10, 11, 12

Length/Credit: 1 Year - 1.0 credit



In American Sign Language II, students will expand on their receptive and expressive signing skills and continue acquisition of the fundamentals of applied grammar. ASL is a visual language and therefore regular attendance and participation are mandatory!

FL631 French I

Grade Level: 9, 10, 11, 12

Length/Credit: 1 year – 1.0 credit



The first year of a World Language such as French focuses on establishing novice level speaking, reading, writing, and listening skills based on state content standards. Students will understand main points of basic written and aural texts, engage in simple, everyday verbal exchanges, and compose basic texts about their lives, using high-frequency vocabulary and structures. Activities and assessments supporting the academy theme of Nature help students understand the target cultures' geographical space in the world, as well as their environmental challenges.

FL632 French II

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1.0 credit

Prerequisite: French I



The second year of French continues skill development as students begin to recombine vocabulary and structures to provide information and influence others. In reading, students glean more information from a wider variety of texts, and listen to native speakers of the target language for a general understanding of the intent of the message. Thematically, language courses expose students to the human practices, perspectives and products of French culture through technology, film, television and print media.

FL633 French III**Grade Level: 11, 12****Length/Credit: 1 year – 1.0 credit****Prerequisite: French II**

In the third-year French curriculum, students apply information to personal experience and accomplish related tasks through comprehension of increasingly complex language. Students begin to seek out materials of interest to them, analyze the content, and compare it to information available in their own language. They begin to write and speak more freely and coherently, and linguistic input is less controlled by the teacher and/or textbook. Authentic reading materials and listening selections, as well as contacts made with members of target cultures through technology, encourage students to think and speak critically about conflicts facing the world today. Students are assessed in listening, reading, writing and speaking.

FL634 French IV**Grade Level: 12****Length/Credit: 1 year – 1.0 credit****Prerequisite: French III**

In the fourth-year French curriculum, students move from a focus on analysis of authentic materials to synthesis of those materials to support personal conclusions and viewpoints. Students move outside themselves in order to initiate discussions and compositions that substantiate their positions, and they engage in more sustained discourse. Advanced courses at the high school level and opportunities for post-secondary work to prepare students for future language study. In keeping with the academy theme of Art and Beauty, students explore aesthetics of target language cultures, compare them to artistic expressions of their own culture, and reflect upon others' worldviews as expressed through art.

FL611 Spanish I**Grade Level: 9, 10, 11, 12****Length/Credit: 1 year – 1.0 credit**

Spanish I is designed for the novice learner and focuses on intercultural, interpretive (listening and reading), interpersonal (speaking and writing), and presentational (speaking and writing) communication in the target language. By the end of Spanish I, students should be able to interact using words, phrases, and practiced expressions gathered from texts or audio, answer simple questions on very familiar topics, provide some basic information on familiar topics in lists, phrases, and memorized expressions, and provide information about themselves and their immediate surroundings. They should be able to request and provide information by asking and answering a few simple questions on very familiar and everyday topics, as well as express basic needs related to familiar and everyday activities, and express simple preferences or feelings and react to those of others, and present information about themselves, their interests and activities.

FL612 Spanish II**Grade Level: 9, 10, 11, 12****Length/Credit: 1 year – 1.0 credit****Prerequisite: Spanish I**

Spanish II is designed for the novice (mid to high) learner and focuses on intercultural, interpretive (listening and reading), interpersonal (speaking and writing), and presentational (speaking and writing) communication in the target language. By the end of Spanish II, students should be able to understand some ideas on familiar topics, and the main point in short conversations when listening, understand some ideas in simple texts that contain familiar vocabulary, and request and provide information over a variety of topics in addition to skills acquired in Spanish I.

Projects and presentations will be tailored to pathways.

FL613 Spanish III

Grade Level: 10, 11,12

Length/Credit: 1 year – 1.0 credit

Prerequisite: Spanish II



Spanish III is designed for the novice (high) to intermediate (low) learner and focuses on intercultural, interpretive (listening and reading), interpersonal (speaking and writing), and presentational (speaking and writing) communication in the target language with an emphasis on interpersonal and presentational communication in the target language. Students will refine their skills to create meaningful communication. Students should be able to: when listening, understand some ideas in a variety of familiar topics, and the main point and related details in short conversations. When reading, understand the main idea and related information from connected sentences and short paragraphs in authentic informational and fictional texts, and when speaking and writing, exchange information about familiar tasks, topics and activities using connected sentences and a variety of questions; handle short social interactions and create follow up questions.



FL614 Spanish IV

Grade Level: 11,12

Length/Credit: 1 year – 1.0 credit

Prerequisite: Spanish III



Spanish IV is designed for the intermediate (low to mid) learner and focuses on intercultural, interpretive (listening and reading), interpersonal (speaking and writing), and presentational (speaking and writing) communication in the target language and is designed to give advanced students the opportunity to refine and increase their abilities in the target language. Literary selections and cultural readings are included to expose the student to a wide range of texts. Select Spanish-language films will enhance cultural understanding. By the end of the course students should be able to do things like exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions, as well state viewpoints and give presentations on a variety of familiar topics and some concrete topics they have researched, using sentences and series of connected sentences in multiple tenses. Projects and presentations will be tailored to pathways. Students who register to do so may receive both high school weighted credit and/or college credit for this course (at Summit Campus) or work to earn the seal of biliteracy.

FL622 Chinese II

Grade Level: 9, 10, 11, 12

Length/Credit: 1 year – 1.0 credit

Prerequisite: Chinese I



In Chinese II vocabulary and dialogues about people and daily activities are introduced in context through authentic dialogue settings and speaking scenarios. Speaking and listening skills continue to improve through daily use. Students are expected to create meaningful conversations, improve their cultural awareness, discuss social and cultural implications of Chinese language and other cultural issues that arise.

Writing practice and the reading of written Chinese will be incorporated in Chinese II, which includes stroke, radicals and phonetic components as well as basic sentence structure.

FL623 Chinese III

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1.0 credit

Prerequisite: Chinese II



In Chinese III students increase their Chinese language and cultural understanding skills based on the foundation acquired in Chinese I and Chinese II. Students continue to increase vocabulary and grammar structures. Instruction and interaction are primarily in Chinese with a focus on listening, speaking, reading, writing, cultural awareness and appreciation. Vocabulary and dialogues about events, schedules and consequences are introduced in context through authentic materials and speaking scenarios. Reading and writing are focused on communicating effectively in the target language.

FL624 Chinese IV

Grade Level: 11, 12

Length/Credit: 1 year – 1.0 credit

Prerequisite: Chinese III



In Chinese IV, students deepen and expand their listening skills by immersing themselves in the target language. Students focus on reading the linguistic and cultural meaning of the text with fluency and comprehension. Students are able to summarize orally or in writing what they have read. In terms of listening and speaking, students develop skills in Chinese to communicate across ethnic, cultural, ideological and national boundaries and develop an understanding of Chinese interpersonal behavioral culture and related thought patterns.

AP610 AP Spanish

Grade Level: 11, 12

Length/Credit: 1 year – 1.0 credit

Prerequisite: Spanish III



The AP Spanish Language and Culture course is designed to be comparable to fourth semester (or the equivalent) college/university courses in Spanish. Students demonstrate their level of Spanish proficiency across the three communicative modes (Interpersonal, Interpretive and Presentational) and the five goal areas (Communication, Cultures, Connections, Comparisons and Communities).

AP620 AP Chinese

Grade Level: 11, 12

Length/Credit: 1 year – 1.0 credit

Prerequisite: Chinese III



The AP Chinese Language and Culture course is designed to be comparable to fourth semester (or the equivalent) college/university courses in Mandarin Chinese. Students demonstrate their level of Chinese proficiency across the three communicative modes (Interpersonal, Interpretive and Presentational) and the five goal areas (Communication, Cultures, Connections, Comparisons and Communities).

HEALTH AND PHYSICAL EDUCATION

PE807 Physical Education I

Grade Level: 7, 8, 9, 10, 11, 12

Length/Credit: 1 semester – ¼ credit

Students will develop a plan/participate in a variety of individual, dual, and team sports and activities that expand on and reinforce concepts and skills. Students work towards mastering course standards, both academic and physical, through a plan developed with their counselor and implemented outside of the school day. Activity logs are required.

PE808 Physical Education II

Grade Level: 8, 9, 10, 11, 12

Length/Credit: 1 semester – ¼ credit

Prerequisite: Physical Education I

Students will develop a plan/participate in a variety of individual, dual, and team sports and activities that expand on and reinforce concepts and skills. Students work towards mastering course standards, both academic and physical, through a plan developed with their College & Career Readiness Counselor and implemented outside of the school day. Activity logs are required.

PE809 Personal Conditioning I

Grade Level: 9, 10, 11, 12

Length/Credit: 1 semester – ¼ credit

This elective course is designed for the students who would like to extend their personal fitness level by building an extensive personal training program.

Personal Conditioning will address the topics of exercise, physiology, injury prevention, speed training, agility training, flexibility training, along with a complete weight lifting and cardiovascular conditioning program. Aerobic, anaerobic, and circuit training will be explored through multiple strength and interval training exercises. This class will also expose students to the fitness profession by exploring the fitness field through in-class speakers, hands-on experience and field trips when possible.

PE810 Personal Conditioning II

Grade Level: 9, 10, 11, 12

Length/Credit: 1 semester – ¼ credit

This elective course is designed for students who would like to extend their personal fitness level by building an extensive personal training program. Advanced Personal Conditioning will build on the student's individual workout program designed in Personal Conditioning class. These will include topics of exercise, physiology, injury prevention, speed training, agility training, and flexibility training, along with a complete weight lifting and cardiovascular conditioning program.

HE800 Health I

Grade Level: 10, 11, 12

Length/Credit: 1 semester – ½ credit



Students develop knowledge, attitudes, and practices necessary for the development of optimal personal fitness for full, fruitful, creative living. The major objective of the program is to enable the student to think critically about life and health problems, and to make reasonable judgments concerning individual, family and community health.

HE802 First Aid & CPR

Grade Levels: 10, 11, 12

Length/Credit: 1 semester – ½ credit



The First Aid & CPR course is designed to introduce students to basic First Responder First Aid skills along with general Health and Wellness topics. Students will learn how to administer first aid in a number of different situations in a hands-on learning environment. Students will work on skills from stabilizing broken bone injuries, sprains and joint dislocations, bleeding wounds, treating shock victims, seizures, asthma and allergies. The class will also cover how and when to perform CPR and how to use an AED, as well as hands only CPR.

CE913 Adulting 101

Grade Level: 10, 11, 12

Length/Credit: 1 semester – 1.0 credit

This course teaches practical, real-world skills that students will find useful as they become adults. Reading, writing, projects, and presentations will be required, along with a heavy emphasis on Internet research skills. Topics covered will vary based on student needs, but may include the following areas: financial literacy (taxes, credit cards, budgeting); social situations (manners, weddings, dinners); professional skills (clothing, people skills, grooming); domestic skills (sewing, cooking, car care).

PE818 Ballet – BalletMet

Grade Level: 10, 11, 12

Length/Credit: 1 semester – ½ credit



At the successful completion of this course the student will be able to demonstrate increased coordination and awareness of the body in motion, increased control and strength, specifically of the center of the body and increased flexibility. Students will learn basic ballet steps and terminology, specific ballet steps and their individual demands. Students will also understand the relationship of music and dance and come away with a general appreciation and an informed opinion of the art form.

PE821 Jazz – Ballet Met

Grade Level: 10, 11, 12

Length/Credit: 1 semester – ½ credit



At the successful completion of this course the student will be able to demonstrate increased coordination and awareness of the body in motion, increased control and strength, specifically of the center of the body and increased flexibility. Students will learn basic jazz steps and terminology, specific jazz steps and their individual demands. Students will also understand the relationship of music and dance

and come away with a general appreciation and an informed opinion of the art form.

PE819 Contemporary Dance – Ballet Met

Grade Level: 10, 11, 12

Length/Credit: 1 semester – ½ credit



At the successful completion of this course the student will be able to demonstrate increased coordination and awareness of the body in motion, increased control and strength, specifically of the center of the body and increased flexibility. Students will learn basic contemporary dance steps and terminology, specific steps and their individual demands. Students will also understand the relationship of music and dance and come away with a general appreciation and informed opinion of the art form.



PE815 Health & Human Performance

Grade Level: 9, 10, 11, 12

Length/Credit: 1 semester – ¼ credit



This physical education course was designed for students that do not participate in interscholastic but still want to know the basics of some physical skills such as: resistance training, proper movement execution, mobility, flexibility, and running technique. The course will also go over the importance of nutrition, recovery, stress reduction, time management, and the formation of healthy habits. The goal of this course is to empower students with the knowledge to keep themselves healthy and happy throughout their time after high school.

PE820 Pilates & Yoga – Ballet Met

Grade Level: 10, 11, 12

Length/Credit: 1 semester – ½ credit



This course is part of community partnership with BalletMet and is instructed by BalletMet personnel. The course is designed to introduce Yoga specific movement to students as a form of art and communication in a creative and open method. Students will be required to participate actively.

PE817 African/Afro-Fusion Dance – Ballet Met

Grade Level: 10, 11, 12

Length/Credit: 1 semester – ½ credit



At the successful completion of this course the student will be able to demonstrate increased coordination and awareness of the body in motion, increased control and strength, specifically of the center of the body and increased flexibility. Students will learn basic African dance steps and terminology, specific steps and their individual demands. Students will also understand the relationship of music and dance and come away with a general appreciation and an informed opinion of the art form.

PE816 Athletic Performance

Grade Level: 9, 10, 11, 12

Length/Credit: 1 semester – ¼ credit



This physical education course was designed for students who participate in any interscholastic sports teams. Throughout this course, athletes will work through a variety of different types of resistance training methods depending on the time of year for their sport. It will also emphasize proper rest and recovery for athletes, how to fuel your body for competition, and how to maintain energy and performance levels with adequate nutrition and hydration. On-field/court skills will also be addressed such as: acceleration, max Velocity, agility, grappling and jump training.

PE822 Wellness & Self-Care

Grade Levels: 10, 11, 12

Length/Credit: 1 semester – ½ credit



This class, taught in a seminar format, is a basic introduction to the complimentary and supportive practices of wellness and self-care from an informed trauma-sensitive and restorative base. Through Observation and reflection of both self and others, these principles will be learned through hands-on learning practice, lecture, peer modeling and other activities. While attention is focused on the practices of these techniques, the content will be presented with a transdisciplinary, culturally relevant viewpoint through physiology, psychology, communication, and the socio-politics around anti-racism, gender, and able-ism.

HE803 Sports Medicine

Grade Levels: 7, 8

Length/Credit: 1 semester – 0.25 credit



This course is designed for students who are interested in fields such as athletic training, physical therapy, medicine, nursing, fitness, physiology of exercise, kinesiology, nutrition, EMT and other sports medicine related fields. The course will provide students with an avenue through which to explore these fields of study. The course focuses on the basic information and skills important in the recognition of, care, prevention and preliminary rehabilitation of athletic injuries.

COMPUTER SCIENCE



ADVANCED PLACEMENT COURSES

AP700 AP Computer Science Principles

Grade Level: 11, 12

Length/Credit: 1 year – 1.0 credit

Prerequisite: Integrated Math I



AP Computer Science Principles introduces students to foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, it is designed to appeal to diverse student populations. Topics include the internet, digital information, big data and privacy, introduction

to programming, building applications with event-driven programming, and data tools. Students will develop computational thinking skills through problem-solving, collaboration, and writing, as well as through programming.

INTRODUCTORY PATHWAY COURSES

CTE510 Intro to Engineering Design

Grade Level: 9

Length/Credit: 1 year – 1.0 credit

***Primer for the Engineering & Design Pathway**



Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3-D modeling software, document their work using an engineer's notebook, and communicate solutions to peers and members of the professional community.

HUM800 The Columbian Exchange: The deconstruction of food, culture, and international interactions

Grade Level: 9

Length/Credit: 1 semester – ½ credit

***Primer for the Agriculture/Food Science Pathway**



This course introduces the contributions of various cultures to the Columbian exchange - the global transfers of people, culture, plants, animals, and microbes that were initiated with the discovery of America. This class will explore the origins of food, the value of food in specific cultures, and the interactions between cultures that result in new food experiences. Students will be able to incorporate their own culture and traditions throughout the course as we examine and try what we eat, why we eat it, and where it came from.

HUM801 Medical Mysteries

Grade Level: 9

Length/Credit: 1 semester – ½ credit

***Primer for the Allied Health Pathway**



The purpose of this course is to serve as an introduction to the medical profession and all that it entails. Students will dive into ethics of medical professions by examining case studies, learn about careers in the medical field with the opportunity to network with community professionals, have fun with gross science, and an introduction to medical terminology.

Advisory

Grade 9-12

Length/Credit: 1 Year, 0.25 Credit



In Advisory, students will explore potential career fields and post-secondary opportunities through the use of the Naviance curriculum. Additionally, students will work on their Portrait of a Graduate competencies through the Leader in Me curriculum. Students will be enrolled in Advisory every year as a continuing part of their college and career preparation

BU709 Business Start-Up

Grade Level: 9

Length/Credit: 1 semester – ½ credit

***Primer for the Business, Finance & Marketing Pathway**



Have you ever wanted to start your own business? Be your own boss? This course builds on students' knowledge of business ownership and establishing the creative mind of an entrepreneur. Students will dive into the mindset of an entrepreneur and what it takes to operate a successful business.

SS358 Politics & Debate

Grade Level: 9

Length/Credit: 1 semester – ½ credit

***Primer for the Criminology Pathway**



Students are presented with different ideologies and are asked to analyze these ideas. Speakers present their organizations/ideas. Students break down arguments and learn to argue with evidence, process that evidence, and provide a counter response. Students will explore different ideas and willingness to have political discourse.

AR616 Survey of Digital Media

Grade Level: 9

Length/Credit: 1 semester – ½ credit

***Primer for the Digital Media Design Pathway**



This course is designed to educate students on the ever-changing digital world, as well as to provide hands-on experience with programs/software and equipment. Topics covered include graphic design, animation, audio production, video production, and web design.

FC800 Education and Human Development

Grade Level: 9

Length/Credit: 1 semester – ½ credit

***Primer for the Early Childhood Education Pathway**



An exploration of education and the whole child to prepare students for a career in education. The course will cover a brief history of education, child psychology and development, and instructional strategies. A partnership with the RCS preschool will provide students an opportunity to implement learning in a real-world setting.

SC471 Solving Climate Change

Grade Level: 9

Length/Credit: 1 semester – ½ credit

***Primer for the Energy Pathway**



In this project-based course students will explore energy consumption and development, the environment, and energy related career fields. The end product of this course is a project in which students will design, implement and reflect on an actionable solution to climate change.

FA623 The Art of Storytelling

Grade Level: 9

Length/Credit: 1 semester – ½ credit

***Primer for the Performance & Production Pathway**



An introduction to how stories are told and delivered in dramatic arts, including movies and stage-based themes.

See course description for Art I in the Fine Arts course section.

***Primer for the Fine Arts Pathway**

CE912 Freshman Seminar

Grade Level: 9

Length/Credit: 1 semester – ½ credit



This introduction to high school course will cover necessary study skills, conflict resolution skills, SEL lessons, and focus on development of our Portrait of a Graduate competencies.

CS709 Computer Science Principles

Grade Level: 9, 10, 11, 12

Length/Credit: 1 year — 1.0 credit

Prerequisite: Algebra I

***Primer for the Digital Pathway**



Computer Science Principles focuses on foundational computer science concepts and computational practices. The course focuses on the conceptual ideas of computing and helps students understand why certain tools or languages might be utilized to solve particular problems. Students are introduced to topics such as interface design, limits of computers, societal and ethical issues, web design, programming, computing and robotics.

CTE501 Career Connections

Grade Level: 7, 8

Length/Credit: 1 semester – ½ credit



This course can be used as a High School credit. This course offered in partnership with Eastland-Fairfield Career & Technical Schools is designed for students to explore their interests and aptitudes in 16 different career fields. Students will be involved in hands-on projects representing a variety of career and college pathways, while developing the framework in which to explore their own skills. Students will explore the work world, assess their interests and abilities and learn to make realistic decisions about their continuing education and career goals. This course focuses on several career fields and provides 21st Century workforce skills.

AGRICULTURE AND FOOD SCIENCE PATHWAY COURSES

PATHWAY OVERVIEW: The Agriculture and Food Science Pathway includes multiple CTE courses that will help prepare students for careers in agriculture and food management. Students interested in careers in farming, restaurant management, and food preparation will find coursework and experiences that are designed to give them a head start in careers in these fields. Students in this pathway must complete 250 hours in a work-based learning experience and must participate in this pathway's student organization.



CTE521 Agriculture, Food & Natural Resources

Grade Level: 10, 11, 12

Length/Credit: 1 semester – 1.0 credit

Prerequisite: Successful completion of Integrated Math I



This first course in the career field is an introduction to Agricultural and Environmental Systems. Students will be introduced to the scope of the Agricultural and Environmental Systems career field. They will examine principles of food science, natural resource management, animal science & management, plant & horticultural science, power technology and bioscience. Throughout the course, students will develop communication, leadership and business skills essential to the agriculture industry.

CTE522 Science and Technology of Food

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1.0 credit



Students will examine the research, marketing, processing and packaging techniques applied to the development of food products. Learners will examine nutrient content and their chemical makeup, while applying principles of chemistry to the development of food products. They will examine and implement food safety, sanitation, and quality assurance protocols. Government regulations and food legislation will be examined and the implications to food science and technology will be identified.

CTE523 Food Marketing and Research

Grade Level: 10, 11, 12

Length/Credit: 1 semester – 1.0 credit



Learners will focus on the stages of the research process from research planning to gathering, analysis, and interpretation of data as it relates to food marketing management. Learners will apply knowledge of food additives, nutrition, mixes and solutions to enhance existing food products and to create new processed foods. Learners will identify and describe the impact that technological advances have on food production and availability. Cultural trends and preferences affecting product development will be examined.

CTE524 Applications of Food Science and Safety

Grade Level: 10, 11, 12

Length/Credit: 1 semester – 1.0 credit



Learners demonstrate principles and practices of food safety, processing and packaging to develop solutions for problems in food production, handling and storage. Learners will examine a full range of food processing techniques. Learners will examine the process of food product development and techniques used to measure food sensory aspects, shelf life and food stability. Learners will examine government regulation impact on labeling, new packaging technologies, harvesting, transportation, and the environment. Food laws, regulations and regulatory and commercial grading standards will be examined.

SC465 Introduction to Horticulture and Plant

Bioscience

Grade Level: 10, 11, 12

Length/Credit: 1 semester – 1.0 credit



This first course in the pathway focuses on the knowledge and skills required to research, develop, produce and market agricultural, horticultural, and

native plants and plant products. Students will apply principles of plant physiology and anatomy, plant protection and health, reproductive biology in plants, plant nutrition and disorders to the management of soils and plants. Throughout the course, students will learn communication, leadership, and business management skills reflective of the industry.

SC466 Greenhouse and Nursery Management

Grade Level: 10, 11, 12

Length/Credit: 1 semester – 1.0 credit



Students will learn the operational practices needed for the successful growth of nursery stock and/or greenhouse plants. They will learn essential greenhouse practices including water and fertilizer distribution, lighting, ventilation and temperature control. Students will learn pest and disease identification and control along with bio- security practices. Students will demonstrate knowledge of propagation methods, plant health, nutrition, and growth stimulation. Throughout this course, business and employability skills will be emphasized.

SC467 Greenhouse

Grade Level: 10, 11, 12

Length/Credit: 1 semester – 1.0 credit



Students will get hands-on experience with horticulture practices in an urban farm setting. Using sustainable practices of food production and plant growth they will learn ways producers utilize natural resources to support the growing of the foods they eat on a daily basis. Students will also get a look into other horticulture careers and obtain the basic career skills to successfully grow themselves.

SC468 Urban Forestry

Grade Level: 10, 11, 12

Length/Credit: 1 semester – 1.0 credit



Students will apply techniques and practices promoting the care and management of trees for residential and commercial purposes. Topics include principles of soil management, dendrology and pest management. Students will analyze budgets; and develop short and long-range management plans that balance environmental and economic goals supporting sustainable land use patterns.

SC469 Turf Science and Management

Grade Level: 10, 11, 12

Length/Credit: 1 semester – 1.0 credit



Students will apply principles of science, engineering, and business to support the establishment and maintenance of residential, athletic and recreational turf. Students will learn techniques for the establishment, care, production, and marketing of turf grass along with safe operation and maintenance of specialized equipment.

ALLIED HEALTH PATHWAY COURSES

PATHWAY OVERVIEW: The Allied Health Pathway includes multiple Project Lead the Way courses that are designed to give students hands-on experiences in medical sciences. Students interested in careers in medicine will find coursework and experiences that will give them insight into careers in these fields.

SC450 Health & Science Technology

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1.0 credit



Health and Science Technology is an introductory health science course. The first half presents foundational information, including infection control, first aid, and legal requirements. The second half covers entry-level skills for specific careers, including medical and dental assisting. Carefully revised, this edition includes information on the Patient Protection and Affordable Care Act, new nutritional guidelines from the U.S. Department of Agriculture, and updates that correlate with the Enhanced National Health Care Foundation Standards.

SC451 Principles of Allied Health

Grades: 10, 11, 12

Length/Credit: 1 year – 1.0 credit



Principles of Allied Health is designed to introduce you to the healthcare field.

Students will apply knowledge and skills necessary to assess, plan, provide and evaluate care to patients in varied healthcare settings. Students will learn first aid for nonlife-threatening emergencies. Students will be introduced to compliance, patient safety, pathophysiology, and medical interventions to meet basic human needs.

Students will be able to learn about different medical professions, develop a pathway for obtaining their desired degree, and evaluate

post-secondary options to attain their individual goals.

SC452 Patient-Centered Care

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1.0 credit



Patient-Centered care is designed to introduce students to concepts, behaviors, principles, and theories that provide the foundation for nursing practice. This course focuses on care-giver responsibilities, safety measures, basic medical skills, communication in healthcare, and job outlook. Students will develop critical thinking, collaboration skills and communication skills that are essential for medical professions.

SC453 Medical Terminology

Grade Level: 11, 12

Length/Credit: 1 year – 1.0 credit



Medical Terminology simplifies the process of memorizing complex medical terminology by focusing on the important word parts – common prefixes, suffixes and root words – that provide a foundation for learning hundreds of medical terms. Organized by body systems, the course follows a logical flow of information; an overview of the body system's structure and functions, a summary of applicable medical specialties, and then pathology, diagnostic, and treatment procedures. Students master the language necessary to describe how each body system works, what goes wrong with it and how to treat it, and then put their new skills into practice in exercises.

SC454 Principles of Biomedical Science

Grade Level: 11, 12

Length/Credit: 1 year – 1.0 credit



From design and data analysis to outbreaks, clinical empathy, health promotion, and more, students explore the vast range of careers in biomedical sciences. They develop not just technical skills, but also in-demand, transportable skills that they need to thrive in life and career.

SC455 Human Body Systems

Grade Level: 11, 12

Length/Credit: 1 year – 1.0 credit



Through projects such as determining the identity of a skeleton using both forensic anthropology and DNA analysis, students examine the interactions of human body systems and apply what they know to solve real-world medical cases.

SC456 Medical Interventions

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1.0 credit



Students delve into activities like designing a prosthetic arm as they follow the life of a fictitious family and investigate how to prevent, diagnose, and treat disease.

SC457 Biomedical Innovations

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1.0 credit



Students build on the knowledge and skills gained from previous courses to design their own innovative solutions for the most pressing health challenges of the 21st century.

HLT110 Medical Terminology

Grade Level: 10, 11, 12

Length/Credit: 1 semester – 1.0 credit



Recommend completion of or concurrent enrollment in pre-college or college-level composition course. Course is graded A-F. This course is designed to introduce the student to medical vocabulary as it relates to structure, function, physiology, diseases, diagnostics and treatment associated with all body systems.

HLT112 Intro to Health Sciences

Grade Level: 10, 11, 12

Length/Credit: 1 semester – 1.0 credit

Prerequisite: Medical Terminology is recommended as a prerequisite or corequisite



This course will provide a broad foundation to support entry into the health sciences career pathway at Central Ohio Technical College. Students will have the opportunity to further explore health sciences programs while building professional knowledge to support success. Course is graded A-F.

HLT115 Human Nutrition

Grade Level: 10, 11, 12

Length/Credit: 1 semester – 1.0 credit



Recommend completion of high school chemistry and completion of or concurrent enrollment in a pre-college or college-level composition course. Course is graded A-F. This course is an introduction to the principles of nutrition with emphasis on food composition and the functions of nutrients. This course includes digestion, absorption, and metabolism of nutrients, food safety and nutritional needs during the life cycle. HLT-115 replaces BIO-115. HLT-115 meets the Ohio Transfer Assurance Guide standards for course OHL016.

HLT120 Electrophysiology

Grade Level: 10, 11, 12

Length/Credit: 1 semester – 1.0 credit



Course is graded A-F. This course will introduce electrocardiography (ECG). The student will learn concepts related to cardiac monitoring and assessment. Topics will include anatomy and physiology of the heart, mechanics of cardiac monitoring equipment, the cardiac conduction system, and an overview of cardiac rhythm interpretation as well as the recognition of common abnormalities. The student will have the opportunity to practice techniques in a classroom setting under direct supervision.

HLT140 Phlebotomy

Grade Level: 10, 11, 12

Length/Credit: 1 semester – 1.0 credit

Prerequisite: Concurrent enrollment in HLT145 and HLT150



Course is graded A-F. This course introduces the student to the profession of phlebotomy in laboratory medicine. This includes: organization structure of hospitals and laboratories, medical ethics, related medical terminology, quality assurance, laboratory safety, and knowledge of the basic routine laboratory tests. This course serves as partial fulfillment for the certification requirement of the American Society for Clinical Pathology (ASCP).

HLT145 Phlebotomy Lab

Grade Level: 10, 11, 12

Length/Credit: 1 semester – 1.0 credit

Prerequisite: Concurrent enrollment in HLT140 and HLT150



Course is graded S/U. This course provides the phlebotomy student the opportunity to practice and apply phlebotomy skills in the laboratory

environment. This course serves as partial fulfillment for the certification requirement of the American society for Clinical Pathology (ASCP). This course is graded on a Satisfactory/ Unsatisfactory basis.

HLT150 Phlebotomy Clinical Practicum

Grade Level: 10, 11, 12

Length/Credit: 1 semester – 1.0 credit

Prerequisite: Concurrent enrollment in HLT140 and HLT145



Course is graded S/U. This course provides the phlebotomy student the opportunity to practice and apply phlebotomy skills in the clinical environment. This course serves as partial fulfillment for the certification requirement of the American society for Clinical Pathology (ASCP). This course is graded on a Satisfactory/ Unsatisfactory basis.

NURS002 Basic Health Care Skills

Grade Level: 10, 11, 12

Length/Credit: 1 semester – 1.0 credit

Prerequisite: The student must be 16 years of age or older to enroll. A two-step Mantoux test for tuberculosis must be completed by the first day of class. A criminal background check (BCI) is required within six months prior to starting this course. Results must be available by the first day of the class. Students are required to wear a specified uniform.



Course is graded A-F. This course prepares a basic health care worker with skills required by the Training and Competency Evaluation Program (TCEP) prior to gaining eligibility to become a State Tested Nurse Aide (STNA) and/or to obtain employment as a home health aide. Content includes communication, infection control, safety and emergency procedures, promoting resident/patient independence, respecting resident/patient rights, basic nursing skills, personal care skills, providing care in a home setting, mental health and social service needs and basic restorative services. College lab permits development of various

basic nursing skills. These skills are then implemented during a 20-hour clinical experience in a local health care facility. NURS002 replaces NURS001 Basic Health Care Skills.

BUSINESS AND MARKETING PATHWAY COURSES

PATHWAY OVERVIEW: The Business, Finance & Marketing Pathway consists of multiple Career Technical Education (CTE) courses that are aligned to careers in business and marketing. Students in this pathway must complete 250 work-based learning hours and be an active member of DECA.



CTE530 Business Foundations

Grade Level: 10

Length/Credit: 1 year – 1.0 credit



Introduction to business course. Students will obtain knowledge and skills in business activities. They will acquire skills of marketing research, management, business ethics, financial literacy including taxes, technology and employability skills. Classroom activities include technology, case studies, current events, speakers, leadership and communication skills.

CTE531 Operations Management

Grade Level: 11, 12

Length/Credit: 1 year – 1.0 credit

Prerequisite: Business Foundations



Students will learn to plan, organize, and monitor day-to-day business activities. They will use technology to plan production activities.

Roles and responsibilities could include running and operating the school store. The Co-Op option would provide an additional credit for students who either have a job and can receive credit for working, want a job and need help finding one, or can even receive credit for working in the school store. The teacher will

assist with job placement as well as monitoring student work ethic at employment.

CTE532 Digital Marketing and Management

Grade Level: 11, 12

Length/Credit: 1 year – 1.0 credit

Prerequisite: Business Foundations



The focus of this class is to integrate business skills o apply tools, strategies and processes to communicate digitally.

Students will create, implement, and critique online advertising, email marketing, websites, social media, video or images and podcasts/webcasts. Students will apply project management techniques to guide and control digital communications efforts. Roles and responsibilities could include assisting with the shirt press, operating a successful morning show, and development of a school/class website.

CTE533 Management Principles

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1.0 credit



Students will obtain fundamental knowledge of marketing activities, including sales channels, marketing-information management, marketing research, market planning, marketing communications, pricing, product and service management, branding and selling. They will conduct marketing research, identify target markets, conduct market and competitive analyses, forecast sales, set

marketing goals, establish a marketing budget and develop a marketing plan. Legal and ethical issues in marketing will be addressed. Employability skills, technology, leadership and communications will be incorporated in classroom activities.

CTE534 Fundamentals of Business & Admin Services

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1.0 credit



Students will develop fundamental knowledge and skills in business administration. They will examine business activities, business processes and forms of business ownership. Students will acquire an understanding of economic principles such as supply and demand, division of labor and competition. They will identify current trends, issues and conditions impacting business and determine the impact of the global environment on business operations. Innovation, technology, leadership and communications will also be addressed.

CTE535 Marketing Principles I

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1.0 credit



This is the first course in the Marketing career field. It introduces students to the specializations offered in Marketing. Students will obtain fundamental knowledge and skills in marketing communications, marketing management, marketing research, merchandising and professional selling. They will acquire knowledge of marketing strategies, market identification techniques, employability skills, business ethics and law, economic principles and international business. Technology, leadership and communications will be incorporated in classroom activities.

CTE536 Marketing Principles II

Grade Level: 11, 12

Length/Credit: 1 year – 1.0 credit



The focus of this class is to integrate business skills and apply tools and processes to running a sportswear store. Students will apply project management techniques to plan, organize and monitor day-to-day business activities with our school T-shirt press lab. They will use technology to plan production activities, forecast inventory and negotiate vendor contracts. Students will also calculate break-even, set cost-volume-profit goals and develop policies and procedures to promote workplace safety.

BU710 Business Applications

Grade Level: 11, 12

Length/Credit: 1 year – 1.0 credit



Business Applications prepares students to succeed in the workplace. Students establish an awareness of the roles essential to an organization's success, and then work to develop an understanding of professional communications and leadership skills. Students gain proficiency with technology and will create, analyze and critique reports, letters and other professional communications. Certification in Google and Lean Six will be included in this course along with obtaining industry-recognized credentials as a result of this course.

CRIMINOLOGY PATHWAY COURSES

PATHWAY OVERVIEW: The Business, Finance & Marketing Pathway consists of multiple Career Technical Education (CTE) courses that are aligned to careers in business and marketing. Students in this pathway must complete 250 work-based learning hours and be an active member of DECA.

CJ300 Restorative Practices and Personal Bias

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1.0 credit



This course will focus on rehabilitation practices as opposed to punitive practices as seen in the criminal justice field. It will also focus on systemic bias and the effect it has on the law field.

CJ301 Criminology and Social Deviance

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1.0 credit



This course will focus on behaviors and groups that deviate from social norms and rules of society. Topics covered include: crime, juvenile delinquency, alcohol and drug abuse and addiction, and deviant subcultures. Students will explore and analyze social norms throughout history and discuss how deviance is defined differently by each generation.

CJ303 Constitutional Law

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1.0 credit



This Course will focus on civil and criminal court cases focusing on state and federal Constitutional precedent.

CJ304 Criminal Justice Reform

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1.0 credit



A course that focuses on criminal justice case studies from the past and the present so students can analyze how the field is evolving and changing. Students will think critically about systemic issues and discuss possible solutions.

ENGINEERING & DESIGN PATHWAY

COURSES

FA621 Computer Assisted Design I

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1.0 credit



Intro to CAD focuses on exposing students to the world of architecture and architecture design through the use of DATACAD. This course gives students the opportunity to develop skills in CAD development and design, analyzing engineering diagrams and blueprints, and problem solving through activity, project, and problem-based learning. This class has a particular emphasis on the use of CAD in the medical field.

CTE511 Engineering Principles

AKA: Principles of Engineering – PLTW

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1.0 credit

Prerequisite: Computer Assisted Design



Principles of Engineering (POE) is a foundation course of the high school engineering pathway. This survey course exposes students to some of the major concepts that they will encounter in a postsecondary engineering course of study. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of materials and structures, automation, and kinematics. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science and technology.

CTE512 Digital Electronics

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1.0 credit



From smartphones to appliances, digital circuits are all around us. This course provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Students study topics such as combinational and sequential logic, and are exposed to circuit design tools used in industry, including logic gates, integrated circuits, and programmable logic devices.

CTE513 Computer Integrated Manufacturing

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1.0 credit

Prerequisite: Engineering Principles



This course is intended to be a year-long course designed for those students interested in pursuing a career in architecture/drafting design. This course will focus heavily on the 3D modeling used in the CAD career field. Students will be tasked with designing and creating their own houses and then constructing scale 3D models using tools from our school's FAB Lab.

*****CERTIFICATION: Lean6 Sigma Yellow Belt Certification (3pts)**

COMPUTER SCIENCE PATHWAY COURSES

PATHWAY OVERVIEW: The Computer Science Pathway is designed for students interested in computer science and careers in the IT field. There are 10 COTC courses associated with this pathway that all lead to college credit. Students enrolled in this pathway will be well on their way to their Associates degree when they complete the pathway.

BUS125 PC Applications in Business

Grade Level: 10, 11, 12

Length/Credit: 1 semester – 1.0 credit



Basic computer and keyboarding skills are strongly recommended. Course is graded A-F. This course is designed to give the student standardized, progressive, detailed, hands-on instruction and application in the most popular personal computer software applications used today by business and industry. The student will demonstrate the ability to integrate word processing, spreadsheet, database and presentation design and development through projects and exercises. Current topics that have an impact on information systems, such as cyber security, will be addressed, as well as how to choose the best electronic mail option available. The course combines demonstration and self-paced instruction along with team projects and exercises.

CIT100 Principles of Computer Programming

Grade Level: 10, 11, 12

Length/Credit: 1 semester – 1.0 credit



Course is graded A-F. This course introduces the student to the logic of computer programming. Through the use of flowcharts, pseudocode, and a programming language, the student develops algorithms for solutions to real-world programming problems. Object Oriented programming topics will be discussed. Hands-on lab exercises allow the student to apply the algorithms to real computer programs.

CIT111 Operating Systems & Security

Grade Level: 10, 11, 12

Length/Credit: 1 semester – 1.0 credit



Course is graded A-F. This course offers a broad survey of common Operating Systems including the history, types, and functions of operating systems. The student will be introduced to command line statements used for configuring operating systems. System security issues will be covered, including the skills needed for planning, implementing and auditing a system's security.

CIT150 Internet Programming I

Grade Level: 10, 11, 12

Length/Credit: 1 semester – 1.0 credit

Prerequisite: C grade (2.00) or better in CIT100 OR CIT105



Course is graded A-F. This course is an introduction to web page design and development for static and dynamic contents. The student will be introduced to HTML/XHTML, CSS, and a scripting language such as JavaScript. The emphasis is on client-side web page programming.

CIT160 Database

Grade Level: 10, 11, 12

Length/Credit: 1 semester – 1.0 credit



Course is graded A-F. This course emphasizes the principles and procedures of how records are created, stored, retrieved, retained, and disposed of using standard database software programs. The student will gain an understanding of the basics of database design and the very specific relationships among objects which comprise a database. In addition, students will retrieve database records using SQL and T-SQL queries.

CIT200 .NET Programming

Grade Level: 10, 11, 12

Length/Credit: 1 semester – 1.0 credit

Prerequisite: C grade (2.00) or better in CIT100



Course is graded A-F. This course introduces the student to .NET Programming through the overview of, and hands-on experience with, the suite of programming tools provided by Microsoft Visual Studio. Object oriented programming is emphasized with a focus on Visual C#. Students will also be introduced to software version control techniques.

CIT250 Internet Programming II

Grade Level: 10, 11, 12

Length/Credit: 1 semester – 1.0 credit

Prerequisite: C grade (2.00) or better in CIT150



Course is graded A-F. This course is a continuation of CIT-150 Internet Programming I with an emphasis on Server-Side programming and e-commerce. The course focuses on using Active Server Pages (ASP.Net) to create dynamic, interactive web content. Course content includes the introduction of the extensible Markup Language (XML) and database communication mechanisms.

CIT215 Project Management

Grade Level: 10, 11, 12

Length/Credit: 1 semester – 1.0 credit



Course is graded A-F. The student will learn about the design, development and management aspects of various IT related projects. This course introduces the student to IT project management including business concepts, interpersonal skills and project management techniques required to successfully manage IT projects. Topics and projects incorporate project management principles, conflict resolution, negotiation, communication, team building/leadership and expectation setting and management.

CIT130 Visual Basic I

Grade Level: 10, 11, 12

Length/Credit: 1 semester – 1.0 credit

Prerequisite: C grade (2.00) or better in CIT100

Course is graded A-F. The student will design and write programs using Visual Basic programming features which include the ability to create and integrate text and graphics in an interactive environment. File handling will include the creation and maintenance of sequential and indexed files as well as the integration of databases. Object oriented programming concepts are introduced and structured programming techniques are emphasized with the student writing and executing a variety of programs for business and scientific applications.

CIT142 JAVA Programming

Grade Level: 10, 11, 12

Length/Credit: 1 semester – 1.0 credit

Prerequisite: C grade (2.00) or better in CIT100



Course is graded A-F. This course introduces the student to the Java programming language. Java data types, control structures and classes will be covered. The student will write console and window application

programs to solve problems as well as create mobile apps for mobile devices.

DIGITAL MEDIA PATHWAY COURSES

FA620 Intro to Digital Media Design

Grade Level: 10, 11, 12

Length/Credit: 1 semester – ½ credit



This first level course in the Digital Media Design Pathway will expose the student to a career track of Graphic Design in print and electronic media. All courses in the pathway are a part of the CCP framework that will require this foundational course in order to begin the sequence of college courses. Students will learn visual art foundational design principles as well as the expectations that college work in high school demands. Embedded activities with COTC Gateway and the Digital Media Design department will facilitate the enrollment process into the CCP program beginning with the next course in the pathway's sequence. This semester course will earn a .5 high school credit.

DMD100 Fundamentals of Drawing

Grade Level: 10, 11, 12

Length/Credit: 1 semester – 1 credit



3 Credit hours, 7 contact hours (1-hour lecture and 6-hour lab). Course is graded A-F. This course explores the basic techniques of drawing, focusing on composition, proportion, perspective and the basic fundamentals of line, shape, contrast, texture, balance, and unity. Projects include studies of figures, nature and interiors, with the purpose of developing an understanding of how to communicate rapidly with basic analog tools before using digital media. DMD100 replaces DMD3831 Fundamentals of Drawing in the Quarter system. DMD 100 meets the Ohio Transfer Assurance Guide standards for course OAH001.

DMD101 Digital Software Fundamentals

Grade Level: 10, 11, 12

Length/Credit: .33 credit



1 credit hour, 3 contact hours (0-hour lecture and 3-hour lab). Course is graded A-F. This is an overview course, covering the background and formats of digital media and an introduction to digital media software tools. In preparation for further classes, the student will explore the layout of the interface for digital software programs most commonly used in digital media. This course should be taken before any digital media design course requiring the use of digital software. DMD101 replaces DMD3860 Digital Software Fundamentals in the quarter system.

DMD103 Typography

Grade Level: 10, 11, 12

Length/Credit: .33 credit

Prerequisite: C grade (2.00) or better in DMD101 or concurrent enrollment in DMD101



This course is an introduction to the history of type and the use of the letterform in digital design. The student will use software tools to develop a creative understanding of and a technical competence in using type as both a holder of content and an integral part of digital design. This course is typically offered on a Term basis. DMD103 replaces DMD3826 Fundamentals of Typography in the quarter system.

DMD104 Design Fundamentals

Grade Level: 10, 11, 12

Length/Credit: 1 semester – 1 credit

Prerequisite: C grade (2.00) or better in DMD101



3 credit hours, 5 contact hours (1-hour lecture and 4-hour lab). This course is an introduction to digital design with emphasis on the basic principles, methodologies, and skills important to 2D digital design using key computer graphic tools and software.

This course is designated to prepare the student for the next level in his/her selected discipline. DMD104 replaces DMD3820 Design Fundamentals in the quarter system.

DMD105 Photographic Composition

Grade Level: 10, 11, 12

Length/Credit: 1 semester – 1 credit



Aesthetics and techniques are essential to producing a good photograph. This course focuses on capturing and manipulating images in digital photography with some skill development in darkroom film processing, printing and enlarging. Topics include camera functions, mechanics of image capture, image manipulation, and print production. Students shoot photographs in various studio and indoor and outdoor settings.

DMD108 Multimedia Production I

Grade Level: 10, 11, 12

Length/Credit: 1 semester – 1 credit



From script to storyboard and special effects, students develop products focused on a central theme and purpose. Using commercial and open-source digital animation software, they create an illusion of motion that extends beyond traditional frame-by-frame footage. Students learn skills and techniques involving music, animation, text, voice, photos and videos. Products are adjusted for access through computers, mobile devices, game consoles, projectors, radio and TV.

DMD120 Multimedia Web Production

Grade Level: 10, 11, 12

Length/Credit: 1 semester – 1 credit



The focus of this course is on merging different types of media on the Internet. Students combine text, still photography, audio, videography and graphic arts to

create interactive Web pages. They demonstrate creative, digital storytelling accessible from multiple platforms.

DMD113 Introduction to e-Life: Foundations of Digital Literacy

Grade Level: 10, 11, 12

Length/Credit: 1 semester – 1 credit



3 credit hours, 4 contact hours (2 hours lecture and 2 hours lab). Course is graded A-F. This course focuses on the recent history of the internet and the growth of the World Wide Web from a simple broadcast medium into a platform that fosters communities of users-empowering them to create, share, and participate in the virtual community. Topics covered include the history and evolution of networked technology, hardware and software, social and interpersonal aspects of the internet, as well as emerging trends in the digital, networked space.

DMD208 Multimedia Production 2

Grade Level: 10, 11, 12

Length/Credit: 1 semester – 1 credit



4 contact hours (1-hour lecture and 3 hours lab). Course is graded A-E. This course is an exploration into the design and programming of interactive multimedia. Topics include digital image editing, digital sound and video editing, animation, basic web page development, and advanced interactive environments with an emphasis on conceptualizing and producing effective multimedia presentations. The student will explore both basic animated content and more complex dynamic, code- or script-driven projects. Course is graded A-F.

EDUCATION PATHWAY COURSES

PSY1100 Introduction to Psychology

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1 credit



This introductory course provides a broad survey of psychological science including biological bases of behavior, sensation, perception, consciousness, memory, learning, cognition, motivation, emotion, human development, diversity, stress, personality, social psychology, psychological disorders, and therapies. Students will explore how psychological principles relate to the daily human experience, with an emphasis on individual and cultural differences and similarities.

PSY2200 Educational Psychology

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1 credit



This course offers students interested in becoming teachers an opportunity to consider practical, education-related applications of basic introductory psychology concepts. Teaching and learning topics include effective teaching skills; classroom management; the cognitive, social, and emotional development of learners; learner diversity; teacher- and student-centered instructional approaches; assessment of student learning; learning theories; creating optimal learning environments; student motivation; and the technology revolution in education.

PSY2245 Children with Exceptionalities

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1 credit



This course is an introductory course that offers teachers, teaching assistants and students interested in becoming teachers an opportunity to study both

the characteristics of children with special needs and the educational practices and

programs that work to meet these learners' needs in inclusive settings. Course topics include causes, prevalence and assessment of specific exceptionalities; historic and current theories, issues, trends, legal rights and responsibilities in special education; student placement and service options; teaching strategies, modifications and accommodations; classroom organization and management; and professional and home-school collaboration for lifelong learning.

PSY2261 Child Development

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1 credit



This course examines the nature, nurture and development of children from conception through middle childhood. The traditional child development approach is used with emphasis upon physical, cognitive, social, emotional, and language development.

EDUC2210 Introduction to Education

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1 credit



This course provides an introduction to the teaching profession. Candidates will learn how the historical, philosophical and sociological foundations of education as well as current cultural, economic and political forces impact schools through class discussion, inquiry, and field experiences. Focusing on understanding themselves, understanding their students, and understanding the teaching profession, candidates work in community and school settings and critically reflect on their values, experiences, and observations. Specifically, students will gain an understanding of educational policy and practice in

preschool, elementary, middle and high school settings.

EDUC2220 Educational Technology

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1 credit



This course provides those entering the teaching profession with an understanding of how to effectively enhance modern education with various types of technology. Students will explore the benefits and challenges of using technology and develop the skills to choose and implement technologies that will improve learner understanding and retention. Teaching and learning topics include basic hardware configurations and troubleshooting, operating systems, file types, spreadsheets, presentation software, databases, word processing, audio-visual technologies, and online and distance-learning technologies. Students will be able to find reliable educational resources online and to understand intellectual property and copyright laws.

ENERGY PATHWAY COURSES

PATHWAY OVERVIEW: The Energy Pathway is focused on careers in environmental science and energy production. This pathway gives students a head start in exploring how energy production and consumption have an impact on our natural environment.

SC462 Ecology and Wildlife Management

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1.0 credit



***There may be a fee associated with this course**

In this course, students will explore global issues surrounding wildlife conservation and management including past and present ecological and environmental issues affecting animals. Students will investigate the impacts of human behaviors on the environment and the animals living within them. Habitat conservation and management principles will be the foundation leading to a career technical education industry certification in Ecology Conservation and Management.

CREDENTIAL: Ducks Unlimited Ecology Conservation and Management Certification (6pts)

SC463 Environmental Anthropology

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1.0 credit



This course offers students an introduction to Environmental Anthropology, which encompasses the study of the interrelationships between humans and the relationship with geographical location. Humans have transformed their environments for millennia, but in recent decades, have altered the global environment in ways that have no precedent in human history or in geological time. This course examines some contemporary anthropological approaches to the environment, exploring the value of anthropological theory, methods, and approaches in the humanistic study of the environment. Students

will investigate the environment in its many dimensions and perspectives on environmental and geographical issues. We will review various theoretical approaches and their implications for our understanding of human relations to the environment, and explore how anthropologists and those they study are engaging with contemporary environmental issues including conservation, deforestation, community-based natural resource management, climate change, and geographical perspective.

SC464 Unmanned Aircraft Systems

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1.0 credit



***There may be a fee associated with this course**

The Small UAS (sUAS) Ground School Course sets a sturdy foundation of required aeronautical knowledge for remote pilots of UAS less than 55 pounds. The curriculum addresses all pertinent aeronautical knowledge factors outlined by the FAA for the Unmanned Aircraft General (UAG) examination and augments those with safety concepts and practices to develop well-informed and responsible remote pilots. Students who successfully complete the course receive a certificate of completion from the Unmanned Safety Institute and are well prepared to pass the UAG exam.

CREDENTIAL: Part 107 Remote Pilot Certification (6pts)

SC470 Plant Science and Horticulture

Grade Level: 10, 11, 12

Length/Credit: 1 semester – 1.0 credit



***There may be a fee associated with this course**

This course in the pathway focuses on the knowledge and skills required to research, develop, produce and market agricultural, horticultural, and native plants and plant products. Students will apply principles of plant physiology and anatomy, plant protection and health, reproductive biology in plants, plant nutrition and disorders to the management of soils and plants. Throughout the course, students will learn communication, leadership, and business management skills reflective of the industry.

CREDENTIAL: BASF Plant Science Certification (6pts) via the certification exam at the end of this course.

FINE ART PATHWAY COURSES

PATHWAY OVERVIEW: The Fine Art Pathway gives students an opportunity to explore their artistic side with drawing, painting, and sculpting. Students interested in developing their artistic portfolio for career and/or college applications will be guided in the development of their talents.

See course descriptions for Art II, Art III and Art IV in the Fine Arts course section.

PERFORMANCE & PRODUCTION PATHWAY COURSES

PATHWAY OVERVIEW: The Performance/Production Pathway is highlighted by multiple CTE courses that are focused on careers on stage and screen. Students will participate in courses and experiences that prepare them for behind-the-scenes, as well as performance careers. Students in this pathway must complete 250 hours in a work-based learning experience and must participate in theatrical productions.

FA622 Introduction to Movement & Choreography

Grade Level: 10, 11, 12

Length/Credit: 1 semester – ½ credit



NEW Introductory to movement and choreography includes multiple dance genres, dance and choreography terminology, and specific characteristics and movements. Students will participate in solo, ensemble, and improvisation movement practices.

CTE540 Arts & Communication Primer

Grade Level: 10

Length/Credit: 1 semester – ½ credit



The worlds of art designers, performers and media artists intersect historically, culturally and aesthetically. In this introductory course for the Arts and Communication Career Field, students learn the basics of performance, design, audio and video. They review brochures, photographs, news stories, videos and other products common to the visual, media and performing arts industries.

CTE541 Performing Arts Primer

Grade Level: 10

Length/Credit: 1 semester – ½ credit



In this first course for the Performing Arts pathway, students examine how music, dance and theater disciplines connect to create a production. They compare/contrast different games, social contexts and

cultural aspects of dance, music and theater from early Greek to present day. They learn the role of stagecraft, including new & emerging technology.

CTE542 Musical Theater

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1.0 credit



The troupe member with abilities in music, dance and acting has “triple threat” value in musical theater. In this course, students assume the roles of singer, instrumentalist, actor and dancer as well as director, stage manager, set designer and/or costume technician. Students learn to take and give orders to accomplish tasks. They analyze historical and current-day exemplary models of musical theater for story line, musical arrangement and audience appeal.

CTE543 Stage Design & Construction

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1.0 credit



This course focuses on design and construction of what the audience sees around actors. Students analyze scripts and budgets to determine appropriate sets. They create renderings and drawings by hand and through computer drafting programs to present the designer’s vision. They develop models, mock-ups and final construction of scenery. In addition to construction techniques, they acquire workplace skills such as leadership, collaboration and safety.

CTE544 Musical Engineering

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1.0 credit



Students put music theory and basic music skill into practice as they engineer sound for live and recorded production. They create, capture, edit, mix and synchronize music into audio and video tracks of various formats. Topics include acoustics, reflection, absorption of sound and reverberation. Students create products based on research of audience sensitivity and need and do so in compliance with laws related to intellectual property and competition.

CTE545 Action & Script Analysis

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1.0 credit



This course combines understanding of the relationship between actor and script. Students research major theater genres and influences, breaking down a script to discover objectives, obstacles, tactics and character development. They create a script with scenes, plot points and characters. They learn acting techniques, including imagery, personal associations and inner monologue. They perform a role within an original or established piece of work.

CTE546 Stagecraft

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1.0 credit



Creating the set, balancing the lights, projecting video and engineering the sound all help to accentuate the script and characters in a show. Students learn the skills of stagecraft through research, critique and hands-on experience. They use technology, background design, makeup and costuming to enhance overall production with a focus on the script and director vision.

CTE547 Choreography

Grade Level: 10, 11, 12

Length/Credit: 1 year – 1.0 credit



The choreographer designs steps and routines. In this course, students critique choreographed works from multiple dance genres. Using this knowledge and research as well as understanding specific characteristics and movements of dance, they compose sequences into their own designs. They alter choreography in solo and/or ensemble work. They work with dancers to maximize aesthetic appeal for the audience while helping them manage physical and psychological demands of a performance.

CAPSTONE AND INTERNSHIP

CA900 Capstone

Grade: 11, 12

Length/Credit: 1 year – 1.0 credit



The capstone course is designed to imitate real-world processes and to give students the opportunity to demonstrate the research, writing, and communication skills that they have honed during their high school years.

Students must submit a formal proposal, a research paper, and a technology-based presentation to successfully complete the capstone project.

IN900 Internship

Grade: 11, 12

Length/Credit: 1 year – 1.0 credit



Internship placements align to ODE requirements and may include a pre-apprenticeship experience. Students learn from their job site mentor about the rules and responsibilities of the occupation. Students may be required to complete internship hours outside of their normal school day hours, as transportation permits.

CTE525 Agricultural Systems Capstone

Grade Level: 12

Length/Credit: 1 semester – 1.0 credit



Students apply Agricultural and Environmental Systems program knowledge and skills in a more comprehensive and authentic way. Capstones are project/problem-based learning opportunities that occur both in and away from school. Under supervision of the school and through partnerships, students combine classroom learning with work experience to benefit themselves and

others. These can take the form of mentorship employment, cooperative education, apprenticeships and internships.

CTE535 Marketing Capstone

Grade Level: 12

Length/Credit: 1 year – 1.0 credit



Students will apply knowledge, attitudes and skills that were learned in a Business and Administrative Services program in a more comprehensive and authentic way in this capstone course. Capstones often include project-based /problem-based learning opportunities that occur both in and away from school. Under supervision of the school and through community partnerships, students may combine classroom learning with work experience. This course can be delivered through a variety of delivery methods including cooperative education or apprenticeship.

CTE548 Arts and Communication Capstone

Grade Level: 12

Length/Credit: 1 year – 1.0 credit



Students apply Arts and Communication program knowledge and skills in a more comprehensive and authentic way. Capstones are project/problem-based learning opportunities that occur both in and away from school. Under supervision of the school and through partnerships, students combine classroom learning with work experience to benefit themselves and others. These can take the form of mentorship employment, cooperative education, apprenticeships and internships.

CTE514 Engineering Capstone

Grade Level: 12

Length/Credit: 1 year – 1.0 credit



The Design Pathway is focused on careers in the engineering field and is highlighted by multiple Project Lead the Way courses. Students can also earn articulated college credit for these courses if they enroll with Columbus State. Coursework and experiences are designed for students interested in careers in the field of engineering.

- 1. Some courses that are required for graduation will be offered each year, while some courses will be offered based on available staff.**
- 2. All courses are subject to staff availability and a minimum student enrollment of 10 students.**

**HIGH SCHOOL CREDIT COURSES OFFERED AT
MIDDLE LEVEL**

Integrated Math I Enriched

Integrated Math II Enriched

English 9 Enriched

Physical Education I

Physical Education II

Health

Sports Medicine

Chinese I

Spanish I

ASL I

Career Connections

BalletMet, all offerings (flex credit)