



**Reynoldsburg City Schools**

**Student Handbook**

**2021-2022**

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# TABLE OF CONTENTS

## **GENERAL OPERATIONS**

REYNOLDSBURG COMPACT ON RESPECT .....	1
DISTRICT STRATEGIC PLAN .....	1
MISSION AND VISION .....	1
ATTENDANCE POLICIES AND PROCEDURES .....	2
OHIO HOUSE BILL 410 .....	2
WARNING NOTIFICATION .....	3
EXCESSIVELY ABSENT STATUS.....	3
HABITUALLY TRUANT STATUS.....	3
NOTIFICATION OF ABSENCES BY PARENT/GUARDIAN .....	4
EXCUSED ABSENCES.....	5
MEDICAL AND NONMEDICAL EXCUSES .....	5
PARENT/GUARDIAN EXCUSES.....	5
PLANNED ABSENCES .....	6
UNEXCUSED ABSENCES.....	6
SCHOOL HOURS .....	7
LATE ARRIVALS TO SCHOOL .....	7
LATE TO CLASS .....	6
EARLY DISMISSALS .....	7
DISTRICT CALENDAR.....	8
DISTRICT EMPLOYEE RESPONSIBILITIES AND INTERVENTION STRATEGIES.....	9
EARLY RELEASE.....	9
EMERGENCY SITUATION NOTIFICATION .....	9
FACE MASK REQUIREMENTS.....	10
FACULTY LOCATIONS.....	10
FIELD TRIP AND ASSEMBLY CONDUCT .....	10
FOOD SERVICES (BREAKFAST, SCHOOL LUNCH PROGRAM/LUNCH REGULATIONS .....	10
IDENTIFICATION CARDS. ....	11
IMMUNIZATIONS REQUIREMENTS .....	11
INTERNET ACCESS .....	11
LOCKERS .....	12
LOST AND FOUND .....	12
MANDATED REPORTING .....	12
NON-DISCRIMINATION STATEMENT.....	13
OPEN ENROLLMENT/INTRA-DISTRICT TRANSFERS.....	13
PARENT/TEACHER CONFERENCES .....	13
PARKING REGULATIONS.....	13

# TABLE OF CONTENTS

## **GENERAL OPERATIONS (CON'T)**

POSTING & DISTRIBUTION OF PRINTED MATERIAL .....	14
STUDENT PUBLICATIONS .....	14
SCHOOL NEWSPAPER .....	15
NON-SCHOOL-SPONSORED PUBLICATIONS .....	15
PAY-TO-PARTICIPATE .....	16
PHOTO RELEASE PERMISSION .....	16
REGULATIONS REGARDING DISPENSATION OF PRESCRIPTION MEDICATION .....	17
REGULATIONS REGARDING DISPENSATION OF NON-PRESCRIPTION MEDICATION .....	18
RELEASE OF STUDENT INFORMATION/FERPA INFORMATION .....	18
REQUEST FOR HOMEWORK .....	19
RESIDENCY AND CUSTODIAL CHANGES .....	20
RESTRAINT AND SECLUSION POLICY ( <u>ANNUAL NOTICE REQUIREMENTS TO PARENTS/GUARDIANS OF THE DISTRICT'S POLICY AND PROCEDURES</u> ) .....	20
SAFETY/EMERGENCY DRILLS .....	20
SAFER SCHOOLS TIPLINE .....	20
SEARCH AND SEIZURE .....	21
SCHOOL DANCES .....	21
SCHOOL LEARNING MODELS .....	21
IN-PERSON LEARNING MODEL .....	21
DISTANCE/ REMOTE LEARNING MODEL .....	21
HYBRID LEARNING MODEL .....	21
STUDENT HEALTH AND WELLNESS .....	22
STUDENT ILLNESS .....	22
STUDENT SUCCESS AND DESIGN AND CREATIVITY CENTERS .....	23
SURVEILLANCE CAMERAS .....	23
TELEPHONE MESSAGES .....	23
TEXTBOOKS .....	23
TITLE IX REGULATIONS .....	24
TRANSCRIPT REQUEST .....	24
TRANSPORATION REGULATIONS .....	24
VISITORS AND GUESTS .....	24
VOLUNTEERS .....	25
WITHDRAWING FROM SCHOOL .....	25

# TABLE OF CONTENTS

## **STUDENT ACADEMICS SECTION**

ACADEMIC REPORTS TO PARENTS – REPORT CARDS .....	26
ACADEMIC INTEGRITY .....	26
ACADEMY CREDITS.....	26
ATHLETICS CALENDAR.....	26
ATHLETIC (PARTICIPATION, ELIGIBILITY AND GUIDELINES) .....	26
OHSAA GUIDELINES FOR STUDENT ATHLETIC ELIGIBILITY .....	27
QUICK REFERENCE FOR PROTECTING STUDENT ELIGIBILITY .....	28
NCAA DIVISION I ACADEMIC GUIDELINES.....	28
FULL QUALIFIER.....	29
ACADEMIC REDSHIRT .....	29
NONQUALIFIER .....	29
NCAA DIVISION II ACADEMIC REQUIREMENTS.....	29
CORE-COURSE REQUIREMENT .....	30
FULL QUALIFIER.....	30
PARTIAL QUALIFIER.....	30
NONQUALIFIER .....	30
OTHER STUDENT ACTIVITIES.....	30
ACADEMIC AWARDS AND RECOGNITION .....	31
DISTINGUISHED RAIDER SCHOLAR.....	31
HONOR CORDS .....	31
PRESIDENTIAL AWARD FOR EDUCATIONAL EXCELLENCE .....	31
PRESIDENT’S AWARD FOR EDUCATIONAL ACHIEVEMENT .....	32
NATIONAL HONOR SOCIETY.....	32
ACCELERATED PATHWAYS.....	33
CAREER ADVISING .....	34
CAREER CENTER PROGRAMS .....	35
EASTLAND-FAIRFIELD CAREER AND TECHNICAL SCHOOLS.....	35
PROGRAMS LOCATED AT REYNOLDSBURG HIGH SCHOOL LIVINGSTON CAMPUS.....	37
CHANGING ACADEMY POLICY.....	38
CHANGING LEVELS OF COURSES.....	38
CLASS RANK COMPUTATION.....	38
COLLEGE CREDIT PLUS .....	38
CREDIT FLEXIBILITY.....	39
CUMULATIVE RECORDS .....	40
DROP COURSE .....	40
EARLY GRADUATION .....	40

# TABLE OF CONTENTS

## **STUDENT ACADEMICS SECTION (CON'T)**

GIFTED SCREENING, IDENTIFICATION AND NOTIFICATION AND ADA/504 COMPLAINT AND DUE PROCESS PROCEDURES .....	41
GRADE REPORTING INFORMATION .....	41
GRADE CALCULATIONS. ....	42
WEIGHTED CLASS GRADING PROCEDURES.....	42
INCOMPLETE ASSIGNMENT POLICY... ..	43
GRADUATION REQUIREMENTS AND DIPLOMA OPTIONS	
DIPLOMA PATHWAYS OPTION #1.....	44
DIPLOMA PATHWAYS OPTION #2.....	45
DIPLOMA PATHWAYS OPTION #3... ..	45
GLOBAL SCHOLARS DIPLOMA ENDOREMENT.....	48
DIPLOMA WITH HONORS.....	49
STEM HONORS DIPLOMA.....	51
ARTS HONORS DIPLOMA.....	51
SOCIAL SCIENCE AND CIVIC ENGAGEMENT HONORS DIPLOMA.....	51
INSTRUCTIONAL FEES AND COURSE FEES.....	53
END-OF-COURSE EXAMS.....	53
PROMOTION GUIDELINES.....	53
PHYSICAL EDUCATION WAIVER .....	54
RETAKING COURSES.....	54
REQUIRED COURSEWORK.....	54
SCHEDULE CHANGES.....	55
SENIOR FEES.....	55

# TABLE OF CONTENTS

## **STUDENT CONDUCT SECTION**

STUDENT BILL OF RIGHTS.....	56
PURPOSE .....	60
RIGHTS AND RESPONSIBILITIES .....	60
STUDENT RIGHTS .....	61
STUDENT RESPONSIBILITIES.....	61
PARENT/GUARDIAN RIGHTS .....	61
PARENT/GUARDIAN RESPONSIBILITIES .....	61
SCHOOL STAFF RIGHTS.....	62
SUPERINTENDENT RESPONSIBILITIES .....	62
GENERAL REQUIREMENTS AND GUIDELINES.....	62
CODE OF CONDUCT VIOLATIONS.....	65
LEVEL 1... ..	65
LEVEL 2... ..	66
LEVEL 3... ..	70
BUS BEHAVIOR PROTOCOL .....	73
DISCIPLINE POLICY .....	74
DRESS CODE .....	75
DRESS CODE VIOLATIONS .....	76
SCHOOL IDENTIFICATION .....	76
POLICE NOTIFICATION GUIDELINES .....	76
SUSPENSION GUIDELINES .....	79

## **APPENDIX**

APPENDIX A – INDEPENDNT STUDY AND CREDIT FLEXIBILITY INFORMATION .....	.81
APPENDIX B – COLLEGE & CAREER ADVISING.....	.87
APPENDIX C – COLLEGE CREDIT PLUS .....	.92
APPENDIX D – HIGH SCHOOL PATHWAYS.....	.96
APPENDIX E – COURSE CATALOG .....	100

## 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.

## DISTRICT STRATEGIC PLAN

The staff of Reynoldsburg High School upholds the basic premise that all students can learn. The mission of RHS is to have our students:

1. Demonstrate a mastery of communication skills
2. Exercise the rights and responsibilities of citizenship in a democratic society
3. Develop an understanding of the global interdependence of people, society, and the environment
4. Use of effective thinking skills across the curriculum
5. Develop a tone of trust, decency, and respect among staff and students
6. Engage in meaningful work to develop a sense of belonging and a readiness to learn through goalsetting, self-evaluation, and the ability to reflect on one's work

## 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.



**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 hands-on 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 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.

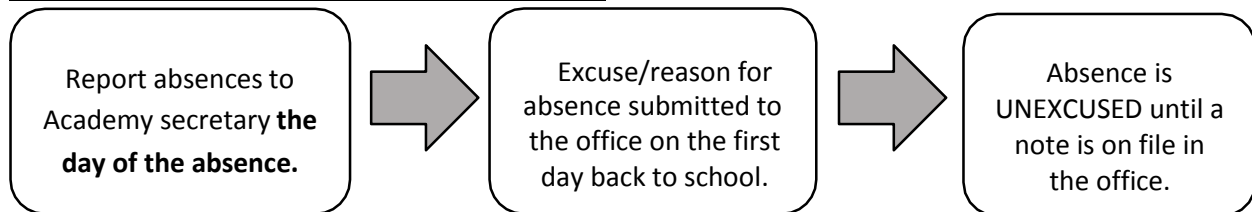
### **If a student becomes Habitually Truant, the following will occur:**

- ✦ 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 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.

## GENERAL OPERATIONS

	Consecutive Hours	Hours per school month	Hours per school year
<b>Habitual Truancy</b> <i>(without legitimate excuse)</i>	<b>30</b> without legitimate excuse	<b>42</b> without legitimate excuse	<b>72</b> without legitimate excuse
<b>Excessive Absences</b> <i>(with nonmedical or without legitimate excuse)</i>		<b>38</b> with or without legitimate excuse	<b>65</b> 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 at \_\_\_\_\_ and speak to the secretary or leave 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.*  
**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**

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

Nonmedical 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 4/3/19, 4/4/19 and 4/5/19, this one excuse note *would*

## GENERAL OPERATIONS

*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 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.*

### **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.

# GENERAL OPERATIONS

## 2021-22 DISTRICT CALENDAR

REYNOLDSBURG CITY SCHOOL DISTRICT 2021-2022 SCHOOL CALENDAR																																									
<b>AUGUST</b>							<b>August</b>							<b>JANUARY</b>																											
S	M	T	W	T	F	S	16	Teacher PD Full Day						S	M	T	W	T	F	S	1							S	M	T	W	T	F	S							
1	2	3	4	5	6	7	17	Teacher PD Full Day						2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22							
8	9	10	11	12	13	14	18	Teacher PD Full Day						23	24	25	26	27	28	29	16	17	18	19	20	21	22	23	24	25	26	27	28	29							
15	16	17	18	19	20	21	19	First Day of School						30	31						9	10	11	12	13	14	15	16	17	18	19	20	21	22							
22	23	24	25	26	27	28	<b>September</b>							23	24	25	26	27	28	29	16	17	18	19	20	21	22	23	24	25	26	27	28	29							
29	30	31					6	Labor Day - No School						30	31						23	24	25	26	27	28	29	30	31												
<b>SEPTEMBER</b>							<b>October</b>							<b>FEBRUARY</b>																											
S	M	T	W	T	F	S	17	Teacher PD Full Day						S	M	T	W	T	F	S	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
5	6	7	8	9	10	11	4	Teacher PD Full Day						6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26							
12	13	14	15	16	17	18	15	End of Grading Period						13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28												
19	20	21	22	23	24	25	<b>November</b>							27	28						20	21	22	23	24	25	26	27	28												
26	27	28	29	30			1	Conference Comp Day - No School						<b>MARCH</b>																											
<b>OCTOBER</b>							<b>December</b>							<b>January</b>							<b>APRIL</b>																				
S	M	T	W	T	F	S	24-26	Thanksgiving Break						S	M	T	W	T	F	S	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
					1	2	17	End of Grading Period/Teacher PD Full day						6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26							
3	4	5	6	7	8	9	20-31	Winter Break						17	18	19	20	21	22	23	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
10	11	12	13	14	15	16	<b>January</b>							27	28	29	30	31			20	21	22	23	24	25	26	27	28	29	30	31									
17	18	19	20	21	22	23	17	Dr. Martin Luther King, Jr. Day						<b>MAY</b>																											
24	25	26	27	28	29	30	<b>February</b>							<b>March</b>							<b>APRIL</b>																				
							4	Teacher PD Full Day						3	4	5	6	7	8	9	3	4	5	6	7	8	9	10	11	12	13	14	15	16							
7	8	9	10	11	12	13	21	President's Day						10	11	12	13	14	15	16	17	18	19	20	21	22	23	17	18	19	20	21	22	23							
14	15	16	17	18	19	20	<b>March</b>							24	25	26	27	28	29	30	17	18	19	20	21	22	23	24	25	26	27	28	29	30							
21	22	23	24	25	26	27	3	End of Grading Period						<b>MAY</b>																											
28	29	30					4	Conference Comp Day - No School						S	M	T	W	T	F	S	1	2	3	4	5	6	7	8	9	10	11	12	13	14							
<b>DECEMBER</b>							<b>April</b>							<b>May</b>							<b>Conference Days</b>																				
S	M	T	W	T	F	S	11-15	Spring Break						15	16	17	18	19	20	21	15	16	17	18	19	20	21	22	23	24	25	26	27	28							
5	6	7	8	9	10	11	<b>May</b>							22	23	24	25	26	27	28	29	30	31					29	30	31											
12	13	14	15	16	17	18	26	Last Day of School/End of Grading Period						<b>Graduation: TBD 7:00pm</b>																											
19	20	21	22	23	24	25	27	Teacher PD Full Day						<b>Conference Days</b>																											
26	27	28	29	30	31		<b>KEY</b>							<b>High School: Oct. 27th, Nov. 11th, Feb. 10th, March 3rd</b>																											
							Teacher PD No School							<b>Jr. High: Oct. 21st, Nov. 3rd, Feb. 17th, March 2nd</b>																											
							Schools Closed							<b>Middle School: Oct. 21st, Nov. 3rd, Feb. 17th, March 2nd</b>																											
							Conference Days							<b>Elementary - Statewide, Taylor Road, French Run</b>																											
							Grading Period							<b>Oct. 27th, Nov. 4th, Feb. 10th &amp; 24th</b>																											
							First/Last Days of School							<b>Elementary - K-2nd, 3rd, 4th, 5th, 6th, 7th, 8th</b>																											
							Split Start Grades K-9 is A-K (August 19) and L-Z (August 20). Grade 10 (August 19) Grades 10-12 (August 20)																																		

### **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 academy 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.

### **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.

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](http://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>.

PaySchools Central 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). **To use the PAYFORIT.NET online system** visit [www.PaySchoolsCentral.com](http://www.PaySchoolsCentral.com) website.

## GENERAL OPERATIONS

Students from families whose income is at or below specified levels are eligible for meals free or at a reduced price. Contact the academy office for the application forms for this program.

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.

### 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 the discipline in the Student Code of Conduct for any inappropriate use of the computers. Prior to the start of school, each 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.

### 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 child 18 years 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. To ensure prompt reports, procedures for reporting 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, the

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>

### **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. Visit district website and follow the link to [www.MyConferenceTime.com](http://www.MyConferenceTime.com).

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

While on 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;
- 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 of 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.

### **Non-school-Sponsored Publications**

Students who edit, publish and/or wish to distribute non-school-sponsored handwritten, printed or duplicated matter 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 7<sup>th</sup>-12<sup>th</sup> 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

A reduction in the Pay to Participate fee for athletics will be available to students with financial hardship. Participants in the RCS Free or Reduced Lunch program qualify for this reduction, and this information will be kept confidential. Student-athletes who qualify for the Free Lunch Program will pay a fee for their participation in athletics. Those who qualify for the Reduced Lunch Program will pay 25% of the Pay to Participate fee.

### **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 DISPENSATION 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 tele-phone 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.

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



## GENERAL OPERATIONS

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 DISPENSATION OF NON-PRESCRIPTION MEDICATION

1. Students in grades 7-12 may self-administer a non-prescription/over-the-counter medication at the parent's discretion. The student's parent must send a note with the student stating the name of the medication, dose, time it is to be taken, date it is to be taken and then signed by the parent. The student may only carry a one-day supply of medication on his/her person. No such medication shall be given to another student.

2. School personnel will not be responsible for administration or supervision of non-prescription self-administered medication.

## 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.

**GENERAL OPERATIONS**

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

### SAFETY/EMERGENCY DRILLS

In accordance to *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.

### SAFER SCHOOLS TIPLINE

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 return to 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 distancing 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 academy office. Students without a hall pass cannot be seen for nonemergency 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 needs to leave school due to illness, either the clinic or the academy 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.

\*\*\*\*\*The info below is redundant if keeping the new sections on Regulation of RX-

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 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. Having a fever indicates that a child is infectious. 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 SUCCESS CENTER (LIVINGSTON CAMPUS) AND DESIGN AND CREATIVITY CENTER (SUMMIT CAMPUS)**

The Information Center and the Design and Creativity Centers are open during regular school hours. Both Centers provide computers for students to access numerous programs including magazines, newspapers, research databases, word processing, and the Internet. To use center computers, students must *make prior arrangements* to come the centers during appropriate scheduled times. Absolutely no candy, beverage, or food of any kind is permitted in the lab.

### **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 busses. 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 academy 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

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 basis and this includes health, physical education, business education, work and family studies, and music.

## TRANSCRIPT REQUESTS

A transcript request form can be found with the academy guidance counselor or on the RHS website. Students must hand deliver the paper request forms to their guidance counselor or academy 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.

## VISITORS AND GUESTS

All parents are welcome to visit the school. If a parent wishes to visit a class, they must make arrangements with the teacher at least one (1) school day in advance. All visitors to school are required to **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 visitors' 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 School's 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 academy guidance counselor or academy office. This form must be completed, signed by the parent or legal guardian and returned to the academy guidance counselor or academy office. On the last day the student will be in attendance, the student must pick up the final withdrawal form which will be signed by an administrator and all the student's teachers. Student grades will not be released until the student has returned all school property (including 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. All other withdrawals are considered "dropout" and may result in the loss of driving privileges.



### ACADEMIC REPORTS TO PARENTS – REPORT CARDS

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, air drop, 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.

### ACADEMY CREDITS

Students who attend any Reynoldsburg High School academy earn credits from Reynoldsburg High School, and not from the individual academy. Therefore, students who attend multiple academies in their high school career will have no issue with transferring credits between academies; all credits are counted towards a Reynoldsburg High School diploma.

### ATHLETICS CALENDAR

The calendar for athletic events can be found at <http://www.reynoldsburgraiders.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 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:

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

## STUDENT ACADEMICS & PROCEDURES

### 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 (see back page).
- 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:



## STUDENT ACADEMICS & PROCEDURES

### 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 7<sup>th</sup> semester of high school as a Distinguished Raider Scholar. Graduates are recognized with medallions worn at Commencement.

#### HONORS CORDS

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.

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.

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 Associated 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 85<sup>th</sup> percentile or higher in math or reading.

## STUDENT ACADEMICS & PROCEDURES

### **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 particular subject, such as English, math, science, etc.
- Demonstrate achievement in the arts such as music or theater.

### **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.

## STUDENT ACADEMICS & PROCEDURES

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 be necessarily preclude 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 5-8

Enriched Math 5 is available for all students who excel in Grade 4 Math or identified as gifted either in Math or Superior Cognitive Ability.

\* Advanced or Accelerated on Grade 4 AIR and Grade 3 AIR, Performance on Grade 5 beginning of the year Diagnostic is at least Late 4 or Early 5 - add this?

For students wishing to enter Enriched Math 6 in 5th grade, the student must meet three criteria:

1. Earn an Advanced score on the 3rd grade Ohio's State Test in Mathematics;
2. Earn an Advanced score on the 4th grade Ohio's State Test in Mathematics; and
3. Place in at least Late 5 grade equivalency on either the Grade 4 end-of-year local math measure or Grade 5 beginning of year local math measure.

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.



## STUDENT ACADEMICS & PROCEDURES

### Language Arts Acceleration for Grades 5-8

Beginning in 2020-2021, all middle schools and junior high schools will have the option to enroll in Enriched English 9 for qualifying students.

The pathway begins in grade 5 with Enriched Reading/ELA 5, continuing with Enriched ELA 6, Enriched ELA 7, and concluding with Enriched English 9. Entrance into the Enriched pathway is available to all students identified as gifted in either Reading or Superior Cognitive Ability.

For students currently in grade 7 who wish to enroll in Enriched English 9, they must meet the following criteria:

1. Earn an Advanced or Accelerated score on the 6th grade Ohio's State Test for English Language Arts;
2. Earn an Advanced or Accelerated score on the 7th grade Ohio's State Test for English Language Arts; and
3. Place in at Mid 8 or Late 8 grade equivalency on either the Grade 7 end-of-year local reading measure or Grade 8 beginning-of-year local reading measure.

In subsequent years, students may also enroll in Enriched English 9 if they earn a B or better in Enriched ELA 7.

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 six through 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.
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 academy 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.

## STUDENT ACADEMICS & PROCEDURES

Career Center programs are explored during presentations in English class 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.

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 ACADEMIES 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!

## PROGRAMS LOCATED AT REYNOLDSBURG HIGH SCHOOL LIVINGSTON CAMPUS

### PERFORMING ARTS

Combine a love of the theatre and the desire for a successful performance career into a reality through the Performing Arts program located at Reynoldsburg High School. The state-of-the-art theatre and lab, including a dance studio, scene shop, dressing rooms, and a theatre library, set the stage for many impressive performances.

Students of the Performing Arts programs have many opportunities to be involved in program production and are also encouraged to participate in their home school performances.

### CHANGING ACADEMY POLICY

The Reynoldsburg Academies go to great lengths to provide families with information and tools that help them decide with their student what academy will be best. Resources, such as staff and funding, are driven by the initial enrollment. Changes in academies 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 academy until the completion of the student's current school year.

Forms can be obtained from the Welcome Center and all academy offices.

- HS Academy change request: (see form for details; form is time sensitive)
- Academy change meetings will be conducted by the end of June.
- Emergency Transfer: In cases determined by Reynoldsburg City Schools to be an emergency a transfer may occur. This transfer will be remediated per individual case by academy leadership.

### 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.

## STUDENT ACADEMICS & PROCEDURES

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 academy 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. 2. 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.

## STUDENT ACADEMICS & PROCEDURES

### GIFTED SCREENING, IDENTIFICATION AND NOTIFICATION AND ADA/504 COMPLAINT AND DUE PROCESS PROCEDURES

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 as 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 your building principal or designee.

### GRADE REPORTING INFORMATION

As of the 2021-2022 school year, all Reynoldsburg High School academies will be moving 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	Meaning	Explanation
A	Mastery	Exemplary	90% - 100% College and Career Ready
B	Mastery	Good	80% - 89% College and Career Ready
C	Mastery	Average	70% - 79% Additional coursework in the content may be required to be career and/or college ready
D	Non-Mastery	Below Average	60% - 69% It is recommended that the student retake the course
F	Non-Mastery	Failing	0% - 59% Student will need to retake the course
I	Non- Mastery	0%-69%	Student has not completed the requirements of the course. Student 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	N/A	Pass	If a student earns a P, it will not count in their GPA, but it will count as earned credit.



## STUDENT ACADEMICS & PROCEDURES

F	N/A	Fail	If a student earns an F, it will count in their GPA, and it will not count as earned credit.
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### GRADE CALCULATIONS

- **Year-long Classes with a semester exam:**

Semester 1 Average = (Quarter 1 Grade x .40) + (Quarter 2 Grade x .40) + (Midterm Exam Grade x .20)  
 Semester 2 Average = (Quarter 3 Grade x .40) + (Quarter 4 Grade x .40) + (Final Exam Grade x .20)  
 Year End Average = (Quarter 1 Grade x .20) + (Quarter 2 Grade x .20) + (Midterm Exam Grade x .10) +  
 (Quarter 3 Grade x .20) + (Quarter 4 Grade x .20) + (Final Exam Grade x .10)

- **Year-long Classes without a semester exam:**

Semester 1 Average = (Quarter 1 Grade x .50) + (Quarter 2 Grade x .50)  
 Semester 2 Average = (Quarter 3 Grade x .50) + (Quarter 4 Grade x .50)  
 Year End Average = (Quarter 1 Grade x .25) + (Quarter 2 Grade x .25) + (Quarter 3 Grade x .25) +  
 (Quarter 4 Grade x .25)

- **Semester Blocked classes**

Semester 1 Average = (Quarter 1 Grade x .40) + (Midterm Exam Grade x .10) + (Quarter 2 Grade x .40)  
 + (Final Exam Grade x .10)  
 Semester 2 Average = (Quarter 1 Grade x .40) + (Midterm Exam Grade x .10) + (Quarter 2 Grade x .40)  
 +(Final Exam Grade x .10)

### WEIGHTED CLASS GRADING PROCEDURES (AP/COLLEGE CREDIT PLUS/ENRICHMENT)

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

1. All students will be given the choice of take core course for Weighted or Non-Weighted 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:

- A. Weighted Credit: English 9 Enriched
- B. Non-Weighted Credit: English 9

2. If a weighted grade 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 AP 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 nine-weeks only 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

## STUDENT ACADEMICS & PROCEDURES

below.

4. **College Credit Plus** courses will be weighted for GPA calculations in the core areas of Math, English, Science, and Social Studies. College Credit Plus elective courses will count for GPA calculations but will not be weighted. 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. **Enriched** courses are weighted and are graded on a 4.5 grading scale.
6. **AP/College Credit Plus** core courses are graded on a 5.0 grading scale.

### **INCOMPLETE ASSIGNMENT POLICY**

Assignments missed because of illness will be made up within a period determined by the teacher but at least equivalent to the number of days absent unless specified by the teacher prior to the absence. Assignments missed because of pre-excused absences (family trips, school sponsored field studies, etc.), will be due upon the first day back to school. Teachers will notify students of their procedures regarding making up missed work. Excused absences will allow students to earn credit for missed work. If missed work is not made up within the allotted time, a student may be assigned an incomplete for the nine-week grading period.

When an incomplete is assigned for terms 1 through 3, middle school students will have up to one calendar year to attain mastery, while high school students will have up to one calendar year or until graduation to attain mastery. If a student fails to attain mastery in that time frame, they will receive a failing grade for the course. Students who have not completed all work will not have met the requirements for the course and will be assigned an "I" for core coursework or a failing grade for non-core coursework for that grading period. Incompletes remaining at the end of the year may have one of two results, the student may retake the course to earn Mastery or the student may be marked as having failed the course. A "U" may be used in special circumstances, i.e. hospitalization or another exceptional reason. The "U" for unfinished work is not included in a student's GPA calculations. Final grades will be adjusted upon mastery of the course. Final decisions will be at the discretion of the Academy Administrator.

### **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 required by the State. The requirements for graduation from high school include earning 20 [minimum of twenty (20)] units of credit in grades nine (9) through twelve (12) as established in State law and this Board and fulfilling the requirements of one (1) graduation pathway that has been approved by the State. To graduate, students must earn 20 [minimum of twenty (20)] units of credit in grades nine through twelve as

## STUDENT ACADEMICS & PROCEDURES

follows:

Subject	Minimum Credit Requirement	
English Language Arts	4	
Health	1/2	
Mathematics	4	1 credit in Algebra II or Integrated Math III
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
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>
<b>Total Credits: 20</b>		

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.

In addition to earning course credits, each student must fulfill the requirements of one (1) graduation pathway that has been approved by the State. Ohio law provides two (2) additional options to earn a high school diploma for students in the Class of 2020.

### **DIPLOMA PATHWAYS (Students may choose one of the three options below)**

- **OPTION 1--DEMONSTRATION OF COMPETENCY**

In addition to earning a minimum of 20 credits, you must also earn a passing score on Ohio's high school Algebra 1 and English II tests. Students who do not pass the test will be offered additional support and must retake the test at least once. Is testing not your strength? After you have taken

## STUDENT ACADEMICS & PROCEDURES

your tests, there are three additional ways to show competency.

- **OPTION 2--CAREER READINESS**

Students must meet two criteria – of which one must be foundational

Foundational Demonstration	Supporting Demonstration
Proficient scores on 3 or more WebXams	250-hour Workplace Experience
Earning an approved industry recognized credential	Earn the required score on WorkKeys
A pre-apprenticeship or acceptance into an approved apprenticeship program	Earn the OhioMeansJobs Readiness Seal
Military Enlistment	Signed contract to enter a branch of the U.S. armed services upon graduation
College Credit Plus	Earn credit for one college-level math and/or college-level English course through Ohio's free College Credit Plus program

- **OPTION 3—DEMONSTRATION OF READINESS**

Earn two of the following diploma seals, choosing those that line up with your goals and interests. These seals give you the chance to demonstrate academic, technical and professional skills and knowledge that align to your passions, interests and planned next steps after high school.

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 "indemand" in this state and its regions.
College-Ready Seal	Earn remediation-free scores on the ACT or SAT.

## STUDENT ACADEMICS & PROCEDURES

Military Enlistment Seal	<p>Providing evidence of enlistment in an armed services branch of the military; OR</p> <p>Participating in an approved Junior Reserve Officer Training (JROTC) program.</p>
Citizenship Seal	<p>Proficient on American History and American Government; OR</p> <p>Advanced Placement or International Baccalaureate; OR</p> <p>Earning a “B” or higher in approved College Credit Plus Courses.</p>
Science Seal	<p>Proficient on the Biology test; OR</p> <p>Advanced Placement or International Baccalaureate; OR</p> <p>Earning a “B” or higher in an approved CCP course.</p>
Honors Diploma Seal	<p>Meeting the criteria for one of six honors diplomas:</p> <ul style="list-style-type: none"> <li>Honors Diploma</li> <li>Career-Tech Honors Diploma</li> <li>IB Honors Diploma</li> <li>STEM Honors Diploma</li> <li>Civics and Social Sciences</li> <li>Fine Arts Honors Diploma</li> </ul>
Seal of Biliteracy	<p>The student must demonstrate proficiency in English and high levels of proficiency in at least one other world language.</p> <p>Students can demonstrate proficiency in English and at least one other world language through a series of test-based options.</p>
Technology Seal	<p>Advanced Placement or International Baccalaureate; OR</p> <p>Earning a “B” or higher in an approved College Credit Plus Course; OR</p> <p>Completing a course offered through the student’s district or school that meets guidelines set by the Ohio Department of Education.</p>

## STUDENT ACADEMICS & PROCEDURES

Community Service Seal	<p>Students must document at least 120 hours through community service experiences or work in employment positions, which can include activities such as paid or unpaid internships, work studies, coops and apprenticeships. Students' experiences must take place during their senior year.</p> <p>Students must have their planned work or community service experiences approved for graduation before completing those experiences. Students must complete experience agreements outlining four key components of the work or community service experiences they will complete.</p>
Fine and Performing Arts Seal	<p>Complete the requirements of a Fine Arts pathway; OR</p> <p>Participate in and pass classes in Eastland-Fairfield PA program; OR</p> <p>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>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>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 exhibitions will be considered.); OR</p> <p>Pass a CCP or AP course in Fine Arts.</p>
Student Engagement Seal	<p>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>Students must be included on the official roster for the group. Rosters will be submitted to designated Academy Secretaries and then submitted to District Office to the EMIS Coordinator; AND</p> <p>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>


## STUDENT ACADEMICS & PROCEDURES

### 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 that students begin their sophomore year of high school.

#### GLOBAL SCHOLARS DIPLOMA ENDORSEMENT REQUIREMENTS

Sophomore Year 1	Junior Year 2	Senior Year 3
Attend two cultural events.  Complete any Google classroom assignments.  Attend four Global Scholars Diploma summits.  <div style="text-align: center;">               Columbus Council on World Affairs           </div>	Attend four cultural events.  Complete Google classroom assignments.  Attend four Global Scholars Diploma summits.	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.  Complete a global issues capstone project and present at GSD capstone fair.  Complete the Global Scholars Diploma student portfolio.
All Global Scholars		
Must be in solid academic standing. Must have a passion for learning about global issues and participating in related events.		

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.

For the Academic and Career Tech Honors Diplomas, students who entered the ninth grade between July 1, 2013 and June 30, 2017 may choose to pursue the diploma by meeting the requirements of these criteria or the previous criteria. Students entering the ninth grade on or after July 1, 2017 must meet these criteria.

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



## STUDENT ACADEMICS & PROCEDURES

ACT/SAT	n/a	ACT: 27 or higher/SAT: 1280 or higher	27 ACT or 1280 SAT or 12 WorkKeys
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.	<b>STEM Honors Diploma</b>	<b>Arts Honors Diploma</b>	<b>Social Science &amp; Civic Engagement Honors Diploma</b>
Math	5 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	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	5 units, including 2 units of advanced science	3 units, including 2 units of advanced science	33 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

## STUDENT ACADEMICS & PROCEDURES

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
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## STUDENT ACADEMICS & PROCEDURES

### 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 2021-2022 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.
- 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 do 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 Academy 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.

## STUDENT ACADEMICS & PROCEDURES

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 and class rank.

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 had the opportunity to confer with parents, teachers, and guidance 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 play havoc with the balance and efficiency of the schedule.

Procedures for Schedule Changes

- All drops and changes must be completed through the academy guidance counselor within the first two weeks (10 school days) of the course; this does not include College Credit Plus courses.
- The student must request a meeting with his/her academy guidance counselor to discuss the reasons for the drop/change. The academy principal has the final authority on all schedule changes.
- Students who drop a course after the first 10 days of the course do so as 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 fee or book costs incurred.
- Students must test into all CSCC courses.
- The student must continue to go to the course that he/she wants to drop until the academy guidance counselor gives him/her a new schedule with his/her new course listed. Not attending the course until it is officially dropped constitutes truancy to that course.

### 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 academy 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 [https://www.un.org/en/udhrbook/pdf/udhr\\_booklet\\_en\\_web.pdf](https://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf) 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

## STUDENT CONDUCT

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



## STUDENT CONDUCT

organizations including social and educational clubs; political, religious, and philosophical groups; or teams available at their school without discrimination.

- 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
  - o 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.

## STUDENT CONDUCT

- 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.
- 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 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.

## STUDENT CONDUCT

- 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:
  - 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

## STUDENT CONDUCT

- 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

### 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

## STUDENT CONDUCT

- To respect other students' privacy rights

### 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 School Staff Responsibilities
- 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.

## STUDENT CONDUCT

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

- 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, 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 supports and follow up.
- 7) Assign interventions or consequences according to the SCC.

## STUDENT CONDUCT

- a) Identify the intervention(s) or consequence(s) most likely to address the cause of the behavior including social, emotional or trauma-related needs, repair harm, and prevent repeat behaviors.
  - b) 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.
  - c) Follow the special procedures contained in the Procedural Safeguards section for students with disabilities and students with Section 504 Plans.
  - d) 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.
  - e) 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.
  - f) 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.
  - g) School staff members must not use public disciplinary techniques and must respond to inappropriate student behavior as confidentially as possible.
  - h) 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.

## STUDENT CONDUCT

- 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.

### CODE OF CONDUCT VIOLATIONS

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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.

#### LEVEL 1

##### **R01 Academic Misconduct**

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A student shall not plagiarize (i.e. use another's thoughts, words or ideas as one's own). 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**

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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, or other disorderly conduct that causes or attempts to cause disruption or obstruction to the normal classroom operation.

##### **R03 Profanity/Abusive Language**

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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 member or student will be treated more severely.



## STUDENT CONDUCT

### **R04 Public Display of Affection**

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

### **R05 Dress Code - RCS Board Policy**

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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:

**LEVEL 2**

### **R06 Disruption of School/Persistent Disorderly/Repeated Violations**

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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 cause 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.

## STUDENT CONDUCT

### **R07 Failure to Serve**

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

### **R08 Forgery and Falsification**

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A student shall not falsely represent or attempt to falsely represent any information given to school official or pertinent to school activities or use the name or identity of another person.

### **R09 Gambling**

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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.

### **R10 Bullying, Harassment, Intimidation and Dating Violence**

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Bullying, harassment and intimidation is an intentional written, verbal, electronic or physical act that a student has exhibited toward another particular student, more than once and 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, 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.

### **R11 Insubordination/Disrespect**

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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 (e.g., identification of student by name when requested).

### **R12 Interference with an Investigation**

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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).

### **R13 Loitering**

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## STUDENT CONDUCT

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.

### **R14 Misconduct at a School Sponsored Event**

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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.

### **R15 Misconduct while Driving and Parking on Campus**

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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.

### **R16 Possession of Unauthorized Devices/Inappropriate Materials/ Personal Electronic Devices (Cell Phones)**

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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.**

### **R17 Tobacco**

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A student shall not smoke, use, possess 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.

### **R18 Theft**

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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.

### **R19 Threatening Behavior**

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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. No student shall threaten harm to persons or property or act in a turbulent or

## STUDENT CONDUCT

offensive manner. This includes engaging in conduct designed to urge or incite another to commit any act of violence.

### **R20 Vandalism**

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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.

### **R21 Trespassing/Aiding in Trespassing and Skipping/Leave School Grounds**

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A student shall not leave school grounds, enter school property before, during or after school hours without express permission of an appropriate school official. A student shall not aide 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 or skip class.

### **R22 Hate Speech**

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A student shall not use derogatory verbal, written, or symbol communication regarding race, sexual orientation or religious beliefs 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.

### **R23 Social Media**

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Use Students shall not commit a harmful or aggressive electronic act toward another student or staff member, including the use of social media platform. An electronic act encompasses the use of a cellular telephone, computer, pager, personal communication device, or other electronic communication device.

## LEVEL 3

### **R24 Assault/Bodily Injury**

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A student shall not knowingly or with reckless disregard cause serious physical harm, or threaten to cause physical harm, to any person. The term “bodily injury” means— (A) a cut, abrasion, bruise, burn, or disfigurement; (B) physical pain; (C) illness; (D) impairment of the function of a bodily member, organ, or mental faculty; or (E) any other injury to the body, no matter how temporary.

### **R25 Serious Bodily Injury**

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## STUDENT CONDUCT

A student shall not cause serious bodily injury to oneself or others. Serious bodily injury is defined as “A bodily injury that involves substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or faculty” (18 U.S.C. Section 1365(h)).

### **R26 Dangerous Weapons**

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- 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.

### **R27 Drugs**

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Student will not knowingly use, possess, sell, conceal, negotiate or broker to distribute or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, betel nut, steroid, controlled substance, drug paraphernalia, lookalike drug, or intoxicant 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.

## STUDENT CONDUCT

- A. Suspected Use
- B. Possession or having control, use of, or evidence of use.
- C. 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 have possession of, sell, conceal, negotiate, or broker to distribute 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.

### **R28 Fighting**

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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.

### **R29 Hazing/Extortion**

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Hazing is defined as doing any act of coercing another, including the victim, to do any act of initiation into any student or other organization that causes or creates a substantial risk of causing mental or physical harm to any person. 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. A student shall not use force or intimidation to obtain anything (e.g. privileges, property, and money) from another person.

### **R30 Sexual Misconduct**

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A range of sexual contact that includes pinching, grabbing, suggestive comments or jokes, welcome or unwelcome sexual advances, requests for sexual favors or other physical or verbal communication of a sexual nature that is sufficiently severe, persistent and pervasive and pervasive that it creates an intimidating, hostile or offensive educational environment.

### **R31 Arson**

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No student, by means of fire or explosion, shall cause or create a risk of physical harm or damage to any school or privately 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.

### **R32 Alcohol**

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Students will not knowingly use, possess, sell, conceal, negotiate, or broker to distribute or be under the influence of any alcoholic beverage or intoxicant of any kind while on school grounds

## STUDENT CONDUCT

during, before, or after school hours, off the school grounds at a school activity, function or event, or on school buses or rented carriers.

### **R33 False Alarms/Bomb Threats/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. No student shall cause the evacuation of any school building or related property, or otherwise cause panic, alarm or inconvenience by means of a false alarm, threat, false activation of a fire alarm or by circulating any information, verbal or written, to indicate any emergency or danger exists or has the potential to exist when it is known, or the person has reason to know that the information or alarm is false.

### **R34 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.

## **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**

<b>First Minor Offense</b>	Written warning and copy of the Unsatisfactory Conduct on School Bus Report sent to the parents or guardians by the Transportation Department.
<b>Second Minor Offense</b>	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.
<b>Third Minor Offense</b>	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.
<b>Fourth Minor Offense</b>	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.
<b>Fifth Minor Offense</b>	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.
<b>Sixth Minor Offense</b>	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.
<b>Seventh Minor Offense</b>	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.



## STUDENT CONDUCT

### MAJOR

<b>First Major Offense</b>	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.
<b>Second Major Offense</b>	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.
<b>Third Major Offense</b>	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.
<b>Fourth Major Offense</b>	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.**

### 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.

## STUDENT CONDUCT

**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.**

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.

### **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 associated with gangs.
- 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.
- 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 pajamas.
- 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.
- 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.

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:

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

### *GRADES 5TH 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 a school-issued ID in their possession.

### 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.

## STUDENT CONDUCT

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-alikes” of such substances. If so, RPD must be notified.
- 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

## STUDENT CONDUCT

- 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-alikes" 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 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 \$1,000

### 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

## STUDENT CONDUCT

- Theft or possession of stolen property that costs less than \$150
- Possession, use, sale, or distribution of fireworks
- Trespassing on CPS 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

## STUDENT CONDUCT

- 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.

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 shows 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
  - 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 when 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 Head of School 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 Livingston Campus. 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, 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 (E-mail 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.	<ul style="list-style-type: none"> <li>• English</li> <li>• Social Studies</li> <li>• Elective</li> </ul>	<ul style="list-style-type: none"> <li>• Math</li> <li>• Science</li> <li>• Fine Art</li> <li>• PE / Health</li> </ul>
2.		
3.		

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: _____



## Reflective Essay Writing Guide

Submit a 5 paragraph Essay: doubled spaced, 1" margins, 12 pt. font  
Use the writing guide below to help you write the essay if you need it.

### 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 or workplace 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
  - Explain how the process influenced your concept of what being a high school student is all about
  - 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 working 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 more [information](#):
- 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).

<b>College and Career Awareness and Preparation Activities</b>						
<b>Grade Level</b>	<b>Activities</b>					
<b>5th Grade</b>	<i>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.)</i>	<i>Students will participate in the annual Career Fair and have an opportunity to discuss career options with presenters.</i>				
<b>6th Grade</b>	<i>All 6th graders participate in a PBL that supports understanding of invention, supply and demand, business models, time management, etc.</i>	<i>Students will be introduced to and complete the Student Success Plan that will be reviewed annually.</i>	<i>Students will participate in the annual Career Fair and have an opportunity to discuss career options with presenters.</i>			
<b>7th Grade</b>	<i>Students will be introduced to the Ohio Means Jobs website.</i>	<i>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.)</i>	<i>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.)</i>	<i>Students will review and update his/her Student Success Plan.</i>	<i>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.</i>	
<b>8th Grade</b>	<i>Students will complete the Career Profile in Ohio 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.)</i>	<i>Students will review and update his/her Student Success Plan.</i>	<i>Students will research a career-the 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.)</i>	<i>Students will participate in a field trip to Eastland/Fairfield Career Centers. Additionally, representatives will provide information regarding careers and future opportunities available at EFCTC throughout the</i>	<i>During the second semester, students will discuss preparing for high school, academy options, and scheduling. (Naviance lessons 8.7, 8.8, 8.13 and 8.14 support this objective.)</i>	



				school year. This will allow the student to discuss career options that will be available to them in high school.		
<b>9th Grade</b> <i>All year</i>	<b>Career Connections Class</b>	<b>Ohio Means Jobs</b>	<b>Career Interest Inventories (Naviance lessons 9.2, 9.3, 9.4, and 9.8 support this objective.)</b>	<b>Columbus State Applications (Naviance lesson 9.15 supports this objective.)</b>	<b>New Tech Model</b>	
<i>Winter</i>	<b>Academy Selection Process</b>	<b>Tour of Each Academy</b>	<b>Academy Presentations</b>	<b>Academy Parents Nights</b>	<b>Academy Projects (identifying which Academy Fits)</b>	<b>Academy Selection</b>
	<b>College Credit Plus</b>	<b>CCP Information Night Presentation (February) (Naviance lessons 9.13, 9.14, and 9.15 support this objective.)</b>	<b>Accuplacer</b>			
<i>Spring</i>	<b>Credit Presentation given to incoming students explaining credits offered at 9X</b>	<b>Scheduling into course based on student credit needs</b>				
<b>10th Grade</b> <i>Fall</i>	<b>RHS Community Night - College &amp; Career Resources Presentations (Naviance lessons 10.7, 10.10, 10.12, 10.13, 10.14, and 10.15 support this objective.)</b>	<b>Informational presentation about PSAT</b>	<b>Students take PSAT</b>	<b>Career Center Presentations and field trip sign up</b>	<b>Career Center Field Trips</b>	<b>Career Center Open House for students who are interested in applying</b>
<i>Winter</i>	<b>CCP Information Night Presentation (Naviance lessons 9.13, 9.14, and 9.15 support this objective.)</b>					
<b>11th Grade</b> <i>Fall</i>	<b>RHS Community Night - College &amp; 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.)</b>	<b>College Rep visits - provide time/place for students to meet with college representatives</b>				
	<b>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.)</b>	<b>ACT Prep Course (Naviance lessons 11.5 and 11.6 support this objective.)</b>	<b>Informational presentation about ACT</b>	<b>Students take ACT</b>		

Late Winter/Early Spring	Work with ELA teachers on assignment/presentation where students can explore different careers through Naviance or Ohio Means Jobs and research what they need to do to get there. 1. Have them explore colleges that are good in the career field they are interested in and have them research that college (cost, programs, campus activities, etc.) 2. Do online tours of colleges	Life After High School presentation - resources for college, career, military pathways				
Spring	College Campus Visits (canceled 2020)	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.)				
12th 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.)	
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 for 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 toward 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
- Capital University

Students have several choices, and may use a combination of them, to complete up to two years' worth of college before they graduate from 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 cancelled due to our College partners not having a professor to teach the 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 is 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 time-line for taking test
PSAT	Given to sophomores and any junior who placed in the 70 <sup>th</sup> percentile the previous year.
ACT plus writing, SAT	Second semester of sophomore year is recommended. All students starting with the graduating 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"> <li>Calculating equivalency of college credits is conducted in the same manner as in the high school.</li> <li>College courses for which three or more semester hours of credit are earned are awarded one high school.</li> <li>Fractional Carnegie units will be awarded proportionately.</li> </ul>
How does taking a CCP Course impact my transcripts?	<ul style="list-style-type: none"> <li>CCP grades will appear on a student's high school transcript and will be averaged into his/her GPA.</li> <li>Each CCP course is on a weighted (5.0) scale.</li> </ul>
All CCP courses taken for college credit will start/become part of your college transcript and CCP grades will be computed into your college GPA.	<ul style="list-style-type: none"> <li>Classes failed or withdrawn with an "F" will receive an "F" on <b>both</b> the high school and college transcript. This may affect future eligibility for college financial aid.</li> <li>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 a student's grades/credits until reimbursed.</li> </ul>
How do CCP courses impact my graduation eligibility?	<ul style="list-style-type: none"> <li>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 testing requirements.</li> <li>Students enrolled in CCP Courses are still required to pass five 1- credit courses (or the equivalent, per grading, with the CCP and HS courses combined).</li> </ul>
How do CCP courses impact my athletic eligibility?	<ul style="list-style-type: none"> <li>In accordance with Bylaw 4-4-1, all courses taken in College Credit Plus must count toward high school graduation.</li> <li>A class should not be dropped without first consulting the counselor to determine whether it will affect athletic eligibility.</li> </ul>

<p>CCP Retake Guidelines</p>	<ul style="list-style-type: none"> <li>● A student that receives a letter grade of D or better earns credit for that course and is not eligible to have the school district pay for a retake of that course.</li> <li>● 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.</li> <li>● If a student earns a letter grade of F and that student is considered economically disadvantaged, the school district will pay for the retake.</li> <li>● If a student earns a letter grade of F and the student does not fall into the category of economically disadvantaged, the district may pay for the retake if he/she meets the criteria outlined on the <a href="#">CCP website</a>.</li> </ul>
<p>How can I get started taking CCP courses?</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Make arrangements with your counselor to take the Accuplacer and/or ACT test if you haven't already done so.</li> </ul>

Advanced Placement (AP)	College Credit Plus (CCP)
<p><b><u>Why?</u></b> Completion of AP courses with qualifying exam grades are accepted for credit, accelerated placement, or both by most colleges and universities.</p>	<p><b><u>Why?</u></b> Completion of CCP courses allows students to earn transcribed college credit toward a degree or career certification during high school.</p>
<p><b><u>What?</u></b> 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><b><u>What?</u></b> 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 and universities.</p>
<p><b><u>When?</u></b> AP courses are typically available to students at the sophomore, junior, and senior levels.</p>	<p><b><u>When?</u></b> CCP courses are available to any student in grades 7-12 who meets the admission requirements of participating colleges or universities.</p>
<p><b><u>Where?</u></b> Most courses are offered at both high school campuses, but some may only be offered at specific buildings.</p>	<p><b><u>Where?</u></b> Courses are offered in at least one high school campus; other courses can be taken on college campuses or online.</p>
<p><b><u>Assessments</u></b> At the end of each year-long course.</p>	<p><b><u>Assessments</u></b> At the end of each college or university semester.</p>



The Reynoldsburg High School catalog consists of a variety of pathways from which students choose that include numerous specialty courses, required core coursework, and an array of elective offerings.

### Highlights

- 16 career pathways
- 27 AP courses
- Over 30 courses offering credit through colleges and universities
- Articulations with local colleges and universities for students to earn college transfer credit through the completion of pathway courses

**Reynoldsburg High School offers 16 Career Pathways** within our four 10-12 academies:

- Business, Education, Law and Leadership Early College Academy (BELL)
- Encore Academy of Performing and Design Arts
- Environmental Science, Technology, Engineering and Math (eSTEM)
- Health Sciences and Human Services STEM Academy (HS)<sup>2</sup>



**Each pathway has required courses** depending on a student's concentration preference and choice of electives. Students are encouraged to work with their family and counselors to select the best path to graduation, preparing them for college and careers.

# Academies and Pathways

**Our program of study for each pathway includes four components:**

1. Four-year, sequential courses related to the pathway, each with rigor and relevance to degree programs using college and career standards.
2. Alignment to secondary institutions with college credit-bearing courses in every discipline.
3. Opportunities to earn industry-recognized credentials.
4. Connections to careers through work-based learning, internships, technical skills assessment, and off-campus experiences related to career pathways.

## Livingston Avenue Campus



### **The 9X Impact**

- Intro to Engineering Design (IED)  
(The first course in the eSTEM Engineering and Design pathway)



### **Business, Education, Law and Leadership Early College Academy (Bell)**

- Business and Marketing
- Law and Criminal Justice
- Education
- Leadership



### **Health Sciences and Human Services STEM Academy (HS)<sup>2</sup>**

- Biotechnology for Health Sciences
- Biotechnology for Food, Plant and Animal/Food Science
- Allied Health and Nursing
- Human Services

## Summit Road Campus



### **Environmental Science, Technology, Engineering and Math (eSTEM)**

- Energy and Natural Resources
- Digital Network Systems
- Engineering and Design



### **Encore Academy of Performing and Design Arts**

- Digital Media Arts
- Fine Arts
- Performing Arts
- Production



## The 9X Impact Academy Pathway Courses

### IED Pathway:

- Intro to Engineering Design (Engineering Design) – 175001 – Year Long – Grades: 9-12

## BELL Academy Pathway Courses

### Business & Marketing Pathway:

- Digital Marketing and Management – 144015 – Grades: 10-12 – Offered 2020/2021
- Business Foundations – 141000 – Grades 10-12 – Offered 2020/2021
- Operations Management – 142020 – Grades 10-12 – Offered 2020/2021

## (HS)<sup>2</sup> STEM Academy Pathway Courses

### Biotechnology for Food, Plant and Animal Pathway:

- Agriculture, Food and Natural Resources – 10105 – Grades: 10-11
- Science and Technology of Food – 11010 – Grades 10-11
- Applications of Food Science and Safety – 11030 – Grades 11-12
- Agricultural and Environmental Systems Capstone – 10190 – Grade: 12

### Biotechnology for Health Sciences Pathway:

- Health & Science Technology – Year Long – Grades: 10-11
- Medical Terminology – Year Long – Grades 10-11
- Anatomy & Physiology – Year Long – Grades 11-12
- Health Science Capstone – Year Long – Grade: 12

### Allied Health and Nursing Pathway:

- Principles of Allied Health – Year Long – Grades: 10-11
- Patient-Centered Care – Year Long – Grades: 10-11
- Medical Terminology – Year Long – Grades 11-12
- Anatomy & Physiology – Year Long – Grades 11-12

### Human Services Pathway:

- Psychology – Semester 1 – Grades: 10-12
- Introduction to Human Services – Semester 2 – Grades: 10-12

## eSTEM Academy Pathway Courses

### Engineering Design Pathway:

- Intro to Engineering Design (Engineering Design) – 175001 – Year Long – Grades: 9-12
- Computer Assisted Design Year Long/ or Semester – Grades: 10-12
- Principles of Engineering (Engineering Principles) – 175002 – Year Long – Grades: 10-12
- Computer Integrated Manufacturing – 175006 – Year Long – Grades: 10-12
- Digital Electronics – 175007 – Year Long – Grades 10-12
- Design Internship - Semester 1 - Grade: 12

- Design Capstone – 175009 – Semester 2 – Grade: 12

#### **Energy & Natural Resources Pathway:**

- Computer Assisted Design - Year Long/ or Semester – Grades: 10-12
- AP Biology - Year Long – Grades: 10-12
- AP Chemistry - Year Long – Grades: 10-12
- AP Environmental Science - Year Long– Grades: 10-12
- AP Human Geography - Year Long – Grades: 10-12
- Energy Internship - Semester 1 – Grade: 12
- Energy Capstone - Semester 2 – Grade: 12

#### **Digital Network Systems**

- AP Computer Science- Year Long - Grades: 10-12
- Principles of Computer Program CIT 100 - Semester 1 or 2 - Grades: 10-12
- PC Applications in Business- BUS 125 - Semester 1 or 2 - Grades: 10-12
- Operating Systems and Securities- CIT 111- Semester 1 or 2 - Grades: 10-12
- Internet Programming I CIT 150- Semester 1 or 2 - Grades: 10-12
- Database - CIT 160- Semester 1 or 2 - Grades: 10-12
- Net Programming CIT 200 - Semester 1 or 2 - Grades: 10-12
- Visual Basic I- CIT 130- Semester 1 or 2 - Grades: 10-12
- Java Programming - CIT 142 - Semester 1 or 2 - Grades: 10-12
- Internet Programming II CIT 250 - Semester 1 or 2 - Grades: 10-12
- IT Project Management- CIT 215 - Semester 1 or 2 - Grades: 10-12
- Digital Internship - Semester 1- Grade: 12
- Digital Capstone - Semester 2- Grade: 12

## Encore Academy Pathway Courses

#### **Performing Arts Pathway:**

- Performing Arts Primer - 340210 - Semester Long - Grade: 10
- Arts and Communication Primer - 340001 - Semester Long - Grade: 10
- Business of Arts and Communication – 340006 – Year Long – Grade: 11/12
- Musical Theatre – 340245 – Year Long – Grade: 11/12
- Stagecraft – 340250 – Year Long – Grade: 11/12
- Acting Performance – 340230 – Year Long – Grade: 11/12

#### **Digital Media Design Pathway:**

- Introduction to Digital Media Design - Semester Long - Grade: 10
- Fundamentals of Drawing - DMD 100 - Semester Long - Grade: 10/11
- Digital Software Fundamentals - DMD 101 - Semester Long - Grade 10/11
- Typography - DMD 103 - Semester Long - Grade 10/11
- Design Fundamentals - DMD 104 - Semester Long - Grade 11/12






#### **Fine Art Pathway:**

- Art II - Year Long - Grade 10
- Art III - Year Long - Grade 11
- Art IV - Year Long - Grade 12






**Production Pathway:**

- Mass & Social Media - Semester Long - Grade 10/11
- Media Broadcasting - Semester Long - Grade 10/11
- Introduction to Public Speaking - Semester Long - Grade 11/12
- Creative Writing - Semester Long - Grade 11/12

**APPENDIX E:**  
**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.
				

## 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 Arts

### **LA211 English 9**

#### **LA211E English 9 Enriched**

**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.

### **LA221E English 10**

#### **LA221E English 10 Enriched**

**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.

### **LA231 English 11**

#### **LA231E English 11 Enriched**

**Grade Level: 11**

**Length/Credit: 1 year – 1.0 credit**

**Prerequisite: English 10**



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.

### **LA252 English 12**

#### **LA252E English 12 Enriched**

**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.

### **LA250 Contemporary Texts and Composition**

**Grade Level: 11, 12**

**Length/Credit: 1 year – 1.0 credit**

**Prerequisite: English 10**



This course focuses on the study of contemporary texts and requires extensive reading and writing. Students develop their critical reading and writing skills while studying audience, purpose, content, structure and style of various pieces.

Students also participate in weekly writing workshops to develop verbal public communication and debate skills.

## **LA268 Technical Writing & Communications**

**Grade Level: 11, 12**

**Length/Credit: 1 year -- 1.0 credit**

**Prerequisite: English 10**

Technical Writing & Communications examines new opportunities for covering science using technology with the skills required to produce clear and understandable writing about technical subjects, important ethical and practical constraints that govern the reporting of scientific information, and the cultural place of science in our society. The class features several written assignments and discussion of readings from various media. The final grade for the course is based upon a portfolio of writings including, but not limited to, a review of online sources, news briefs, interviews with scientific and technical professionals, scientific posters and laboratory reports.

## **LA275 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.

## **FA040 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.

## **ENGL106 African & African American Literature Enriched**

**Grade: 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.

## **ENGL107 African & African American Literature II Enriched**

**Grade: 12**

**Length/Credit: 1 year - 1.0 credit**

**Prerequisite: ENGL106 African & African American Literature Enriched**



This course is a continuation of African American Literature Enriched.

## **COMM101 Mass and Social Media**

**Grade Level: 11, 12**

**Length/Credit: 1 semester – ½ credit**



This course is an introduction 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.

## **COMM102 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.

### **Advanced Placement**

## **LA237 Advanced Placement Literature and Composition**

**Grade Level: 11, 12**

**Length/Credit: 1 year – 1.0 credit**

**Prerequisite: English 9 and 10**



AP Literature and 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.

## **LA 239 Advanced Placement Language and Composition**

**Grade Level: 11, 12**

**Length/Credit: 1 year – 1.0 credit**

**Prerequisite: English 9 and 10**



AP Language and 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 authors craft 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**

## **EXRA Reading Acceleration**

**Length/Credit: 1 semester – ½ credit**

**Grade: Pass/Fail**

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

## **EXAW Writing Acceleration**

**Length/Credit: 1 semester -- ½ credit**

**Grade: Pass/Fail**

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

## **EXRR Reading Plus**

**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 additional curriculum to help them close the achievement gap between them and their peers.

## **EXRW Writing Plus**

**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 additional curriculum to help them close the achievement gap between them and their peers.

**TESOL- English as a Second Language I**  
**TESOL- English as a Second Language II**  
**Length/Credit: 1 year – 1.0 credit**  
**Grade: Pass/Fail**

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 academic setting, with a special emphasis on Ohio's English Language Arts

Academic Content Standards.

**ELE1001 Confidence in Communication**  
**Grade Level: 10, 11, 12**  
**Length/Credit: 1 semester – ½ credit**  
**Grade: Pass/Fail**

This course is designed for students that are demonstrating mastery in their Language Arts course and need additional curriculum to challenge them outside of their normal class time. This course provides students with instruction and practice to help them improve their organization, speaking, and vocabulary skills. All students will be instructed in the art of public speaking, outlining, logical reasoning and oral presentation techniques.





## Fine Arts

### FA001 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 upper classmen with permission of the instructor.

### FA022 2-Dimensional Design

**Grade Level: 10, 11, 12**

**Length/Credit: 1 year – 1.0 credit**



This course is an introduction to the basic concepts of two-dimensional design: line, shape, space, hue, value and texture.

Students will use of various media in a variety of problem-solving projects leading toward an awareness of the principles of visual organization.

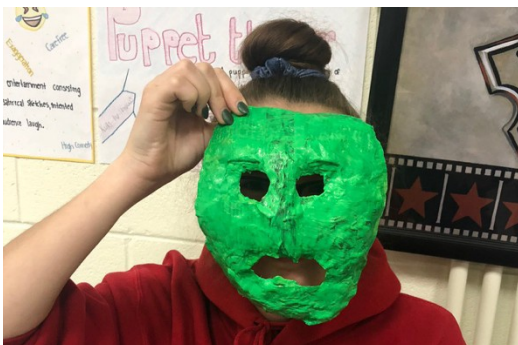
### FA024 Life Drawing

**Grade Level: 10, 11, 12**

**Length/Credit: 1 year – 1.0 credit**



Students will draw from still life, photographic references, and finally live models. Through a series of demonstrations, in-class drawing, group critiques, and individual assistance from the instructor, students will develop their ability to draw convincingly from life.



### FA026 History of Art

**Grade Level: 10, 11, 12**

**Length/Credit: 1 year – 1.0 credit**



This course is an historically based introduction to the study of visual arts in the West. Through a critical examination of the fundamental formal concepts and the historical developments in the visual arts, this course examines the visual expression of culture from the Prehistoric era to the early Renaissance.

### FA030 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.

### FA032 Adobe Photoshop

**Grade Level: 10, 11, 12**

**Length/Credit: 1 year – 1.0 credit**



This class provides the student with basic and intermediate level knowledge of Adobe Photoshop software. This software will enable the student to design multi-layer digital images. Intermediate to advanced level projects are used for evaluation.

### FA033 Adobe InDesign

**Grade Level: 10, 11, 12**

**Length/Credit: 1 year – 1.0 credit**



This course expands student's skill sets in Adobe InDesign. Emphasis will be placed on layout, objects, text, typography, color, creating styles, modifying graphics, creating tables, working with transparencies, and exporting a file.

### **FA034 Digital Software**

**Grade Level: 10, 11, 12**

**Length/Credit: 1 year – 1.0 credit**



Digital software is designed to educate students on the ever-changing digital world, as well as to provide hands-on experience with industry standard software and equipment. Topics include operating systems, typography, vector and bitmap imaging, page layout, PDF creation and editing, timeline-based video editing, file transfer, output, web, emerging technologies, and other material relative to the digital visual arts workflow.

### **FA035 Media Graphics &**

**Optimization Grade Level: 10, 11, 12**

**Length/Credit: 1 year – 1.0 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. They 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.

### **FA039 Principles of Interactive Design**

**Grade Level: 10, 11, 12**

**Length/Credit: 1 year – 1.0 credit**



This class introduces students to the products, tools, and environment of the interactive multimedia profession. The course covers elements of communication, marketing, Web development, digital media and graphic design. The focus is then on designing, choosing software and scripting the interactive media project.

### **FA038 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.

### **FA041 Storyboarding**

**Grade Level: 10, 11, 12**

**Length/Credit: 1 year – 1.0 credit**



This class will focus on storyboarding and developing ideas as key pre-production tools for narrative animation, film, and gaming projects. The lectures, class work, and assignments will help students to expand their own cinematic drawing techniques, and help them to develop clear and dynamic stories for the screen.

Students will develop their personal style of boarding and complete a comprehensive pre-production blueprint for a project of their own choice.

### **FA075 Women's Chorus**

**Grade Level: 10, 11, 12**

**Length/Credit: 1 year – 1.0 credit**

**Fee: \$40**



This all-female group consists of students in grades 10, 11, and 12 and performs a variety of choral literatures written specifically for women's voices. The Women's Chorus presents three concerts a year as well as other school and community performances upon request. In addition, the choir may participate in large group contests—District and State. Participation in

all performances is mandatory. Some after school rehearsals are required. Apparel expenses are involved.

### **FA076 Men's Chorus**

**Grade Level: 10, 11, 12**

**Length/Credit: 1 year – 1.0 credit**



**Fee: \$40**

This all-male group consists of in grades 10, 11, and 12 and performs a variety of choral literatures written specifically for men's voices. The Men's Chorus presents three concerts a year as well as other school and community performances upon request. In addition, the choir may participate in large group contests— District and State.

Participation in all performances is mandatory. Some after school rehearsals are required. Apparel expenses are involved.

### **FA079 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 a variety of musical styles and simple choreography. The Chamber Singers perform most often outside of the school at social or charity functions as entertainment. The group may also participate in solo and ensemble contest as well as large group contests— District and State. Participation in all performances is mandatory. Participation in Concert Choir, Women's Chorus, or Men's Chorus is mandatory (schedule permitting). Some after school rehearsals are required. Apparel expenses are involved.



### **FA084 Hand Bell Choir**

**Grade: 10, 11, 12**

**Length/Credit: 1 year – 1.0 credit**



Hand Bell Choir is open to any students who are interested in learning the technique of hand bell ringing. Students do not need to have any experience in hand bells, but music reading experience 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. Some after school rehearsals are required. Apparel expenses are involved.

### **FA085 Symphonic Band**

**Grade Level: 9, 10, 11, 12**

**Length/Credit: 1 year – 1.0 credit**

**Fee: \$40**

**Prerequisite: Junior High band or equivalent and permission of director**



The Reynoldsburg High School Symphonic Band studies and performs OMEA Class C- B (Grade 3-31/2) wind band literature.

Repertoire includes a variety of compositions composed or arranged for the intermediate high school wind band. Performances include three yearly concerts, OMEA Large Group Contest, and OMEA Solo and Ensemble Contest at the discretion of the director. Attendance at all performances and rehearsals is mandatory. This ensemble is best suited for the developing musician who wants to improve on basic band concepts.

### **FA087 Wind Symphony**

**Grade Level: 9, 10, 11, 12**

**Length/Credit: 1 year – 1.0 credit**

**Fee: \$40**

**Prerequisite: Junior High band or equivalent and permission of director**



The Reynoldsburg High School Wind Symphony studies and performs OMEA Class A-AA (Grade

4-5). Repertoire includes a variety of compositions composed or arranged for the advanced high school or college wind band.

Performances include three yearly concerts, OMEA Large Group Contest, and OMEA Solo and Ensemble at the discretion of the director. Attendance at all performances and rehearsals is mandatory. This ensemble is best suited for the advanced musician who wants to be challenged and reach their highest potential. Private instruction is strongly recommended.

### **FA089 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. Performances include parades, football games and competitions. The marching band travels to many destinations throughout the season and is the most visible of the high school ensembles.

### **FA096 Berlin Orchestra**

**Grade Level: 9, 10, 11, 12**

**Length/Credit: 1 year – 1.0 credit**

Berlin Orchestra is open to freshman in their 4<sup>th</sup> 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.

elementary schools) is mandatory. Solo and Ensemble adjudicated events are available to members of this group. Private instruction is strongly recommended.

### **FA080 London Orchestra**

**Grade Level: 9, 10, 11, 12**

**Length/Credit: 1 year -- 1.0 credit**

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.

### **FA101 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.

### **FA103 Fab Lab I**

**Grade Level: 10, 11, 12 Length/Credit:**

**1 semester — ½ credit**

**Course Offered at (HS)<sup>2</sup>**



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.



### **FA104 Fab Lab II**

**Grade Level: 10, 11, 12 at (HS)<sup>2</sup>**

**Length/Credit: 1 semester – ½ credit**

**Prerequisite: Fab Lab I**



This course focuses on learning the Fab Lab's various machines for carrying out community orders. Students will learn how to operate the lab's machines and software, gain experience in an entrepreneur-type setting, and complete orders requiring creating thinking, problem solving, collaboration, drive, and high-quality craftsmanship. Student progress will be evaluated through the 21st Century Art Skills, and the course will count as a visual arts elective. Senior interns would also be in the lab at this time to fulfill their internship requirements.

### **FA111 Business of Arts and Communication**

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



From event management to tracking expenses, students learn the business side of visual, media and performing arts. Students learn and apply intellectual property rights, licensing, copyright, royalties, liabilities and contractual agreements to both profit and non-profit companies. Topics include marketing, branding, producing, promoting, booking, budgeting and merchandising.

### **FA114 Musical Engineering**

**Grade Level: 10, 11, 12**

**Length/Credit: 1 semester – ½ 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 in compliance with laws related to intellectual property and competition.

### **FA120 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, copy writing, 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.

### **FA121 Becoming a Recording Artist**

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

This course teaches the basic principles of singing and prepares the beginning student



for solo and ensemble performances. Students will promote and practice vocal health, better the student's aural skills and harmony by ear, and instruct correct posture, breathing, and vowel shaping. Vocal repertoire will include pop, rock, R&B, Broadway, classical, and everything in between.

### **FA122 Behind the Scenes**

**Grade Level: 10, 11, 12**

**Length/Credit: 1 semester – ½ credit**

Students will explore all opportunities behind the scenes of any production or concert style event. Basic theatre vocabulary will be taught and implemented during class time. Students explore each of the following jobs: producer, director, technician, choreographer, stage manager, stage support, theatre manager, public relations director, and costume designer.

### **FA123 Fundamentals of Acting I**

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



The study of performance skills will be implemented in this course. The students will explore stage movement, scene study, role analysis and much more. The students will discover practices of improvisational acting and how to prepare for professional auditions. Scripts will be studied from all time frames, old and new.

### **FA124 Musical Theatre**

**Grade Level: 9, 10, 11, 12**

**Length/Credit: 1 semester – ½ credit**



This course offering will be intermixed with material from both "Becoming a Recording Artist" and "Fundamentals of Acting." The students will explore in stage movement, scene study, role analysis and preparation for professional auditions.



### **FA125 Fundamentals of Acting II**

**Grade Level: 9, 10, 11, 12**

**Length/Credit: 1 semester – ½ credit**

**Prerequisite: Successful completion of Fundamentals of Acting I**



This course is designed for advanced actors and actresses. Performers will showcase their skills throughout the school year. The students will explore advanced stage movement, scene study, role analysis, and the ability to listen and appropriately react during a scene. Students are expected to fully memorize and perform multiple pieces throughout the course.

### **FA300 Digital Video Production 1**

**Grade Level: 10, 11, 12**

**Length/Credit: 1 year – 1.0 credit**



Digital video production will introduce students about how to use the power of audio and video to communicate. Topics covered include basic digital audio and video editing in a non-linear environment, basic shooting and camera work, production planning, importing of assets, and exporting to the Web.

### **FA301 Digital Video Production 2**

**Grade Level: 10, 11, 12**

**Length/Credit: 1 year – 1.0 credit**



Students will learn advanced applications of the production process. Students will analyze specific genres; write an appropriate script for the genre, storyboard, and produce a genre-focused video in a collaborative setting. In addition to genre storytelling, students will learn the proper audio and video aesthetics using a single camera for telling a specific story. Image capture and editing at a digital workstation will be highlighted.

### **FA302 Digital Audio Recording & Production**

**Grade Level: 10, 11, 12**

**Length/Credit: 1 year – 1.0 credit**



Students will develop an understanding of the relationship of audio production to various related media including multimedia and internet streaming (Podcasting). The course is structured around editing in a non-linear environment and the associated standard digital editing practices. Students will learn how to utilize a digital audio workstation and field recording devices in a typical production environment.

### **FA303 Digital Software Fundamentals**

**Grade Level: 10, 11, 12**

**Length/Credit: 1 year – 1.0 credit**



An examination of the digital tools used in the visual arts. Students are exposed to the theory and function of the major software packages and basic digital design principles utilized in the visual arts. Topics include operating systems, typography, vector and bitmap imaging, page layout, PDF creation and editing, timeline-based video editing, file transfer, output, web, emerging technologies, and other material relative to the digital visual arts workflow.

### **FA1101 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 learn 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.



### **FA1102 Art II**

**Grade Level: 10, 11, 12**

**Length/Credit: 1 semester – ½ credit**

**Prerequisite: Art I or related visual art course**

#### **Course offered at Encore**

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.

### **FA1103 Art III**

**Grade Level: 10, 11, 12**

**Length/Credit: 1 year – 1.0 credit**

**Prerequisite: Art II**

#### **Course Offered at Encore**

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.

### **FA1104 Art IV**

**Course Number: 029902**

**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 opportunity 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.

### **FA118 Advanced Art-Painting Grade: 11, 12**

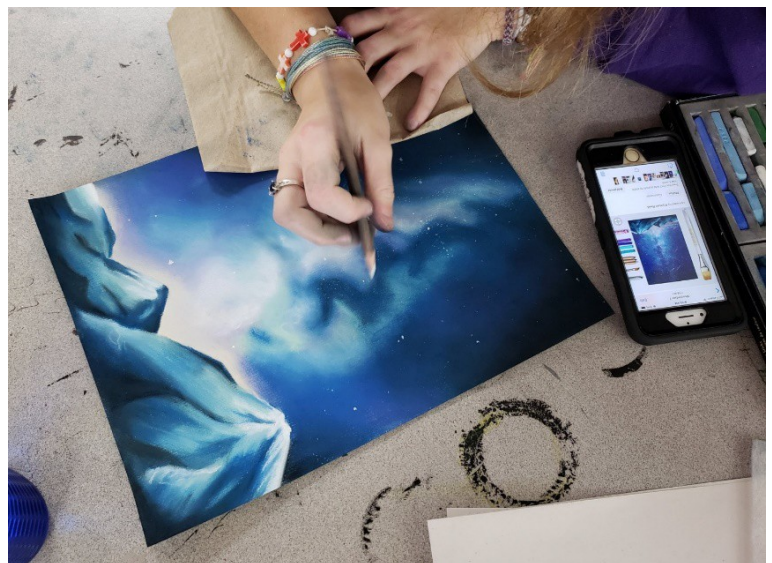
**Length/Credit: 1 year – 1.0 credit**

This class will explore a variety of painting experiences. Acrylic, tempera and water colors will be used. Students will create both personal paintings and large group paintings for RHS. Solid drawing skills are necessary along with an interest in exploring paint as an artistic medium.

### **FA001CO Advanced Art-Drawing Grade: 11, 12**

**Length/Credit: 1 year – 1.0 credit**

In this class students will work to further the drawing skills that were developed in the Art Foundations class. They will have the opportunity to work with still life, landscapes, animal portraits and people portraits. Students will also work to develop their own personal expressions using a variety of drawing medium.



**FAR1001 Encore Performance Troupe****Grade Level: 10, 11, 12****Length/Credit: 1 semester – ½ credit****Grade: Pass/Fail**

This course is designed for students that are demonstrating mastery in theatre and performing arts and need additional curriculum to challenge them outside of their normal class time. This class will challenge students to learn and grow as they develop expression and performance skills. Students will use this time to prepare for Encore productions.

**FA005W Art History****Grade: 11, 12****Length/Credit: 1 semester – ½ credit**

Students are given the opportunity to create their own history timeline, study the eras of art style online and explore the artist icons of that period. The course will include historical, social, and cultural contexts, creative expression and communication, analyzing and responding, valuing arts/aesthetic reflection.

**ART106 Art and Advocacy****Grade: 11, 12****Length/Credit: 1 year – 2 credits****Course Offered at (HS)<sup>2</sup>**

Students will create artwork to help raise awareness and possible funds for current Non-profits in Reynoldsburg and surrounding areas. Projects may include Empty Bowls Project, Hearts for Breast Cancer Awareness and Awareness projects in Reynoldsburg Schools.

**PHE080405 Wellness & Self-Care****Grade Levels: 10, 11, 12****Length/Credit: 1 semester – 0.5 credit****Course Offered at (HS)2 through BalletMet**

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.

**FAR1002 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.

**FA081 Vienna Orchestra****Grade: 9, 10, 11, 12****Length/Credit: 1 year – 1.0 credit**

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.

## COTC Digital Media Design Pathway Courses

### **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.

### **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.

### **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.

### **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.

## Mathematics

### **MA512 Integrated Math I**

#### **MA512E Integrated Math I Enriched**

**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.

### **MA522 Integrated Math II**

#### **MA522E Integrated Math II Enriched**

**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.

### **MA523 Integrated Math III**

#### **MA523E Integrated Math III**

**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).

### **MA521 Geometry**

#### **MA521E Geometry Enriched**

**Grade Level: 10**

**Length/Credit: 1 year – 1.0 credit**

**Graphing calculator (TI-84) required**

**Prerequisite: Algebra I or Integrated Math I**



This course emphasizes abstract concepts and logical thinking through inductive and deductive reasoning. Students explore how lines, planes, polygons, circles, spheres and other three-dimensional figures can be used to represent and solve a variety of abstract and real-world problems. Students use tools — from the basic, such as straightedges, compasses, and protractors, to the sophisticated, such as The Geometer's Sketchpad and graphing calculators — to solve problems and learn.

### **MA532 Advanced Algebra with Financial Applications**

**MA532E Advanced Algebra with Financial Applications Enriched**  
**Grades: 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.

### **MA552 Modeling and Quantitative Reasoning**

**Grades: 11-12**

**Length/Credit: 1 year – 1.0 credit**

**Prerequisite: Algebra 2 or its equivalent**



This course is designed to promote reasoning, problem-solving and modeling through thematic units focused on

mathematical practices while reinforcing and extending content in Number and Quantity, Algebra, Functions, Statistics and Probability, and Geometry. Quantitative reasoning and modeling involve the application of mathematics to real-world situations, with careful attention to the choice of units and contextual challenges. Problem-solving requires analyzing an unfamiliar situation and devising a solution strategy. Problem-solving and modeling together provide opportunities for students to experience success with mathematics, not merely improve their self-perception.

### **MA534 Algebra 3 Trigonometry**

**Grade Level: 11**

**Length/Credit: 1 year – 1.0 credit**

**Prerequisite: Algebra II or**

**Integrated Math II**

**Graphing calculator (TI-84) required**



Algebra 3/Trigonometry is an important course in the high school sequence. It is designed to reinforce the prior algebra knowledge of students and extend this knowledge into Precalculus topics. Students will actively build new knowledge through experience and practice, often using technology such as graphing calculators and interactive online math sites. Concepts included are First and Second Degree Equations and Inequalities, Polynomial and Radical Equations and Inequalities, Advanced Functions and Relations (Conics, Rational Expressions, Exponential and Logarithmic Relations), and Trigonometry.

### **MA541 Pre-Calculus**

**MA541E Pre-Calculus**

**Enriched Grade Level: 11, 12**

**Length/Credit: 1 year – 1.0 credit**

**Prerequisite: Algebra II and**

**Geometry or Integrated Math II**

**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.

### **MA551 Discrete Mathematics**

**Grade Level: 11, 12**

**Length/Credit: 1 year – 1.0 credit**

**Prerequisite: Pre-Calculus Graphing**



**calculator (TI-84) required**

This course analyzes previously studied topics in Pre- Calculus and introduces calculus through the study of limits, derivatives, integration and analytic geometry.

### **MA565 Statistics Course**

**Number: 119550**

**Length/Credit: 1 year – 1.0 credit**

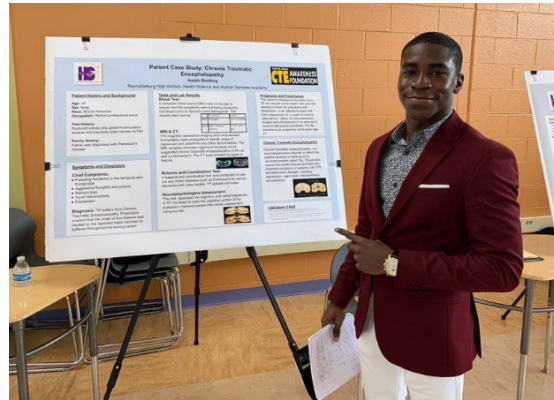
**Grades: 11, 12**

**Prerequisite: Algebra III, Integrated Math III or Pre-Calculus**

**Graphing calculator (TI-84) required**



Statistics introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inference.



**Prerequisite: 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, accumulation, area and volume.

### **MA536 Mathematics of Personal Finance**

**Length/Credit: 1 year – 1.0 credit**

This course is offered at (HS)2 academy. Mathematics of Personal Finance's primary objective is to provide students with basic financial tools and knowledge that will enable them to build the lives they envision, all through a mathematical lens. The course will cover the financial responsibilities, planning for the future, budgets, income, and careers, spending and credit, saving and investing. The main focus is to understand how to plan for the future by planning for today

## Advanced Placement Courses

### MA567 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, and verbal and written responses. Technology is an integral part of the course and includes the use of graphing calculators, computers, and data analysis software.

### MA566 AP Statistics

**Length/Credit: 1 year – 1.0 credit**

**Prerequisite: Algebra III or 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

### EXAM Math Acceleration

**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.

### EXRM Math Plus

**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.



**ELE1002 Problem Solving  
and Programming in Virtual Reality Grade  
Level: 10, 11, 12 Length/Credit: 1  
semester – ½ credit Grade: Pass/Fail**

After investigating problems that can be solved using virtual reality, students collaborate to create, design, write, debug, and test solutions through programming with virtual reality software. Concepts and programming techniques will be taught as tools to reach goals.

**ELE1004 Advanced Problem Solving  
Grade Level: 10, 11, 12  
Length/Credit: 1 semester – ½ credit  
Grade: Pass/Fail**

This course is designed for students that desire to enrich their problem-solving skills, especially in regards to mathematics and interdisciplinary problem-based projects.

This class will focus on using the engineering design process to approach advanced problems relating to mathematics using interdisciplinary problem-solving contest materials and pure mathematics contest materials. Skills will be demonstrated through participation in the COMAP high school contest and OCTM mathematics competition.

## Science

### SC203 WeatherSTEM

**Grade: 10, 11, 12**

**Length/Credit: 1 semester – ½ credit**



This course is designed for students to use a WeatherSTEM weather station to learn how to predict weather. This is a data driven course where students will have to utilize numbers produced by the weather station and interpret them into weather patterns.

Students will be responsible for running a website that will give current and future forecasts to the community. Students will also learn how weather impacts ecosystems and travel around the world.

### SC302 Advanced Career Clean Energy Systems

**Grade: 10, 11, 12**

**Length/Credit: 1 year – 1.0 credit**



This course exposes students to three sources of renewable energy: wind, solar and biofuels. Working with solar, thermal, chemical and mechanical sources of clean energy teaches students how to apply physics, geography, chemistry, biology, geometry, algebra and engineering fundamentals. Students learn the most efficient and appropriate use of energy production as they explore the relevant relationships among work, power and energy. Students engage in a wide variety of hands-on projects and lab activities that illustrate the interrelationships between the various forms of clean energy.

### SC611 Physical Science

**SC611EN Physical Science Enriched**

**Grade: 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.

### SC621 Biology

**SC621E Biology Enriched**

**Grade: 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 though 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.

### SC631 Chemistry

**SC631E Chemistry (Enriched)**

**Grade: 11, 12**

**Length/Credit: 1 year – 1.0 credit**

**Prerequisite: Concurrent enrollment or completion of Algebra II**



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 gases. Student laboratory investigations are used to understand and

explain the behavior of matter in a variety of inquiry and design scenarios.

### **SC202 Chemistry II**

**Grade: 11, 12**

**Length/Credit: 1 year – 1.0 credit**



This course will focus on applications of chemistry in foods, drugs, and cosmetics. Topics to be covered: Acids/Bases, Equilibrium, Kinetics, Organic Chemistry and Biochemistry. The course will incorporate topics from chemistry and concentrate on the laboratory/investigative aspects of chemistry. Students will apply authentic research skills, and develop presentation and communication skills.

### **SC635 Anatomy and Physiology**

**Grade: 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.

### **SC636 Forensic Science**

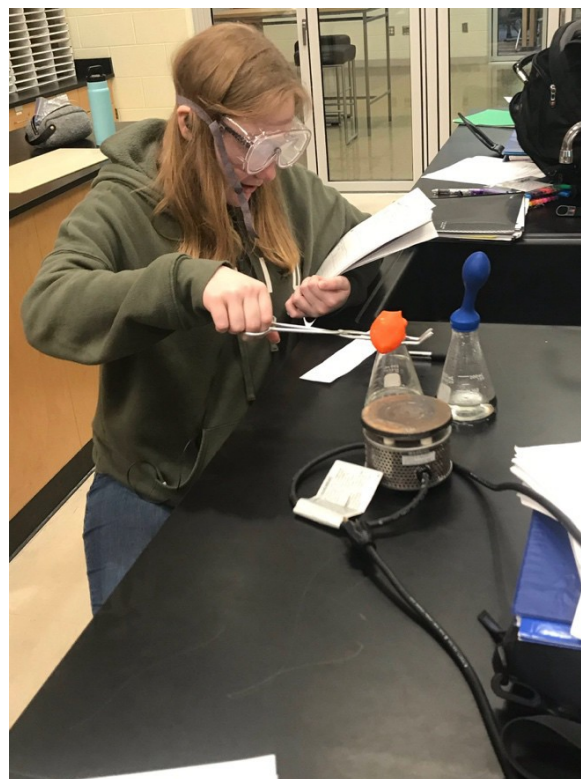
**Grade: 11, 12**

**Length/Credit: 1 semester – ½ 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.



### **SC637 Zoology**

**Grade: 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.

### **SC643 Environmental Science**

**Grade: 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 though 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.

### **SC638 Nutrition and Wellness**

**Grade: 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.

### **SC644 Physics**

### **SC648 Physics Enriched**

**Grade: 10, 11, 12**

**Length/Credit: 1 year – 1.0 credit**

**Prerequisite: Concurrent enrollment or completion of Pre-Calculus**



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**

### **SC625 AP Biology**

**Grade: 11, 12**

**Length/Credit: 1 year – 1.0 credit**

**Prerequisite: Biology, Chemistry**



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.

### **SC639 AP Chemistry**

**Grade: 11, 12**

**Length/Credit: 1 year – 1.0 credit**

**Prerequisite: Algebra II or Integrated Math II**



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.

### **SC645 AP Physics**

**Grade: 11, 12**

**Length/Credit: 1 year – 1.0 credit**

**Prerequisite: Algebra II or Integrated Math II 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.

### **SC649 AP Environmental Science**

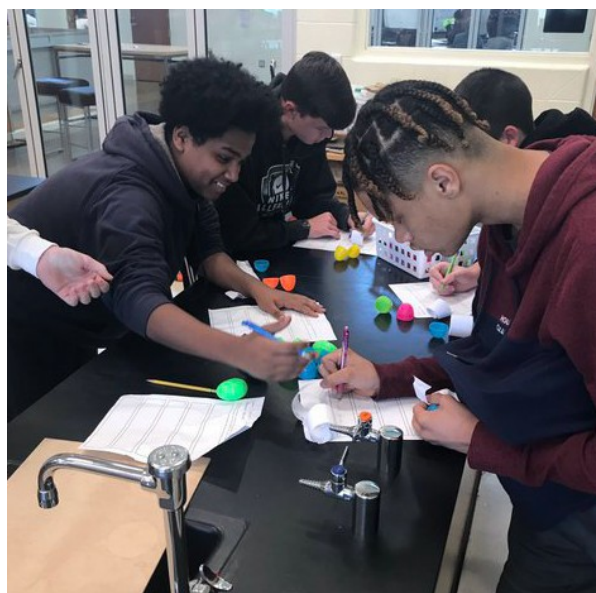
**Grade: 10, 11, 12**

**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, statistics, the operational theory of different measurement techniques, and the relevant chemical reactions.



#### **Extension Courses**

### **SC621SI Science Intervention**

**Grade: 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.

### **SC654 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.

### **SC681 Bioethics**

**Length/Credit: 1 semester – ½ credit**

**Grade: Pass/Fail**

This course explores ethical questions related to the life sciences. Students will examine various case studies and conduct research to support all aspects of the ethical dilemma



**Biomedical Science Program  
Project Lead the Way Bodies**

**SC632 Biomedical Science Bodies  
Program**

**Grade: 11, 12**

**Length/Credit: 2 years – 3.0 credits**

**Prerequisite: Completion of Biology and  
Chemistry high school courses;**

**recommended 3.0 GPA; application and  
acceptance into dual enrollment courses**



Any student interested will be asked to attend a focused informational meeting. STEM Bodies is a full-year, early college program in which grades 11-12 students are engaged as emerging professionals in the

biomedical field. This program is a rigorous option for students willing to meet academic challenges. This program meets for three hours (four periods).

During each semester, students complete an activity-based biomedical sciences classes in addition to two college biology courses (Biology 1111 and Biology 1112). In the spring each student will engage in rotations with professionals in the biomedical field. During the year-long program, students learn biological sciences content, practice personal professionalism, apply authentic research skills, and develop presentation and communication skills. High work standards and professionalism are expected as students explore and immerse themselves in biomedical fields.





**SC742 Principles of Biomedical Science**  
**Grade: 11, 12**

**Length/Credit: 1 year – 1.0 credit**



In the introductory course of the PLTW Biomedical Science program, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person’s life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems.

**SC453 Medical Terminology**  
**Grades: 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.

**SC633 Human Body Systems Grade: 11, 12**  
**Length/Credit: 1 year – 1.0 credit**



Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Exploring science in action, students build organs and tissues on a skeletal Maniken®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professional to solve real-world medical cases.

**SC450 Health & Science Technology**  
**Grade Levels: 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.

**SC452 Patient-Centered Care**  
**Grade Levels: 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.

## **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.

## **HTH201 First Aid & CPR**

**Grade Levels: 10, 11, 12**

**Length/Credit: 1 semester – .50 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 and AED, as well as hands only CPR.



## Agriculture and Food Science Pathway Courses

### CTE521 Agriculture, Food & Natural Resources

**Grade Level: 10, 11, 12**

**Length/Credit: 1 semester – 1.0 credit**



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.

### SC623 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.

### SC662 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.

### **SC663 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.

### **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.

### **CA900 Health Science Capstone**

**Grade Level: 12**

**Length/Credit: 1 semester – 1.0 credit**

Students apply health science 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.

### **EI102 Greenhouse**

**Grade Levels: 10, 11, 12**

**Length/Credit: 1 semester – 1.0 credit**

Students will get a 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.

### **SC664 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.

### **SC665 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.

## Computer Science

### SC602 Exploring Computer Science

**Grade: 9, 10, 11, 12**

**Length/Credit: 1 year -- 1.0 credit**

**Prerequisite: Algebra I**



Exploring Computer Science 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, and societal and ethical issues, web design, programming, computing and robotics.

### Advanced Placement Courses

### SC630 AP Computer Science Principles

**Grade: 11, 12**

**Length/Credit: 1 year – 1.0 credit**



**Prerequisite: Algebra 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.

### SC634 AP Computer Science A

**Grade: 11, 12**

**Length/Credit: 1 year – 1.0 credit**

**Prerequisite: Integrated Math II**



AP Computer Science A is comparable to college-level introductory course. Students learn the central ideas of computer science to understand how computing changes the world. The course promotes deep learning of computational content, develops computational thinking skills, and engages students in the creative aspects of the field. Topics include object-oriented program design, program implementation, program analysis, standard data structures, standard operation and algorithms, and computing in context.



## Engineering Science

### SC610 Intro to Engineering Design

**Grade Level: 9**

**Length/Credit: 1 year – 1.0 credit**



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.

### SC612 Biomedical Engineering

**Grade Level: 10, 11, 12**

**Length/Credit: 1 semester – 1 credit**



Students learn the use of cell culture techniques for bioscience research and commercial applications. Topics include cultivation of cell lines, bench-top fermenter management, detection of contamination, and an introduction to bioassays. Students will use microbiological techniques to manipulate, evaluate, and study cell growth. Focus will be on media formulation, preparation, autoclaving, and clean up procedures for the vessel and accessories.

### SC613 Energy Systems Management

**Grade Level: 10, 11, 12**

**Length/Credit: 1 semester – 1 credit**



Students will apply basic principles of energy accounting, thermodynamics and heat transfer, energy conversion and efficiency to heating, power generation and transportation. Students will apply the principles and practices needed for managing renewable and non-renewable energy resources. Throughout this course, future energy systems and energy use

scenarios are investigated, with a focus on promoting the use of renewable energy resources and technologies.

### FA050 Design Appreciation

**Length/Credit: 1 semester – 1.0 credit**

**Grade Level: 10, 11, 12**

This course will explore the various contemporary designers in industry and engineering. Students will learn the processes of evaluating designs as well as explore historical connections and trends in design. The class will be entirely driven by online content and students should have a good understanding of email, uploading files, and navigation within chat and online posting.

### FA051 Engineering Design

**Length/Credit: 1 semester – 1.0 credit**

**Grade Level: 11, 12**



Design and Development utilizes the constructs and information garnered through the MIT Center for Bits and Atoms. Students will have experience and exposure to multinational implementation strategies to fabrication. By using an advance understanding and processes of technology and engineering, students will create workable aesthetically designed models that have direct impact on environment with global thinking and local action.

### FA059 Computer Assisted Design I

**Grade Level: 10, 11, 12 Length/Credit:**

**1 semester – ½ credit Prerequisite:**

**Integrated Math II**



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.

**FA060 Computer Integrated Manufacturing (CADII)**

**Length/Credit: 1 year – 1.0 credit**

**Grade Level: 10, 11, 12 Prerequisite:**

**Basic Architecture**



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 schools FAB Lab.

**ELE100 Digital Electronics**

**Grade Levels: 10-12**

**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.

**FA101 Principles of Engineering**

**Grade Levels: 10-12**

**Length/Credit: 1 year – 1.0 credit**

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

**ELE1010 Myth-Busting Movie Science**

**Grade Level: 10, 11, 12**

**Length/Credit: 1 semester – ½ credit**

**Grade: Pass/Fail**

This course is designed for students demonstrating mastery in their science course and need additional curriculum to challenge them outside of their normal class time. This class will focus on analyzing the accuracy of science concepts depicted in the set design, art, props, and dialogue of films.

**FAR1003 Digital Literacy**

**Grade Level: 10, 11, 12**

**Length/Credit: 1 semester – ½ credit**

**Grade: Pass/Fail**

This course is designed for students who are interested in increasing their digital literacy through project-based, online training. This class will focus on learning the ins and outs of computer applications used daily by adults in today's business world.

## Humanities

### SS711 World History

#### SS711E World History Enriched

Grade: 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.

### SS720 American History

#### SS720E American History Enriched

Grade: 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.

### SS741 American Government

#### SS741E American Government Enriched

Grade: 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.

### SS749 Microeconomics

Grade: 11, 12

Length/Credit: 1 year – 1.0 credit



Microeconomics 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.



### **SS753 Sociology**

**Grade: 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.

### **SS755 Psychology**

**Grade: 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.

### **SS756 Introduction to Human Services**

**Grade: 10, 11, 12**

**Length/Credit: 1 semester – ½ credit**

Introduction to Human Services is designed to connect the academic study of human services skills with real-world professional experiences in the field. Students will learn valuable life and professional leadership skills through the book study of the Seven Habits of Highly Effective Teens and apply that knowledge to lead the building's PBIS activities. In addition

to Seven Habits curricular study, students will engage in regular interviews, interactions, and shadowing of professionals within the human services field including psychologists, social workers, school counselors, cosmetologists, and child care workers. Professionals will be invited to speak to students about their career and when appropriate, students will be given opportunities to see the profession in action.

### **SS757 Health and Human Advocacy**

**Grade: 11, 12**

**Length/Credit: 1 year – 1.0 credit**

Students will begin this research-oriented course to explore topics relating to environmental concerns, human rights and/or health concerns, or issues concerning human development. The course challenges students to develop and hone research and presentation skills.

### **SS759 Ethics and Service Learning**

**Grade: 10, 11, 12**

**Length/Credit: 1 semester – ½ credit**



This research-oriented course allows students to explore topics of choice relating to ethical decisions relating to contemporary political and societal issues. The course challenges students to investigate the potential of volunteerism and the role of volunteers and community service within our society.

### **SS782 Financial Literacy**

**Grade: 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.

## **SS202 History of American Sports**

**Grade: 10, 11, 12**

**Length/Credit: 1 semester – ½ credit**

This course presents an overview of the development of amateur and professional athletics over the course of history in the United States. Using the development of sport and games as a lens, the social, cultural, and business history of the United States will be considered with a focus on the racial, ethical, legal, and monetary components of sports. Students need not be athletes to appreciate this elective course.

## **SS784 Globalization**

**Grade: 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.

## **SS800 Revolutions**

**Grade: 10, 11, 12**

**Length/Credit: 1 year – 1.0 credit**



This interdisciplinary course examines historical and cultural revolutions through a humanities lens, and asks students to explore complex questions without clear answers. Students will analyze historical text, philosophical documents, literature, music and TV/film to evaluate revolutions and social movements from a variety of times and places. Main units will include

the American Cultural Revolution of the 1960's, the Chinese Cultural Revolution, the Cuban Revolution, and the Iranian Revolution.

## **SS735 Law and Public Policy**

**Grade: 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.

## **SS785 World Issues and Solutions**

**Grade: 10, 11, 12**

**Length/Credit: 1 year – 1.0 credit**



Students will engage in actively partnering with and running the non-profit lift4life which specializes in growing the sport of powerlifting in low income and at-risk communities around the world. Students will learn social media/marketing skills, how to set up a non-profit/file for a 501c3, controlling finances of an active business, creating media campaigns, fundraising, and growing an actual non-profit.

## **SS102 Leadership Theory**

**Grade: 10, 11, 12**

**Length/Credit: 1 year – 1.0 credit**



Is leadership something that can be developed or is it born into certain people? This interdisciplinary course provides an overview of the theory related to, and skills necessary for the practice of effective leadership in team and organizational settings. Through a variety of leadership assessments, students learn about their



leadership styles and preferences. Students enhance their skills through reading, discussions, case analysis, in-class exercises, and discourse with experienced leaders.

### **PC100 Peer Collaboration**

**Grade: 10, 11, 12**

**Length/Credit: 1 year – 1.0 credit**



This course is for persons interested in the education profession. Students have the opportunity to observe and/or enhance skills while working with a mentor teacher. Students receive practice in communication skills, planning and working with peers. Work will be conducted in the classroom assisting the teacher and assisting students in their daily work.

### **SS1050 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.

### **CCR02 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.

### **CCR03 College and Career Readiness 3**

**Grade Level: 10, 11, 12**

**Length/Credit: 1 year – 1 credit**

This class is a continuation of College and Career Readiness 2. Students will focus on skills including college essays, resumes and job applications, and planning for post-secondary success.

### **ELE1003 Public Policy and eSTEM**

**Grade Level: 10, 11, 12 Length/Credit:**

**1 semester – ½ credit Grade: Pass/Fail**

This course is designed for students demonstrating mastery in their English Language Arts, Social Studies/Government, Environmental Sciences, and/or World Languages curriculum to challenge them outside of their normal class time. This class will focus on developing students' understanding of public policy, the policy-making process in the United States, and frameworks applicable to policy analysis.

Students will examine, analyze, critique, and propose improvements for current policies pertinent to the environment, scientific advancements, and/or technology.

### **ELE1001 Hope Squad**

**Grade Level: 10, 11, 12**

**Length/Credit: 1 semester – ½ credit**

**Grade: Pass/Fail**

This course is designed for students that are demonstrating mastery in their core academic courses and need additional curriculum to challenge them outside of their

normal class time. This class will focus on training student leaders, learning social and emotional awareness, and learning advocacy techniques. These skills will actively be used to build positive school culture.

### **FA115 Career Exploration**

**Grade Levels: 7, 8**

**Length/Credit: 1 semester – ½ credit**

This course is offered at Hannah Ashton Middle School and 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 21<sup>st</sup> Century workforce skills.

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.

## **Advanced Placement Courses**

### **SS743 AP US Government and Politics**

**Grade: 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 per each semester.

### **SS737 AP US History**

**Grade: 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

## **SS754 AP**

### **Microeconomics**

**Grade: 11, 12**

**Length/Credit: 1 year – 1.0 credit**



Microeconomics 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.

## **SS777 AP Human**

### **Geography Grade:**

**11, 12**

**Length/Credit: 1 year – 1.0 credit**



The purpose of the AP course in Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

## **SS1001 AP**

### **Psychology**

**Grade: 11, 12**

**Length/Credit: 1 year – 1.0 credit**



The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. Students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the

biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences and treatment of abnormal behavior ideas.

## COTC Law and Criminal Justice Pathway Courses



**LET100 Intro to Criminal Justice** Grade Level: 10, 11, 12 Length/Credit: 1 semester – ½ credit



During this introductory course the student will examine the Criminal Justice System, including the role of the Police, the Courts, and the Correctional system. Students will study criminal behavior and apply constitutional and criminal law to crime and punishment. Students will learn law enforcement terminology, classifications and elements of crime, and how various court systems are used to judge and punish offenders.

**LET105 Ethics in Criminal Justice** Grade Level: 10, 11, 12 Length/Credit: 1 semester – 1.0 credit



This course is designed to offer the student a thematic perspective for making ethical decisions in criminal justice. The student will be introduced to the fundamentals of ethical theory, doctrines, and controversies, and

the rules of moral judgment. The student will examine ethical principles common to all components of the discipline, such as wisdom, goodness, morality, and justice, as well as the common vices of deception, racial prejudice, and egotism.

**LET110 Constitutional Law & Courts** Grade Level: 11, 12 Length/Credit: 1 semester – 1.0 credit



This course will focus on the study of the court systems in the United States and the study of the U.S. Constitution. Topics will include the Bill of Rights and court cases that are affected by the Bill of Rights. The student will study cases related to the First, Fourth, Fifth, Sixth, Eighth, and Fourteenth Amendments.

**LET120 Criminal Law and Procedure** Grade Level: 11, 12 Length/Credit: 1 semester – 1.0 credit



The student will study the criminal code, pre-trial, trial, and post-trial procedures used in the law. The student will be able to recognize violations of the law, the appropriate statutes pertaining to these violations, and apply the procedures in scenarios and written work.

**LET126 Basic Investigations** Grade Level: 11, 12 Length/Credit: 1 semester – 1.0 credit



The emphasis of this course will deal with basic investigative techniques and procedures. The student will learn the fundamentals of obtaining evidence from witnesses and crime scene searches. The student will establish *corpus delicti* and how to prepare the necessary reports associated with the crime scene.

## COTC Education and Training Pathway Courses

### EDU101 Introduction to Education

**Grade Level: 10, 11, 12**

**Length/Credit: 1 semester – 1.0 credit**



In this first course in the pathway, students will examine the history and philosophy of early childhood education, types of early childhood programs, and the roles, rights and responsibilities of learners and stakeholders in early childhood education. The student will engage in a variety of experiences that will explore the purposes of schools in society and the knowledge, dispositions and skills required to be an effective teacher. Observation sessions will be required in various grade levels.

Prerequisite: BCI & I State and Federal with no convictions that would prevent participation with children in a school or center-based setting.



### ECE130 Health & Safety in Education

**Grade Level: 10, 11, 12**

**Length/Credit: 1 semester – 1.0 credit**



Students will establish and maintain a physically and emotionally safe and healthful environment for young children. They will learn skills in first aid and CPR, identify signs and symptoms of common health issues and diseases, and develop meal and snack menus appropriate for young children of different ages and stages of development. The effects of nutrients on children's growth and development will also be emphasized.

### ECE141 Child Development

**Grade Level: 10, 11, 12**

**Length/Credit: 1 semester – 1.0 credit**



This course will include student understanding of young children's characteristics, needs, multiple influences on development and learning. The student will utilize knowledge of development to create healthy, respectful, supportive and challenging learning environments based on children's learning styles; stages of social, emotional, cognitive and physical development. Birth through adolescent development will be examined. Ten hours of observation and contact with a family and an early childhood program is required to complete a comprehensive Family and Child Study.

## ECE160 Integrated Curriculum

Grade Level: 10, 11, 12

Length/Credit: 1 semester – 1.0 credit



The student will explore the theories, techniques and approaches to planning and implementing learning experiences for young children. Concepts of play, appropriate practices, documentation, assessment and inquiry-based learning experiences will be addressed and practiced. They will determine curricular goals, create lesson plans, and employ observation and assessment strategies to evaluate children's growth and development. Application of foundational principles of reading, writing, speaking, and listening skills to enhance the learner's application of literacy will be emphasized. The student will be required to work collaboratively with peers and children in a child care setting.



## Business and Marketing

### BU111 Business Foundations

**Grade: 10**

**Length/Credit: 1 year – 1.0 credit**



Introduction to business course. Topics covered include: Basic Marketing and Business concepts, Employability skills, Leadership, Communications, and Technology Skills.

### BU147 Digital Marketing and Management

**Grade: 11, 12**

**Length/Credit: 1 year – 1.0 credit**

**Prerequisite: Business Foundations**



The focus of this class is to integrate business skills to 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.



### BU148 R-Design Operations Management

**Grade: 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. Teacher will assist with job placement as well as monitoring student work ethic at employment.

### BU112 Entrepreneurship

**Grade: 10, 11, 12**

**Length/Credit: 1 semester – ½ credit**



Students will answer essential questions about how to be an entrepreneur in a business they can start or own and as an associate for a company or organization. The qualities and characteristics that make one successful will be examined. Students will complete projects, which include interviews and presentations as well as a small business plan. DECA membership (student organization) is available but not required.

### BU117 Marketing, Management & Research

**Grade: 10, 11, 12**

**Length/Credit: 1 year – 1.0 credit**



This is an introductory-level survey of a marketing and business course that will include project- and inquiry-based learning

of marketing and business as well as economics and its many interdependent functions. A heavy emphasis is placed on public speaking, human relations, team building and professionalism as well as research and design. Students will learn how business is a part of a community. Students will operate and manage a school store. DECA membership (student organization) is available but not required.

### **BU145 Retail and Consumer Services**

**Grade: 10, 11, 12**

**Length/Credit: 1 semester – ½ credit**



Active learning of retail business and management. Concepts and practice in Promotion, Customer Service Relationships, Selling, and Merchandising are introduced. Students will have the opportunity to enrich their experience through the creation of a small business plan. The school store laboratory is used as the classroom. This course can be taken up to a maximum of six semesters with instructor approval. DECA membership (student organization) is available but not required.

### **BU149 R-Design: Art**

**Grade: 10, 11, 12**

**Length/Credit: 1 year – 1.0 credit**



Interested in learning how to design logos using Adobe Photoshop & Illustrator, screen print, use QuickBooks or run a school business? Students will design and create sportswear for a variety of people and purposes.





## World languages



### **FL33 American Sign Language I**

**Grade: 10, 11, 12**

**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!

### **FL34 American Sign Language II**

**Grade: 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!

### **FL321 French I**

**Grade: 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 assessment supporting the academy theme of Nature help students understand the target cultures' geographical space in the world, as well as their environmental challenges.

### **FL323 French II**

**Grade: 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.

### **FL333 French III**

**Grade: 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.

### **FL343 French IV**

**Grade: 11, 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 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.

### **FL301 Spanish I**

**Grade: 9, 10, 11, 12**

**Length/Credit: 1 year – 1.0 credit**



The first year of a World Language such as Spanish 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 assessment supporting the academy theme of Nature help students understand the target cultures' geographical space in the world, as well as their environmental challenges.

### **FL303 Spanish II**

**Grade: 9, 10, 11,**

**12**

**Length/Credit: 1 year – 1.0 credit**

**Prerequisite: Spanish I**



The second year of Spanish 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 course expose students to the human practices, perspectives and products of Spanish culture through technology, film television and print media.



### **FL305 Spanish III**

**Grade: 9, 10, 11, 12**

**Length/Credit: 1 year – 1.0 credit**

**Prerequisite: Spanish II**



In the third-year Spanish 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.

### **FL3110 Spanish IV Length/Credit:**

**1 year – 1.0 credit Prerequisite:**

**Spanish III**



In the fourth-year Spanish 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. 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.

### **FL315 Mandarin Chinese I**

**Grade: 10, 11, 12**

**Length/Credit: 1 year -- 1.0 credit**



In Chinese I students are introduced to tones, pronunciation and Romanization, vocabulary and basic dialogues, while gradually building a foundation speaking Chinese and appropriate behavior in Chinese culture. Students engage in communicative skills such as, meeting and appropriately greeting and identifying people. Conversational language skills are developed through authentic dialogue settings. Speaking and listening skills are the main focus in Chinese I class.

Traditional Chinese character writing is also introduced and practiced in this course.

### **FL310 Mandarin Chinese II**

**Grade: 10, 11, 12**

**Length/Credit: 1 year – 1.0 credit**

**Prerequisite: Mandarin 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.

### **FL314 Mandarin Chinese III**

**Grade: 11, 12**

**Length/Credit: 1 year – 1.0 credit**

**Prerequisite: Mandarin 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.

### FL316 Mandarin Chinese IV

**Grade: 11, 12**

**Length/Credit: 1 year – 1.0 credit**

**Prerequisite: Mandarin 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.

## Advanced Placement Courses

### FL311 AP Spanish

**Grade: 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 to 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).

### FL317 AP Chinese

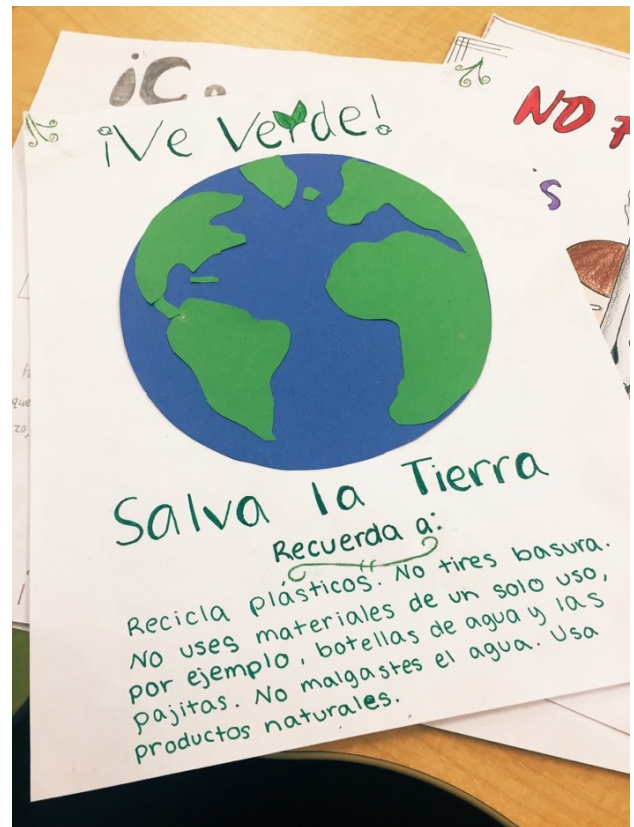
**Grade: 11, 12**

**Length/Credit: 1 year – 1.0 credit**

**Prerequisite: Mandarin 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 to 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

### **PE401 Physical Education I**

**Grade: 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.

### **PE402 Physical Education II**

**Grade: 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.

### **PE005 Personal Conditioning I**

**Grade: 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.

### **PE006 Personal Conditioning II**

**Grade: 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.

### **PE222 Coaching and Officiating**

**Grade: 10, 11, 12**

**Length/Credit: 1 semester – ¼ credit**



This course introduces students to the world of coaching and officiating. Students will learn basic aspects of officiating different sports, from rules, hand signals, techniques, and game management. The class will cover aspects to officiating the following sports: soccer, flag football, basketball, baseball, and softball. Students will also be introduced to skills needed to become an effective youth coach and be certified as a NYSCA coach. The training will cover topics coaches of all sports need to know, such as working with parents; motivating kids; building confidence; instilling good sportsmanship; safety; and nutrition and hydration; among many other areas. This

course will also certify students in CPR/AED and First Aid through the American Heart Association.

### **PE411 Health I**

**Grade: 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.

### **HTH201 Health: Emergency Care, CPR/AED and First Aid**

**Grade: 10, 11, 12**

**Length/Credit: 1 semester – ½ credit**



This course will teach the student how to recognize an emergency and how to respond. The student will be prepared to make appropriate decisions regarding first aid care and how to provide care for injuries or sudden illness until professional medical help arrives. The course will be taught with online material, class discussions, guest speakers, and a lab setting practicing first aid techniques discussed and demonstrated in class. Students will be asked to respond and execute techniques in simulated scenarios throughout the semester. Upon completion of this course, students will earn a 2-year certification through American Heart Association in First Aid, CPR/AED (Adult, Child and Infant).

### **ELE01 Adulting 101**

**Grade: 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).

### **PE008 Wellness Through the Arts: Ballet**

**Grade: 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.



**PE009 Wellness Through the Arts: Jazz**

**Grade: 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.

**PE010 Wellness Through the Arts:**

**Contemporary**

**Grade: 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.

**PHE080405 Health & Human Performance**

**Grade: 9, 10, 11, 12**

**Length/Credit: 1 semester – .25 credit**

This course is offered at The 9X impact, (HS)2, and BELL academies. This physical education course was designed for students that do not participate in interscholastic sports 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.

**PE003 Wellness Through the Arts:**

**Yoga/Pilates**

**Grade: 10, 11, 12**

**Length/Credit: 1 semester – ½ credit**



This course is part of community partnership with Ballet Met and is instructed by Ballet Met personnel on the campus of Encore Academy, Summit Road campus of Reynoldsburg High School. 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.

**PE012 Wellness Through the Arts:**

**African Dance**

**Grade: 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.

**PHE080300 Athletic Performance**

**Grade: 9, 10, 11, 12**

**Length/Credit: 1 semester - .25 credit**

This course is offered at The 9X Impact, (HS)2, and BELL academies. This physical education course was designed for students who participate in one or more 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. The course 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. The goal

of this course is to increase the physical abilities of athletes and to promote long-term athletic development (LTAD).

**PE080999 Hip-Hop**

**Grades: 7, 8**

**Length/Credit: 1 semester - .25 credit**

This course is offered at STEM Middle at Baldwin Road and can be used for a High School credit.

This hip-hop class will provide an opportunity for students to not only learn about the style and culture around hip hop dance, but also to experience the joys of self-expression through movement. There will be an emphasis on relationship building, both between the instructor and students as well as peer relationships. In order to gain buy-in from the students and allow them some agency, the instructor will take (school appropriate) song requests on the first day, which may influence the kind of choreography or dance styles taught. Throughout the second half of the program, students will work in groups and select movements from a list to research and teach the class. Finally, students will help provide ideas for choreography, allowing everyone a chance to express themselves without fear of judgement.



## Capstone and Internship

### SC652 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.

### SS715 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.

### LET300 Law and Public Safety Capstone or Internship

**Grade Level: 12**

**Length/Credit: 1 semester – 1.0 credit**



The course provides opportunities for students to apply knowledge, attitudes and skills that were learned in Law and Public Safety in a more comprehensive and authentic way. Capstones often include project/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.



## **ECE300 Education and Training Capstone or Internship**

**Grade Level: 12**

**Length/Credit: 1 semester – 1.0 credit**



Students apply Education and Training 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.



## **SC654 Biomedical Engineering Capstone**

**Grade Level: 12**

**Length/Credit: 1 year – 1.0 credit**



The capstone course provides opportunities for students to apply knowledge, attitudes and skills that were learned in Engineering program in a more comprehensive and authentic way. Capstones often include

project/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.

## **BU121 Marketing Capstone**

**Grade Level: 10, 11, 12**

**Length/Credit: 1 semester – 1.0 credit**



Students will apply knowledge, attitudes and skills that were learned in a Marketing program in a more comprehensive and authentic way in this capstone course.

Capstones often include project-/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.

## **SC709 Allied Health and Nursing Capstone**

**Grade Level: 12**

**Length/Credit: 1 semester – 1.0 credit**



The capstone course provides opportunities for students to apply knowledge, attitudes and skills that were learned in Health Sciences program in a more comprehensive and authentic way. Capstones often include project/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.

## **SC710 Horticulture and Plant Bioscience Capstone**

**Grade Level: 12**

**Length/Credit: 1 semester – 1.0 credit**



Students apply Horticulture and Plant Bioscience 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.

## **SC655 Food Science Capstone**

**Grade Level: 12**

**Length/Credit: 1 year – 1.0 credit**



Students apply Food Science 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.



## **SC657 Biomedical Science Capstone**

**Grade Level: 12**

**Length/Credit: 1 year – 1.0 credit**



The capstone course provides opportunities for students to apply knowledge, attitudes and skills that were learned in Health Sciences program in a more comprehensive and authentic way. Capstones often include project/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.

## High School Credit Courses Offered at Middle Level

### **Hannah Ashton Middle School:**

Integrated Math 1  
Spanish 1  
Health (APEX)  
Physical Education 1  
Physical Education 2  
Career

### **STEM Middle at Baldwin Road:**

ELA 9  
Integrated Math 1  
Integrated Math 2  
Spanish 1  
Spanish 2  
Chinese 1  
Physical Education 1  
Physical Education 2  
Yoga (Flex Credit)  
Fine Arts (Flex Credit)  
African American Literature  
Sports Medicine (Health Credit)

### **Waggoner Road Junior High:**

Integrated Math 1  
ELA 9  
Health  
Physical Education 1  
Physical Education 2  
Spanish 1