



**THOMAS CARR HOWE**  
Community High School

# Thomas Carr Howe Community High School

## Student Handbook

4900 Julian Avenue  
Indianapolis, Indiana 46201  
317-217-1980

*This student handbook belongs to:*

Name \_\_\_\_\_

Address \_\_\_\_\_

City/Town \_\_\_\_\_ Zip Code \_\_\_\_\_

Phone \_\_\_\_\_

Student No. \_\_\_\_\_

## ***Thomas Carr Howe Community High School***

Dear Students and Parents:

This handbook is the culmination of many hours of hard work by the Indianapolis Leadership Teams at Thomas Carr Howe Community High School, Emmerich Manual High School, and Emma Donnan Middle and Elementary Schools. We have attempted to be as thorough as possible; however, it is impossible to address every situation that could arise during the school year. Our school follows all CSUSA policies regarding discipline as well. These are outlined in the Code of Student Conduct included in this handbook.

Thomas Carr Howe Community High School is a diverse community committed to empowering all students for career and college readiness. We develop problem solvers and critical thinkers through an engaging and rigorous educational experience.

Please take the time to read and become familiar with this handbook. We wish you much success in your academic endeavors this year. We look forward to working with you during the 2017-2018 school year. Together we can continue to make our school a great place to learn and grow.

Sincerely,

Lloyd Knight

Principal

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## Attendance Policy

### Attendance Policy

Indiana State Compulsory education laws require all students seventeen years of age or less to attend school. Your child is expected to attend each class period, every school day. Regular attendance at school is one of the most important aspects of a student's life. It is imperative that all students be in attendance in order to get the most from teacher instruction and class work. It is very important that an accurate record of attendance be kept for each student.

### Important Attendance Information

WHEN YOUR CHILD MUST BE ABSENT FROM SCHOOL, PARENTS/GUARDIANS ARE REQUIRED TO CALL THE MAIN OFFICE PRIOR TO THE START OF THE SCHOOL DAY.

1. More than three days consecutive absences is considered excessive, except in cases of extended illness or extremely unusual circumstances. Days of suspension for disciplinary reasons will not be counted toward the three day total. Even though a parent call "excuses" the absence in that it provides an explanation for the absence, the absence is considered non-exempt unless it meets the following criteria:

**Exempt Absences**--A student may have an excused absence, which is not included in the three day limit for the following reasons:

- A. Personal illness requiring a physician's statement
  - B. Death in the immediate family
  - C. Court appearance required by legal authorities
  - D. Religious holidays (request verification)
  - E. Absences due to approved school-related field trips, rehearsals, competitions, etc.
  - F. Medical and dental appointments (make every effort to schedule after school)
  - G. Other emergency or unusual circumstances as approved by a building administrator.
  - H. College Visit Day
2. Students with excessive attendance problems may be referred to the Marion County Prosecutor's Office or Child Protective Services depending on the circumstances. A letter will be sent to the parents before any such action is taken.

3. Parents should make every effort to schedule doctor and dental appointments outside the school day. If a student must be absent for such a reason, the appointment must be verified in writing directly from the medical or dental office.
4. Written excuses for an absence due to a death of a member of the immediate family or relative living at home, religious holiday, or family emergency should be provided by parents or legal guardians and will be placed on file at the school.
5. If a student is truant from school, he/she will not be allowed to attend any extra-curricular or athletic activities that day.

<b>Attendance Notification Plan</b>	
<b>Number of days absent</b>	<b>Notification</b>
<b>1 (daily)</b>	<b>Call:</b> Phone call home
<b>3</b>	Parent will receive a letter from the school indicating that student has missed three days of school. <b>Letter:</b> Student will meet with a member of the attendance team to discuss their attendance and identify any supports that are needed.
<b>5 total OR 3 consecutive</b>	<b>Call:</b> Parent will receive a phone call from a member of the attendance team explaining the student has missed five days of school and sets up parent meeting. <b>Letter:</b> Parent will receive a letter from the school indicating that the student has missed five days of school. <b>Meeting:</b> A meeting will occur between the parent and a member of the attendance team to discuss attendance issues. <b>Attendance Contract:</b> Student signs an attendance contract (copy placed on an attendance tracker)
<b>7</b>	<b>Call:</b> Parent will receive a phone call from the school indicating that the student has missed seven days of school. <b>Letter:</b> Parent will receive a certified letter from the school indicating that the student has missed seven days of school. <b>Home Visit:</b> Two members of the attendance team will conduct a home visit to meet with the student's parents, assess barriers to attendance, and develop a plan to improve the student's attendance.
<b>10 Tracked: per semester AND Per year</b>	<b>Credit:</b> High school students will lose course credit if 10 or more days of school are missed. <b>Letter:</b> Parent will receive a certified letter from the school indicating that the student has lost course credit due to attendance. <b>CPS:</b> Child Protective Services will be contacted and a child welfare case process begins <b>Options:</b> Counsel to alternative school offerings including excel home bound, home schooling, and The Crossing.
<b>18 Excused or Unexcused</b>	<b>Chronic Absenteeism:</b> Students who have been absent 18 or more of the school year for any reason must be referred to the state.

## CONSEQUENCES FOR TRUANCY MAY INCLUDE:

- Referral to Social Security Disability Bureau to revoke benefits
- Referral to Bureau of Motor Vehicles to prohibit or suspend driver's license
- Cancellation of work permits
- Loss of privileges at the school which may include extracurricular events, dances, and/or athletic eligibility

## General Information

### **Background Check for Visitors**

In an effort to keep our students and staff members safe, all visitors to our building must submit their state issued identification. The identification will run through our Raptor system and if cleared will create a name badge that must be worn in the building.

### **Tardy Policy**

Students are expected to arrive at school each day, for each class, on time. In cases where a student is tardy to class for reasons beyond the student's control, such as a late bus, the student shall be admitted to class without a penalty. In cases where a student is tardy to class without a reasonable explanation; consequences established by the teacher and/or administrator will be imposed. A student shall not be denied access to class because he/she was tardy, unless there has been a repeated pattern of tardiness in the same class. In this case, the teacher will work with an administrator for intervention strategies.

### **Dances**

School sponsored dances are for the enjoyment of our students and guests. There are parameters established for all school-approved dances.

1. Students must attend at least half of their scheduled classes on the day of the dance in order to participate.
2. Students need to carry picture identification and show it upon demand to the monitor/administrator
3. Some dances will be open to enrolled/attending students only while others will allow enrolled/attending students to invite non-students as guests. In the event that the dance is open to outside students, invited guests will have to comply with all school rules and policies that pertain to visitors in the building.
4. All dances will have a lock-in/lock-out policy. No students or their guests will be permitted to enter a dance after the lock-in or leave prior to the lockout time.

5. The administrator on duty has the right to deny any person entrance to the dance.
6. Students whose dancing is inappropriate will be asked to leave the dance and may not participate in future dances.

**Student/Athlete Conduct**

Student-athletes may be suspended from team participation, should their conduct in school or on the field of play not adhere to the school's code of conduct. Discipline measures shall be levied at the discretion of the Athletic Director and School Administration.

Any student-athlete assigned after school detention and/or summer school must serve their detention regardless of their athletic schedule. Should a student-athlete be administered suspension, they will not partake in any athletic event (including practices and games) until they have completed the terms of their suspension.

**Student/Athlete Eligibility**

Students who participate in athletics must maintain a 2.0 GPA (C average). Students who fall below a 2.0 will be declared ineligible and will not be allowed to participate until their GPA meets the minimum requirement and are certified by the Athletic Director.

**Grading Policy**

Non-Dual Credit

- Weighting: All gradebooks at the high school level will be set up using the following weighting system for grade calculations:

Quarter Grade	40%
M1 or M2 (Midterm Exam)	10%
Quarter Grade	40%
E1 or E2 (Final Exam)	10%

**Mastery Grading**

The school believes in giving every student equal opportunities to demonstrate mastery of all of the academic standards covered in each course. In order to do so grades in all courses are based on two principles;

1. Academic grades in all courses will be directly related to the standards outlined in the course curriculum.
2. All grades will demonstrate meaning by reflecting mastery of standards.

There will be two types of assignments in each course. Practice assignments allow students opportunities to prepare for mastery assignments and will not count towards the final course grade. Mastery assignments allow students to demonstrate to what degree they have mastered a standard being addressed. These assignments will count towards the calculation of a final course grade. All teachers will enter two mastery grades per week in order to keep all stakeholders informed about each student's progress.

One of the benefits of mastery grading is that students have the opportunity to truly display their mastery of content knowledge of skills—even if that does not happen during the initial assignment. Although students have the opportunity to retake mastery assignments, the student must demonstrate adequate preparation for the retake via practice assignments and per confirmation by the teacher. The following policies are in place to outline the process for retaking an assignment/assessment;

1. Students must seek approval via the assessment/assignment retake form to retake an assignment/assessment.
2. Students must complete a retake within a two-week window of the original date of the assignment/assessment.
3. Students wishing to retake an assessment or redo an assignment must adhere to the following guidelines for retaking an assessment or redoing an assignment
  - a. attend teacher office hours on the day and time specified by the teacher
  - b. complete assigned practice work as determined by the teacher
  - c. meet attendance requirements

### **Late Work**

Students are expected to complete work on time and turn in assignments on the original due date. Turning in assignments after the original due date on a consistent basis will be reflected in teacher gradebook comments and citizenship grades, but will not be reflected on the actual assignment grade. For example, if a student turns in an essay late, marking the assignment as a lower grade because it was late can cause confusion in mastery grading. This may indicate that a student is a poorer writer than he/she actually is and does not reflect the student's level of mastery on the assignment. However, when an assignment is graded based on the student's performance related to the standard and a citizenship grade is assigned for the course the student and parent/guardian are appropriately notified.

### **Extra Credit**

Extra credit is not an option under the mastery grading policy, but takes form under retakes and redos. Students have the opportunity to replace poor scores by participating in more practice and by retaking tests or redoing assignments according to the retake/redo policy.



## Dual Credit Courses

- Grade Weights: All dual-credit teachers will weight their grades per their approved syllabus.
- Assignments: All dual-credit teachers will grade and input all assignments and assessments as noted in their approved syllabus.
- SPED/ESL: All dual-credit teachers will follow all IEPs, 504s, and ILPs. This includes sending students to Resource to complete large assessments when needed.
- Excused Absences and Make-ups: All students who have documented (excused) absences on the date of an assignment or assessment will be allowed to make up that assignment or assessment. The number of days a student is given to make up an assignment (due to an absence) will be specified in that teacher's approved syllabus. Students are not allowed to re-master assignments and assessments.
- Midterms and Finals: All dual- credit teachers will follow the assessment schedule outline in their approved syllabus.
- Cut-Off Dates: At the teacher's discretion, students will have up to 5 days (past the date of the assignment) to complete assignments. Students must discuss their individual case with the teacher. Penalties (including % off and lower maximum scores) might apply to late work. The above policy does not apply to documented (excused) absences. In the case of a documented (excused) absence, refer to the "Excused Absences and Make-ups" policy.

## Grading Scale

<u>Grade</u>	<u>Percentage</u>	<u>Grade Points Regular</u>	<u>Grade Points Honors</u>	<u>Grade Points Dual Credit</u>
<b>A</b>	100-93	<b>4.0</b>	4.5	5.0
<b>A-</b>	90-92	<b>3.5</b>	4.1	4.6
<b>B+</b>	88-89	<b>3.2</b>	3.8	4.3
<b>B</b>	83-87	<b>3.0</b>	3.5	4.0
<b>B-</b>	80-82	<b>2.8</b>	3.2	3.7
<b>C+</b>	78-79	<b>2.5</b>	2.9	3.4
<b>C</b>	73-77	<b>2</b>	2.5	3.0
<b>C-</b>	70-72	<b>1.7</b>	2.2	2.6
<b>D+</b>	68-69	<b>1.5</b>	1.9	2.2
<b>D</b>	63-67	<b>1.0</b>	1.5	1.8
<b>D-</b>	60-62	<b>.5</b>	1	1.4
<b>F</b>	0-59	<b>0</b>	0	0

## **Early Dismissal/Altered Schedule**

To be considered for early graduation, early dismissal or late arrival a meeting with a school administrator, a guidance counselor, the student's parent or guardian, and the student must be held. The school administrator will consider the following conditions before approving or denying an altered schedule.

Prior to the start of a student's junior year, the student must have accumulated 28 credits and prior to of a student's senior year, the student must have accumulated 32 credits towards the intended diploma track in addition to:

1. Have a cumulative grade point average of 2.0 or higher
2. Students must carry a course load of 5 courses
3. Students must meet one of the following criteria:
  - a. Participate in a documented volunteer or community service capacity
  - b. Provide for family needs that relate to child or homecare
  - c. Attend continuing education programing
  - d. Work on a part-time basis with a valid work permit
4. Students must have transportation to and/or from school at the times of altered schedule
5. Students with a 504 or IEP must have schedule approved by the Special Education Coordinator

## **Graduation Participation**

To participate in the graduation ceremony, a student must be in good standing, completed all necessary credits, and must have passed the state graduation exam. Participation in graduation is a privilege, not a right. Attendance requirements must be met to participate in the ceremony. In order for a graduating student to be eligible to participate in graduation, a 90% or higher attendance rate must be maintained during the school year.

## **Graduation Requirements**

Students may use the courses available in the course catalog that have been approved by the Indiana Department of Education when completing the 40 credits required for graduation. The high school will offer courses it deems relevant to the educational goals of the state of Indiana. These offerings will be contingent upon fiscal responsibility, staff availability, and student enrollment in courses.

Each student must meet state graduation requirements to earn a diploma. These are the minimum requirements. After consultation with a school counselor, a student should select other courses that are needed for career education or preparation for advanced schooling.

Students must earn the appropriate number of credits in the designated categories and pass that state mandated graduation examination.

See appendix for CORE 40 and Academic Honors Diploma requirements for Indiana.

## **Schedule Change Policy**

Due to student scheduling timelines, students will have two weeks from the first day of school to request a schedule change. All requests processed after the second week of school require administrator approval and signature.

No Core classes will be dropped from a student's schedule. Student's schedules will not be changed after the two week deadline unless the following exists:

- Needed to meet high school graduation requirement
- Needed to meet college entrance requirements
- Course elimination
- Based on state examination preparation

## **Bomb Threats and Fires**

The fire alarm is the signal you will hear in the event of a bomb threat or fire. Upon hearing the alarm, students should follow the instructions previously given by the teacher making sure that all windows are closed. Teachers should follow students from the building. **Students should not stop by their lockers or utilize their cell phones during this time.** The principal or his/her designee will give a signal for students to return to class. The drill or real event should be conducted in an orderly manner. Exits may be blocked from time to time to practice alternative routes.

As a student, you have a responsibility to act appropriately and follow the rules when a serious safety issue occurs. Not listening to your teacher or acting in an unsafe manner could result in school disciplinary action. With your help the school will continue to be a safe and secure environment.

## **Book Bags/Folders/Personal Items**

Book bags, backpacks, string bags, folders or any other personal items must not display patches, entertainment insignias, drawings, obscene words, gang signs or any other item that would be deemed inappropriate, offensive or reflect negatively on the school.

**All bags must remain in the locker and are not permitted in the classroom.**

## **Care of School Property**

Students are expected to respect the school buildings and property. Containers are provided throughout the buildings and grounds for proper disposal of waste. **Marking or defacing school property is a serious offense leading to suspension and possible expulsion.** Any student who damages/vandalizes school property will be required to make full restitution for damages. All food must be consumed in the cafeteria or area designated by the administration. With the exception of breakfast/lunch services and drinking from water fountains, no beverages of any kind are to be consumed during the school day.

## Communication

Communication with parents/guardians is an integral part of a student's program. A mutually beneficial rapport between home and the school is important to us all. Our front office number is 317-217-1980. Please listen to the voice prompts for your call to be directed properly. Teachers are required to return your phone call within two working days. Parents are encouraged to send a message through Power School or e-mail teachers directly if they do not have access to Power School.

In addition, another source of communication is in place for the school. Power School allows students and parents to access academic information. Parents and students are encouraged to check this system in order to maintain communication and stay abreast of academic progress. A password for students and parents is needed for this system. Please contact your respective school counselor if you have not received a password.

In addition to the forms of communication described above, phone calls may also go home through our automated Parent-Link system. This system informs parents of weather or emergency events, disciplinary actions, or school functions.

## Dining Area Regulations

Each student is required to show good manners, courtesy, and consideration of others in the cafeteria. Students are to enter and exit the cafeteria in an orderly fashion. Students are to stand in a single file line while waiting for food. Containers are provided for the disposal of trash and each student is required to dispose of the trash from the top of his/her table and the area surrounding it before the lunch period is over, or immediately upon the request of supervisory staff. No student is allowed to leave the dining area during the lunch period without a written pass to some other area of the school. **A student is not allowed to leave the school grounds during the lunch period. No student/guardian is allowed to order outside food. No Student is to bring outside food in during school hours. NO FOOD OR BEVERAGE IS TO BE TAKEN OUT OF THE DESIGNATED DINING AREA AT ANYTIME.**

## Dress Code and Universal Code of Appearance

Our High School's higher standard of dress encourages greater respect for individual students and others and results in a higher standard of behavior. It also prepares students for the dress code requirements of the workforce. Our dress code guidelines indicate appropriate school dress for normal school days. The school reserves the right to interpret these guidelines and/or make changes during the school year. Students are expected to follow these guidelines. Every student in attendance will wear a school uniform. Failure to wear any part of the school uniform will result in a disciplinary action.

Failure to comply with the above dress code will result in parent contact. Parents will be required to bring appropriate attire within a reasonable amount of time or will be required to pick their student up. Students will not be allowed to return to class until they are in proper uniform attire.

**\*\*Although we tried to be specific to all dress code issues, there may be issues not included in this handbook that are left to the discretion of the faculty and administration of the school.**

<b>THOMAS CARR HOWE COMMUNITY HIGH SCHOOL STUDENT UNIFORM POLICY</b>		
	<b>Approved</b>	<b>Not Allowed</b>
<b>Shirts</b>	Red, Yellow, Brown, or Black TC Howe Polo Shirt Solid Color long/short-sleeve hoodless shirt under polo	Polo shirts with brand logos T-Shirts of any kind Any shirt or sweater with a hood
<b>Pants</b>	Black or Khaki slacks or cargo pants worn at the waist level Black or khaki shorts at least knee-length Black or Khaki skirts at least knee-length	Leggings Denim/Jean Materials Jogging Pants or Sweat Pants Overly tight-fitting pants Ripped/Revealing pants
<b>Shoes</b>	Closed Toe Closed Heel Hard Soles	House Shoes, Slippers, Flip Flops Sandals or High Heels
<b>Outer Wear</b>	Black TC Howe Fleece Jacket Solid Black TC Howe Sweatshirts Grey TC Howe Half-Zip Sweatshirts	Hoodie Sweatshirts of any kind Any non-TC Howe Jackets Winter Coats – must stored be in lockers
<b>Head Wear</b>	Hair ties Hair bands Plain Headbands	Hats – must be stored in lockers Bandanas Headbands
<b>Accessories</b>	Earrings Single Nose Studs	Inappropriate symbols/designs Anything drug/alcohol related Dog Collars Spiked or otherwise dangerous Jewelry

## **Emergency Procedures**

In the event school should be closed or dismissed at an unscheduled time due to an unforeseen emergency, we will follow the school's guide for all emergencies and/or closings. Our Parent-Link phone system will be able to contact each household in order to provide necessary information. To assist the school in the event of an emergency, each parent/guardian must complete the *Emergency School Dismissal* form indicating who can pick up the student.

Students who do not return an Emergency Card will not be permitted to participate in any extracurricular activities, i.e. dances, field trips, etc. Please notify the school immediately of any phone/address changes so that we may update our records.

## **Extra-Curricular Activities**

**Students must attend half of their scheduled classes to be eligible to participate in an activity that day.** Exceptions to this policy may be absences authorized by the Principal/Administration or Athletic Director.

## **Field Trips**

Scheduled field trips will be educational in nature and considered part of the curriculum. The student must assume cost involved for transportation. It is necessary for parental permission to be granted before any student can accompany his/her class on a field trip. Written permission must be on file at the school before a student will be allowed to leave the building. Students must receive permission from their other teachers and/or administrators in order to attend any field trip. At the discretion of the Principal, students with an excessive number of disciplinary infractions in a given marking period may forfeit the opportunity to participate in a field trip. **A student's grades will also be a determinant in regards to a student being permitted to attend any field trip.** Any outstanding financial obligation to the school will also prohibit a student from attending field trips.

## **Gang Symbolism**

Student behavior, dress, signing or symbolism (beads, bandanas, etc.) intended to represent gang affiliation will not be tolerated on school grounds or at school-sponsored events. Violation of this policy will result in suspension or possible expulsion. The school works in conjunction with the Indianapolis Metropolitan Police Department and the Marion County Sheriff's Department to determine what constitutes gang related activities.

## Halls/Corridors

Students should be in the hallways only at the beginning and close of the school and while moving from one class to another, unless a teacher, administrator or staff person has issued a hall pass.

## Lockers

All students are assigned a locker. **The sharing of assigned lockers or the use of personal locks is prohibited.** Students should not share their combination with anyone. The school is not responsible for theft of personal property. Students enrolled in Physical Education will be assigned a locker during the class period but must provide their own lock or purchase one from the Athletic Department. Rules regarding lockers, as stated above, will apply to Physical Education lockers. **Students are STRONGLY encouraged to not leave any valuables (money, cell phones, electronic equipment, etc.) in their Physical Education lockers.**

**There is no assumption of privacy; the school reserves the right to search lockers as needed.**

## Medications

**To enable students to receive their prescribed medications during the school day, a special medication/treatment form must be completed.** This form requires the signature of the doctor prescribing the medication and parent's signature. Parents cannot fax information to the school.

Medications must be properly labeled in the original container from the pharmacy. Please notify the school nurse of any medication changes. A nurse or the principal's designee distributes medication in all circumstances. **Students are not permitted to carry medication. All medication is to be dispensed by the nurse or principal's designee.**

## Parental Conferences

Conferences can be set up at the request of the school or the request of the parent. A conference with a teacher or multiple teachers should be set up through the main office at 317-217-1980. Additional methods of communication are available via Power School or email through the official school website. School personnel will contact the parent/guardian and arrange a mutually agreed upon time for the conference. Conferences *requested by the school* will give a specific time and date for the meeting. All parents and visitors must sign-in at the front office upon entering the building for a

visitor's pass before going to any classroom. Please be aware that teachers are not available for unscheduled conferences during the day because they are instructing children.

### **Personal Property**

Radios, I-pads, toys, computer games, speakers, large sums of money, etc., are **prohibited** on school grounds. If they are brought to school, and subsequently lost or stolen, the school is **not responsible** for the loss. If items of this nature are discovered, school personnel will turn them into the office, and a parent/guardian must claim items. It is encouraged that parents speak with the School Resource Officer with regards to any theft that occurs on campus.

### **School Safety/Restorative Justice**

Restorative Justice is a set of principles and practices to build culture and respond to student misconduct, with the goals of repairing harm and restoring relationships between those impacted. This is also an intervention that can help decrease suspensions and expulsions school wide.

As part of the school's commitment to being a premier educational community, we take pride in our ability to provide a safe and secure learning environment. We all play an important role in helping to maintain this positive atmosphere. As a student you can make a difference. Make a personal commitment not to participate in violence or be involved in any verbal altercations in any way. Do not bully, tease, or spread negative gossip about others. Respect others and value differences. Try to broaden your social circle to include others who are different from you.

Learn about ways to resolve arguments and fights without violence. Encourage your friends to do the same. The school also offers alternative dispute resolutions, such as Restorative Justice. Some examples include Peer Circles and Restorative Justice Chats. These methods are designed to assist students in resolving and restoring conflicts amicably. Learn as much as you can about these positive approaches to conflict resolution.

If someone is threatening you and you feel you are in serious danger, do not take matters into your own hands. Find an adult whom you can trust to discuss the situation, or contact school administrators or the police. The school has a School Resource Officer on campus that is willing to assist you with any concerns.



If you know someone is in possession of a weapon or is planning to harm someone else – report him or her. Most of us have learned from an early age that it is wrong to tattle/snitch, but in some instances it is the most courageous thing you can do. Breaking the “code of silence” is the first step in creating a positive school culture. Tell a trusted adult, like a teacher, guidance counselor, member of the school security team, Assistant Principal, Principal, parent or peer counselor. If you are afraid and believe that telling will put you in danger or lead to retaliation, it is also possible to place an anonymous note for our support services or leave an anonymous message at the school or with the police department.

### **Search of Person or Property**

When a student is suspected of being in possession of items considered harmful or dangerous, he/she will be given an opportunity to surrender those items voluntarily. If this does not occur, then he/she will be searched by School Resource Officer and an administrator. He or she will be subject to search as well as all of his/her property on school grounds (including, but not limited to locker, vehicle, and bags). **Lockers will be periodically, randomly searched.**

### **Seclusion and Restraint**

Senate Bill 345 intends to protect the safety of all students by providing training and guidelines for the safe and rare use of seclusion and restraint with students who pose imminent danger to themselves or others. Every public school corporation, charter school and accredited non-public school is required to have a plan in place by July 1, 2014

Seclusion and restraint plans can be found in the front office

### **Student ID Badges**

The school issues identification badges. They may be needed for admission to dances and other school activities.

### **Technology**

Students may not bring any computer applications including games to school for any reason. School workstations may not be altered without direct administrative permission.

Any vandalism, (renaming, trashing, or moving files, illegal copying, etc), intentional copyright violations, or attempted access to authorized data will result in disciplinary action, which may include restitution.

With access to computers and people all over the world, comes the availability of material that may not be considered to be of educational value in the school. Please be aware that questionable materials that are not appropriate for this age may be available to inquisitive searchers. The school firmly believes that the valuable information and interaction available on the Internet far outweighs the possibility that users may procure material that is not consistent with the educational goals of the school.

Students and parents should be aware that as with any school property or activity, the inappropriate use of the Internet connection would subject the student to disciplinary action. **Examples of inappropriate behavior include the accessing, downloading and distributing of inappropriate materials, vandalism, or any other use incompatible with district or individual school policies.** Any violation as related to Internet use will result in disciplinary action, including detention, suspension and/or the withholding of Internet access.

### **Telephone Use**

Students are not allowed to use the office telephones during school hours unless it is an emergency and has been approved by an administrator or office staff member. Calls originating from the school will be strictly supervised. No student will be called to the office to receive personal calls. An administrator or counselor will deliver emergency messages to the student.

### **Textbooks**

The textbooks issued for student use becomes the responsibility of the student and/or parent, and must be returned at the end of the year in the same condition in which they were issued. Any damaged or lost books must be paid for before another book is issued for home use. Any student who has not paid for a lost book may be restricted from participating in school activities, i.e., Prom, Homecoming, field trips etc.

### **Trespassing**

Students are not to enter or remain on the school campus without proper authorization. Violators may be subject to suspension and/or arrest for criminal trespassing. Students on campus while on suspension and/or expulsion are subject to additional disciplinary action and arrest for criminal trespassing. **There is no supervision before 7:30 AM or**

**after 3:45 PM** unless the student has signed in for an after-school activity or sport. Students that leave the building are not permitted to re-enter after school hours.

### **Visitor/Intruder Information**

If you spot someone in the building who does not have a visitor sticker on their shirt/blouse immediately report the person to the nearest faculty or staff member.

If you see someone outside the building who looks out of place, immediately go to the nearest faculty or staff member and report the person and the location. **Do not, for any reason, open the doors to the school for any individual!** Instruct the individual to report to the main office where they will receive the necessary visitor's pass to proceed to their location within the school.

### **Bullying and Cyberbullying**

#### Indiana's Bullying Legislation

IC 20-33-8-0.2 "Bullying" Sec. 0.2. As used in this chapter, "bullying" means overt, repeated acts or gestures, including: (1) verbal or written communications transmitted; (2) physical acts committed; or (3) any other behaviors committed; by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the other student.

Bullying is unwanted, purposeful, and repeated written, verbal, nonverbal, electronic, or physical behavior, by a student, group of students or adult. It is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; and is often characterized by an imbalance of power.

#### Types of Bullying

Cyber-Bullying- often involves posting threatening/harmful messages, sending offensive, rude, or intimidating messages, posting gossip and rumors, or posting material meant to get someone in trouble or make them look bad, pretending to be someone else, and but not limited to posting secrets or embarrassing information about someone.

#### CSUSA Bullying Policy

Any type of bullying is punishable by up to a 10 day out-of-school suspension with a possible recommendation for expulsion.

3.29 (HAR) Harassment - Any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct that 1) places a

student or school employee in reasonable fear of harm to his or her person or damage to his or her property, 2) has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or 3) has the effect of substantially disrupting the orderly operation of a school including any course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose.

## **Confidentiality of Student Information**

Laws involving privacy and confidentiality prohibit us from sharing names, addresses and telephone numbers of our students and families to anyone, including other parents.

### **ANNUAL NOTICE OF RIGHTS UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

Our school protects the confidentiality of personally identifiable information regarding its eligible, thought to be eligible, and protected handicapped students (if not protected by IDEA) in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA) and implementing regulations as well as IDEA and its implementing regulations.

Education records are records that are directly related to the student, including computer media and videotape, which are maintained by an educational agency or by a party acting for the agency. "Educational agency", for purposes of this notice, means Howe High School. For all students, the educational agency maintains education records that include but are not limited to:

- Personally identifiable information is confidential information that includes but is not limited to the students' name, name of parents and other family members, the address of the student or student's family, and personal information or personal characteristics which would make the student's identity easily traceable.
- Directory information is information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes but is not limited to, the student's name, address, telephone number, electronic mail address, photograph, date and place of birth, major field of study, grade level, enrollment status (e.g., undergraduate or graduate, full-time or part-time), participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees, honors and awards received, and the most recent previous educational agency or institution attended.

The Family Educational Rights and Privacy Act (FERPA) afford parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are: Parents have the right to inspect and review a child's education record. THOMAS CARR HOWE COMMUNITY HIGH SCHOOL will comply with a request to inspect and review education records without unnecessary delay and

before any meeting regarding and IEP or any due process hearing, but in no case more than 45 days after the request has been made. Requests should be submitted in writing, indicating the records the parents wish to inspect, to the school Director or other designated school official. Parents have the right to a response from the school to reasonable requests for explanations and interpretations of the records. Parents have the

right to request copies of the records. While Thomas Carr Howe Community High School cannot charge a fee to search for or to retrieve information, it may charge a copying fee as long as it does not effectively prevent the parents from exercising their right to inspect and review the records. Parents have the right to appoint a representative to inspect and review their child's records. If any education record contains information on more than one child, parents have the right only to inspect and review the information relating to their child.

If parents think information in an education record is inaccurate, misleading or violates the privacy or other rights of their child, they may request amendment of the record. Requests should be in writing and clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. THOMAS CARR HOWE COMMUNITY HIGH SCHOOL will decide whether to amend the record and will notify the parents in writing of its decision.

If THOMAS CARR HOWE COMMUNITY HIGH SCHOOL refuses to amend a record, it will notify the parents of their right to a hearing to challenge the disputed information. Additional information regarding the hearing procedures will be provided to the parents or eligible student when notified of the right to a hearing.

THOMAS CARR HOWE COMMUNITY HIGH SCHOOL will inform parents when personally identifiable information is no longer needed to provide educational services to a child. Such information must be destroyed at the request of the parents. Parents have a right to receive a copy of the material to be destroyed. However, a permanent record of a student's name, address, and telephone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without the limitation. "Destruction" of records means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.

The school will provide, upon request, a listing of the types and locations of education records maintained, the school officials responsible for these records, and the personnel authorized to see personally identifiable information. Such personnel receive training and instruction regarding confidentiality. The school keeps a record of parties obtaining access to education records, including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

Parents have the right to consent or refuse to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

"Consent" means: the parent (s) have been fully informed regarding the activity requiring consent, in their native language or other mode of communication; they understand and agree in writing to the activity; and they understand that consent is voluntary and maybe revoked at any time, information may be disclosed without consent to school officials with legitimate educational interests. A school official is a person employed by the school, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); state agency representative, person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Directory information may be released without parent consent. Parents have the right to refuse to let an agency designate any or all of the above information as directory information.

Upon written request, THOMAS CARR HOWE COMMUNITY HIGH SCHOOL discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

Parents have a right to file a complaint with the U.S. Department of Education concerning alleged failures by Provost Academy to comply with the requirements of FERPA. Complaints may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4605.

## **Parent and Student Contracts**

The Code of Conduct at our school to protect the rights of all students and adults and to establish a safe well-ordered environment where students and teachers can focus on quality teaching and learning. Mutual respect, good manners, and positive behavior are essential elements of the daily life at the high school level.

Failure to comply with the terms of the Student Contract may result in the following:

- Detention
  - Lunch, afterschool, Friday, Saturday, or detention diversion
- Friday School
- Suspension
  - Out of school, in-school, pending parent conference, or reverse suspension

- Restorative Justice
  - Conflict resolution, restorative chat, peer jury meeting
- Student Code of Conduct Behavioral Contract
- Expulsion Waiver
- Recommendation for Expulsion

School authorities will hold students and parents strictly accountable for any action that interferes with the learning process, good order, and/or the day-to-day operations. CSUSA must have proof that every student and parent/guardian has had a chance to read the Code of Student Conduct or to hear it read aloud. Included in each student's registration packet are a Code of Conduct agreement. Students and Parents are required to sign the Code of Conduct agreement indicating their agreement to the terms therein.

If the signed page is not returned by the first day of school, it will be assumed the parent and student have read and agree to the Code of Conduct policies. Failure to sign and return this document will not prevent the school from following the terms and conditions as outlined.

### **Bus Behavior**

Bus behavior is a primary concern due to the safety needs of all students. Riding the bus should be considered a privilege, and any student who cannot conduct himself/herself properly on the bus will have his/her bus privileges suspended and/or revoked.

To ensure the safety and pleasure of all students who ride the bus we:

- Incorporate bus behavior as criteria for special activities (i.e. future field trips).
- Document bus behavior on home notes.
- Implement the following consequences for bus referrals:
  - Parent conference/parent phone call
  - Bus suspension
  - Administrative detention/Saturday detention
  - Bus privileges revoked for the duration of the school year
  - Out of School suspension
  - Expulsion

Bus suspensions will be used if a student's behavior poses a safety violation threatening his/her safety or safety of others, regardless of the number of previous referrals.

Parent/guardian will be notified when a student receives a bus suspension. The parent/guardian will be responsible for transporting the student to and from school during the period of the bus suspension. If a student does not attend school due to a bus suspension, the absence **is considered to be unexcused.**

### **False Alarms**

Pursuant to the 1991 Uniform Fire Code Section 13.203, false alarms shall not be given, signaled or transmitted or caused or permitted to be given, signaled or transmitted in any manner. Under the law, false alarms are misdemeanors subject to a maximum fine of \$250. Such action or involvement by a student will result in the disciplinary action of suspension, expulsion, or arrest. Bomb threats are considered felonies.

### **Misrepresentation**

Misrepresenting oneself by cheating, copying, plagiarizing, counterfeiting, or using false identification is considered a serious offense. The penalty for violation of any of the above mentioned infractions will result in one to three days of out-of-school suspension. Repeated offenses may result in further discipline up to expulsion.

### **Referrals**

Administrators and faculty will use a referral for those students whose actions/behavior disrupts the school community. Examples of referrals to be issued are for infractions such as, but not limited to: profanity, destruction of property, misrepresentation, stealing, disrespect, insubordination, fighting, being under the influence or possession of alcohol or drugs. If a student receives a referral the administration will assign the proper disciplinary consequence. Additionally, criminal charges may be filed at the discretion of the school resource officer.

### **Electronics and Cell Phones**

While we respect the need for students to have a cell phone when traveling to and from school, cell phone use during the school day is strictly prohibited. Should a parent need to reach their student in an emergency while at school, the office will always deliver a message to students. Cell phones need to be away before entering the building, and secured in lockers prior to the start of class. **NO EXCEPTIONS.**

Violations of this policy will result in confiscation and the device will only be released to the parent/guardian. Progressive discipline will apply for repeated violations. School employees or agents will not be held liable for electronic devices that are lost, stolen, or confiscated.



- First Offense: Confiscation of device and returned to student at the end of the day. Student will be assigned an after school detention and the phone can be picked up following completion of that consequence.
- Second Offense: Confiscation and returned to parent/guardian. Student and parent will sign an electronic devices contract, indicating their understanding that if the phone is confiscated again, the device will be kept until the parent picks it up at the end of the semester.
- Third Offense: Confiscation of device until parent picks the phone up at the end of the semester.

Failure to surrender the item will result in more severe consequences including possible OSS. The school is not responsible for lost or stolen electronic devices.

### **Procedural Guide for Students with Disabilities**

School officials may suspend students with disabilities and cease educational services for a total of up to 10 consecutive or 10 cumulative school days in one school year without providing special education procedural safeguards. Saturday, and before- and after-school detentions do not count toward the 10-day limit. Additionally, as long as students with disabilities are being provided with special education services, in-school suspensions do not count towards the 10-day limit. Directors do not have to suspend students with disabilities for the mandatory periods set forth in this Code for a single offense. The director has discretion to be flexible in the amount of days of suspension given to each special education student with disabilities. Students with disabilities can be suspended in excess of 10 school days in certain circumstances.

1. Provide written notice to the parent/guardian or surrogate parent of the intervention or consequence being considered and the date of an Individualized Education Program (IEP) meeting, which must be held within 10 days of the date of the decision to discipline the student.
2. The IEP team must:
  - a. Determine whether the misconduct is related to the student's disability by reviewing evaluation and diagnostic results, information from the parent/guardian, observations of the student, and the student's IEP and placement. The behavior is not a manifestation of the student's disability if:
    - i. The student was given appropriate special education supplementary aids and intervention strategies; and
    - ii. The disability does not impair the ability to control behavior
  - b. Review and revise, if necessary, the behavior intervention plan or, as necessary, develop a functional behavior assessment and intervention plan to address the misconduct.
  - c. Determine the appropriateness of an interim alternative educational setting, and as indicated, include in the IEP those services and

modifications that will enable the student to continue to participate in the general curriculum and address the behavior so that it will not recur.

If the student's behavior is not a manifestation of the disability, school officials may apply the Code of Conduct, taking into consideration the student's special education and disciplinary records. In no event, however, may the student be suspended without providing appropriate educational services for more than 10 consecutive or cumulative school days in a school year.

If transportation is identified in the IEP as a related service, the days of bus suspension(s) are considered as days of out-of-school suspension if, as a result, the student is unable to attend school and therefore, is denied access to a Free Appropriate Public Education (FAPE).

Parents of special education students should consult the school's administrators or special education team for further information about the procedural safeguards for students with disabilities.

## **Discipline Offences and Actions**

### **Class I Offenses**

#### **1.01 Disruption in Class**

Any conduct which is so disruptive as to interfere with the teacher's ability to communicate with the other students or their ability to learn. This would include disrespect toward the teacher, other students or other adults entering the classroom. This would also include minor insubordination toward the classroom teacher.

#### **1.02 Illegal Organization**

Any participation in prohibited secret clubs or societies.

#### **1.03 Disorder Outside of Class**

A student must not be disrespectful towards other students outside of class or participate in disruptive conduct that interferes with maintaining order in areas subject to school authority or the failure to follow directions to cease such conduct. This would include disrespect shown toward other students or adults in all school common areas. (Hallways, Lunch Room, Gymnasium, etc.)

#### **1.06 Use of Abusive, Profane, or Obscene Language or Gestures**

Must not use inappropriate language or gestures.

#### **1.07 Nonconformity to the General Code of Appearance**

#### **1.09 Inappropriate Public Display of Affection**

This would include any forms of close physical contact, such as holding hands, hugging, or kissing.

### **1.10 Unauthorized Absence from Class**

Skipping, more than 10 minutes late to class, leaving class without permission, etc.

### **Tardy Disciplinary Policy**

A tardy is defined as not being in your designated area after the bell has rung to start class.

### **Consequences or Disciplinary Actions for Tardiness in ONE grading period.**

- 1st – 4th Tardy: Teacher implements classroom tardy policy.
- 5th Tardy: Administrative assigned after school detention and parental contact made.
- 6th Tardy: Administrative assigned Saturday school and parental contact.
- 7th Tardy: More extensive formal disciplinary action as deemed necessary by the administrative staff, including but not limited to suspension.

### **1.12 Unauthorized use of Personal Electronic Devices**

Electronic devices should not be seen, used, or heard unless authorized by the Principal or designee. Electronic devices should not be seen, used, or heard during the student school day (7:45 – 3:45). This includes videotaping any activities on school property. School resources will not be utilized to locate personal electronic devices.

- **First Offense:** Confiscation of device and returned to student at the end of the day. Student will be assigned an after school detention and the phone can be picked up following completion of that consequence.
- **Second Offense:** Confiscation and returned to parent/guardian. Student and parent will sign an electronic devices contract, indicating their understanding that if the phone is confiscated again, the device will be kept until the parent picks it up at the end of the semester.
- **Third Offense:** Confiscation of device until parent picks the phone up at the end of the semester.

Failure to surrender the item will result in more severe consequences including OSS. The school is not responsible for lost or stolen electronic devices.

Note: If students possess a cellular telephone or camera, it should be turned off and kept out-of-sight inside their personal secured locker and it may not be used or allowed to emit any ring tone or other noise.

### **1.13 Inappropriate Conduct or Disruption on School Bus**

Any conduct or disruption on the school bus including, but not limited to, the following: eating, drinking, or littering; failure to sit in assigned seat; improper boarding or

departing in an orderly manner; failure to keep aisle and step wells clear; failure to utilize required safety equipment (e.g., seatbelts); and failure to present bus permit/student ID if one has been issued and is requested.

### **Class I Bus Disciplinary Actions**

To ensure the safety and comfort of all students who ride the bus we implement the discipline consequences for Class I bus referrals:

- **First Offense:** Parent conference/parent phone call
- **Second Offense:** After school detention
- **Third Offense:** Bus suspension 1 – 3 days
- **Fourth Offense:** Bus suspension 3 – 5 days
- **Fifth Offense:** Bus suspension 5 – 10 days and a review of the discipline alternatives including possible revocation of bus privileges.

NOTE: A bus suspension is separate from a school suspension and applies only to the loss of riding privileges unless subject to other disciplinary actions such as out-of-school suspensions. Bus suspension does not excuse students from attending school.

### **Bus Offenses Committed by Students with Disabilities or Section 504 Plans:**

Students with Disabilities or Section 504 Plan may be suspended from the bus for up to three (3) days at one time per incident.

An emergency suspension situation includes one in which a student with disabilities commits an offense which meets the criteria for suspension and the IEP does not include a Positive Behavior Management Plan. Students whose IEP does not include a Positive Behavior Management Plan may be suspended for up to three (3) days from the bus, provided an IEP meeting is scheduled within seven (7) to ten (10) days to include a Positive Behavior Management Plan.

### **Class II Offenses**

Students who commit criminal offenses may be referred to the appropriate law enforcement agency, in addition to action taken by the school.

#### **2.01 Failure to Follow Directions Relating to Safety and Order in Class, School, School-**

##### **Sponsored Activities or on the School Bus**

Any refusal to comply with lawful and directions of a school district employee or agent that relates to the safety of students or school personnel, or to the maintenance of order while a student is under school jurisdiction.

NOTE: Any conduct which significantly disrupts all or portions of campus activities, (greater than one classroom) school sponsored events and school bus transportation may constitute a Class III offense.

Suspension or revocation of school bus privileges applies to all vehicles in the School sponsor Transportation System. This does not apply to transportation authorized by School Administration for field trips.

### **2.02 (TBC) Possession, Use, Distribution and/or Sale of Tobacco Products**

Tobacco products shall include, but not be limited to, cigarettes, cigars, pipe tobacco, all smokeless tobacco products, snuff, and chewing tobacco. To safeguard the health and safety of school district employees and students, the use of tobacco products on any School property is prohibited. School property, as used herein, shall mean any building owned or part thereof owned or used by the School Board, and the grounds upon which such building is located.

### **2.03 Simple Battery Upon Students**

Intentional pushing or striking of another student against the will of the other student. (This would include kicking, slapping, and disruptive hallway behavior including play fighting/horseplay.)

### **2.04 Dispute**

Lower level confrontations such as mutual pushing and shoving or altercations, which stop upon verbal command and are resolved without injury or need for physical restraint.

### **2.05 Fighting (Mutual combat, mutual altercation)**

When two or more persons mutually participate in physical violence that requires physical restraint and/or results in injury.

NOTE: Self-defense is described as an action to block an attack by another person or to shield oneself from being hit by another person. Retaliating by hitting a person back is not self-defense and will be considered as fighting. The degree of consequence depends on the information gathered during the investigation. Should a student be injured the consequence will be more severe. The penalty may range from detentions to 5-10 day suspension.

### **2.06 Vandalism**

Any intentional and deliberate action resulting in injuries or damages by any means of less than \$100 to public property, school district property, or the real estate or personal property belonging to another including, but not limited to, the placement of graffiti thereon or other acts of vandalism.

NOTE: Damage to property valued at \$100 to \$1,000 constitutes a Class III Offense (See 3.07). A student who willfully damages school property, a school bus, or bus

equipment shall be properly disciplined. The parent(s) or legal guardian of a minor student (or the student, if he/she is an adult) shall reimburse the owner of the bus for restoration or for replacement of any damaged property in accordance with the true value as determined by the appropriate administrative staff. Students who damage school property, a school bus or bus equipment shall be subject to disciplinary action according to the Code of Student Conduct.

### **2.07 Stealing or Use of Counterfeit Bills**

Any intentional unlawful taking and/or carrying away of property valued at less than \$100 belonging to, or in the lawful possession or custody of another, including, but not limited to, money, jewelry and personal items located in secured lockers, cars, book bags, clothing, or anywhere else on school property or the use of counterfeit money for procuring school items i.e., lunch, fundraisers, uniforms, etc. (Proof of purchase price required).

NOTE: The taking of property valued at \$100 or more constitutes a Class III Offense.

### **2.08 Possession of Stolen Property**

If a student is caught in possession of a stolen item, their role and subsequent consequence is equal to that of the person committing the theft.

### **2.09 Threats/Intimidation/Ridicule**

Verbal, written or printed communication that maliciously threatens injury to a person, property, or reputation of another, or other conduct that demeans or ridicules another. This would include any communications via social network that disrupt the normal school day's procedures.

NOTE: Completion of the threat, either by the victim complying with the demands, or the carrying out of threats against the victim, constitutes a Class III Offense.

### **2.10 (TRS) Trespassing**

Willfully entering or remaining in any structure, conveyance, or school property without being authorized, licensed, or invited; or having been authorized, licensed, or invited, is warned by an authorized person to depart and refuses to do so. If a student has been suspended and asked to leave school grounds, parent contact will be made and it is the responsibility of the parent/guardian to pick their child up in a timely manner. The failure to do so will result in making contact with Child Protective Services. A student who has been suspended or expelled from school or school bus and returns to any School property without being authorized to do so is considered to be trespassing and is subject to arrest.

NOTE: Suspension or revocation of school bus privileges applies to all vehicles in the School Sponsor Transportation System. This does not apply to transportation authorized by School Administration for field trips.

## **2.14 Sexual Harassment**

Any unwelcome sexual advances, requests for sexual favors, and/or other inappropriate verbal, written, electronic, or physical contact of a sexual nature when submitting to or rejecting the conduct affects or unreasonably interferes with the learning environment or creates an intimidating, hostile, or offensive educational environment. It includes, but is not limited to, sexually-oriented jokes, verbal/physical advances, touching, pinching, patting, sexually-oriented kidding, teasing, using language that has a double meaning and is sexually suggestive.

There is no requirement in School policies that specific body parts must be touched (e.g., sexual organs), or that sexual harassment, in any form, must be shown to have occurred repeatedly, over a long period of time, and/or be severe.

NOTE: Violation of the School's sexual harassment policy may be grounds for in-school suspension, out-of-school suspension, expulsion, or the imposition of other disciplinary action by the school, and may also result in criminal charges by State or local units of government. In addition, severe and/or repeated inappropriate or unwelcome conduct or speech that is sexual in nature may constitute a Class III offense.

## **2.16 Directing Obscene, Profane, or Offensive Language or Gestures to a School District**

### **Employee or Agent**

Any behavior offensive to common propriety or decency directed to a school district employee or agent including, but not limited to, any verbal, written, electronic, or physical conduct such as threats, bullying, slurs, innuendos, or harassment, which has the purpose or the effect of creating an intimidating, hostile, or offensive educational environment.

## **2.17 Leaving School Grounds or the Site of Any School Activity Without Permission**

Once students arrive on school property, they are not permitted to leave school property. If students do return after leaving school property unauthorized, consequences will follow and they will not be allowed to return to the general public. Aiding a student to return to school property will result in consequences at the discretion of the school. This includes, but is not limited to opening a side door and/or window.

## **2.18 Simple Assault on School Employee or Agent**

An intentional threat by word or act to do violence to the person of another, a school district employee or agent, coupled with the apparent ability to do so, and doing some act, which creates fear in that person.

## **2.20 False Information**

Students must always tell the truth. Intentionally providing false information to a school district employee or agent including giving false student information, data, and concealment of information directly relating to school business. This includes, but is not limited to, failure to provide correct name, correct phone number or other pertinent data, forgery of school notes, re-admit slips, tardy slips, report cards, hall passes, field trip forms, notes to or from parents/guardians, or any other related materials.

NOTE: A student is responsible for ensuring that parents receive any materials sent home by the school and for ensuring that school personnel receive any materials sent to school by the parent.

### **2.21 Possession of Firearm Facsimiles**

Possession, sale, or discharge of any facsimile or toy-type replica of a firearm or other item resembling a firearm that is not included under 3.10 or 4.08.

### **2.25 Gambling**

Any participation in games of chance for money and/or other things of value.

### **2.27 Failure to Adhere to Safety Considerations on School Bus**

Failure to adhere to expected school bus safety considerations include, but is not limited to, failure to remain seated, spitting out of the bus window, boarding or attempting to board a school bus other than the one to which the student is assigned, boarding or departing a school bus at a location other than assigned pick-up or drop-off bus stop without prior school administration permission, yelling out of the bus and making any gesture to others outside of the bus that may be considered offensive to decency or common propriety.

A student who boards or attempts to board a school bus other than the one to which the student is assigned or who boards or departs a school bus at a location other than assigned pick-up or drop-off bus stop without prior school administration permission is considered to be a 2.27 Code of Student Conduct offense and subject to formal disciplinary action.

### **Class II Bus Code Offenses Disciplinary Actions**

- **First Offense:** Call to parent and after school detention.
- **Second Offense:** Suspension of bus privileges for up to 3 days.
- **Third Offense:** Suspension of bus privileges for up to 5 days
- **Fourth Offense:** Suspension of bus privileges for up to 10 days
- **Fifth Offense:** Suspension of bus privileges for up to 15 days and a review of the discipline alternatives including possible revocation of bus privileges.

Suspension or revocation of school bus privileges applies to all vehicles in the School Sponsor Transportation System. This does not apply to transportation authorized by School Administration for field trips.



NOTE: A student may be suspended or expelled from riding the bus at any point in the discipline process.

A student who has been suspended or expelled from the school bus that boards, rides, or attempts to ride a school bus, without being authorized to do so, is considered to be trespassing and is subject to arrest. A student who repeatedly displays inappropriate behavior on a bus will be referred to the appropriate individuals for possible revocation of bus privileges. A bus suspension is separate from a school suspension and applies only to the loss of bus riding privileges unless subject to other disciplinary actions, such as out-of-school suspension.

Students are required to attend school. Bus suspension does not affect or excuse school attendance.

### **2.28 Cheating and/or Copying the Work of Others**

Intentionally copying or using another's work to receive credit or improve grades. Examples would include, but are not limited to, plagiarizing, giving or receiving answers during testing. Teachers may issue additional consequences in addition to the consequences below:

### **2.29 Possession, and/or Use, Distribution of a Facsimile of a Drug, Alcohol, Tobacco Product or Any Substance with a Potential for Abuse.**

### **2.31 Simple Assault on a Student**

An intentional threat, by word or act, to do violence to a student, coupled with the apparent ability to do so, and doing some act, which creates fear in that person.

### **2.33 Extortion**

A student may not obtain money or property from an unwilling person by force, threat of force, or other means of coercion.

### **2.34 Use of Cameras**

Students shall not use cameras (digital, video, cell phone cameras, etc.) to capture images or videos on school property or at a school-sponsored event, except under the following conditions:

1. A student may possess and use the camera at the direction of and with direct supervision by a classroom teacher as part of classroom activities.
2. A student may use a camera if that student receives prior permission from the school principal or designee for a specific purpose. At no time will permission be granted for non-essential purposes, or if the use will violate another individual's privacy.
3. A student may use a camera while attending an event held on school grounds, after school hours, and open to the general public, as long as the possession and use are neither disruptive or in any way unlawful.

## **Class III Offenses**

Commission of a Class III offense will necessitate a disciplinary conference with the principal/designee and the parent/guardian

NOTE: A student who has been suspended or expelled from school and returns to any School property without being authorized to do so is considered to be trespassing and is subject to arrest.

Missed work shall be made up for all absences, which include suspension. It is the student's and/or parent's responsibility to request assignments during the suspension period. Two days of make-up work shall be allowed for each day of absence, when appropriate. Each student shall receive full credit for such work.

### **Criminal Offenses:**

Students who commit criminal offenses will be referred to the appropriate law enforcement agency in addition to action taken by the school.

### **Definition of Class III Offenses:**

#### **3.01 Possession of Fireworks, Firecrackers, Smoke Bombs, Lighters, Matches, or Flammable Materials.**

#### **3.02 (TRE) Threat/Intimidation**

Any premeditated or repeated threat to cause physical harm to another person with or without the use of a weapon, whether made verbally, in writing, electronically, or by conduct or action, to kill another person or do any act of violence which may cause death and creates reasonable fear or apprehension in that person that such violence is a serious expression of an intent to cause a present or future harm along with the individual having the capability to actually carry out the threat.

#### **3.03 (BAT) Simple Battery Upon School District Employee or Agent**

Intentionally touching or striking another person against the will of another; or intentionally causing bodily harm to another or throwing of an object at a school district employee or agent.

#### **3.04 (ROB) Robbery (using force to take something from another)**

The taking or attempted taking of anything of value that is owned by another person or organization, under the confrontational circumstances of force, or threat of force or violence, and/or by putting the victim in fear.

#### **3.05 (STL) Stealing/Larceny/Theft**

Any intentional unlawful taking, carrying, riding away, or concealing the property of another valued at \$100 or more belonging to, or in the lawful possession or custody of, another without threat of violence or bodily harm. This offense also includes the theft of

credit cards, debit cards, checks, school keys, and motor vehicles (Proof of purchase price required).

### **3.06 (BRK) Burglary of School Property**

Breaking, entering, or remaining in a dwelling, structure or conveyance without justification with the intent to commit an offense therein, unless the premises are at the time open to the public or the individual is licensed or invited to enter or remain.

### **3.07 Criminal Mischief/Vandalism**

Any intentional and deliberate action resulting in damages of \$100 to \$500 to school district property, public property or the real or personal property of another not limited to the placement of graffiti thereon or other acts of vandalism.

NOTE: Damage to property valued more than \$500 constitutes a Class IV offense (See 4.20).

### **3.10 Possession of Prohibited Substance or Objects**

Possession of syringes, over-the-counter drugs, drug paraphernalia, inhalants, pepper spray, or any other object or substance that may bring harm to a person.

### **3.11 Lewd, Indecent, or Offensive Behavior**

Any behavior offensive to common propriety or decency, including, but not limited to, “mooning,” sexting, offensive touching, indecent exposure, possession, distribution, or display of obscene or “hate” material, possession/display of electronic images or text, or similar behavior.

### **3.12 (SXH) Sexual Harassment**

Unwanted and repeated verbal or physical behavior with sexual connotations by a student that is severe or pervasive enough to create an intimidating, hostile or offensive educational environment, cause discomfort or humiliation or unreasonably interfere with the individual’s school performance or participation. An incident when one person demands a sexual favor from another under the threat of physical harm or adverse consequence).

There is no requirement in School policies that specific body parts must be touched (i.e., sexual organs), or that sexual harassment, in any form, must be shown to have occurred repeatedly, over a long period of time, and/or be severe.

### **3.13 (SXO) Sexual Offenses**

Law enforcement must be notified to investigate other sexual contact, including intercourse, without force or threat of force, or subjecting an individual to lewd, sexual gestures, sexual activities, or exposing private body parts in a lewd manner. (Law enforcement must be notified to investigate and a report must be provided for this offense from the police department.)

### **3.14 (BAT) Battery upon Student Resulting in Bodily Harm**

Intentional striking of another student against the will of the other student which causes bodily harm that requires medical treatment. Requires medical documentation.

### **3.15 (DOC) Inciting or Participating in Major Student Disorder**

Disruptive behavior that poses a serious threat to the learning environment, health, safety, or welfare of others (disruption of all or significant portion of campus activities, school-sponsored events, or school bus transportation).

### **3.16 (DOC) Unjustified Activation of a Fire Alarm System**

This includes deliberately activating, pulling the fire alarm, tampering with the fire extinguisher, or calling in a false alarm.

### **3.18 Igniting Fireworks, Firecrackers, or Flammable Materials**

### **3.19 (DOC) Unjustified Activation of Bus Emergency Systems**

Any unjustified activation of bus emergency doors, emergency windows, or other systems unless directed by the bus operator/attendant, or other authorized school district employee or agent in an emergency or in the case of an evacuation drill.

### **3.20 (ZZZ) Failure to Adhere to Safety Procedures on School Bus**

Failure to adhere to school bus safety considerations which may or may not cause injury to persons or damage to property, including, but not limited to, placing head, arms, legs, or objects outside of the window or door of the bus, throwing objects, substances, or material in or out of the window or door of the bus, throwing objects at a bus, or any other act considered offensive to decency or common propriety.

#### **Bus Code Offenses Class III Disciplinary Actions:**

- **First Bus Offense** – Class III: Commission of a Class III offense on a bus will result in the suspension of bus privileges for a minimum of twenty (20) school days.
- **Second Bus Offense** – Class III: Commission of a subsequent offense on the school bus will result in the suspension of bus privileges for a minimum of forty (40) school days. If a student repeatedly displays inappropriate behavior on a bus, the student will be referred to the appropriate individual for possible suspension from the bus for the remainder of the year.

NOTE: A student who has been suspended or expelled from the school bus that boards, rides, or attempts to ride a school bus without being authorized to do so, is considered trespassing and subject to arrest.

### **3.21 (DOC) Fighting or Battery on a School Bus**

Students will face school level discipline as well as consequences as indicated for school bus class III discipline as listed in 3.20.

### **3.22 Defamation of Character**

A knowingly false communication, either oral or written, that is harmful or injurious to a school board employee or agent's reputation and/or exposes that person to contempt, scorn or ridicule and jeopardizes the school board employee or agent's employment with the District.

### **3.23 Stalking**

Engaging in a pattern of behavior or activity that involves willful, malicious, and repeated following, harassing, or cyber-stalking.

### **3.24 Unauthorized Use of Instructional Technology**

Abuse/misuse of technology to purposely access, create, produce or distribute pornography and subsequent misuse of technology. Use of another users account to bypass restrictions placed on their own account. Intentionally utilizing a teacher or staff member's account to access district resources that are not intended for student use. Knowingly making unauthorized changes to grades, test scores, or student data on internal or externally hosted systems. Production and/or distribution of pornography or making pornography available on a system or server that is accessible by other users.

### **3.26 (DOC) Major Dispute or Altercation**

The willful act of participating in a disruption involving physical contact, with two or more participants in a major dispute or altercation as determined by the principal.

### **3.27 Simple Assault Upon School District Employee or Agent**

Repeated intentional threats by word or acts to do violence to the person of another, coupled with an apparent ability to do so; and after having been disciplined in accordance with 2.18 of the Code for a first violation, doing a second (or repeated) act(s) which create(s) a well-founded fear in such other person that such violence is imminent, when the person committing the offense knows or has reason to know the identity or position or employment of the victim.

### **3.28 (BUL) Bullying**

Systematically and chronically, inflicting physical hurt or psychological distress, on one or more students or employees that is severe or pervasive enough to an intimidating, hostile or offensive environment, or unreasonably interfere with the individual's school performance or participation. Requires compliance with the schools Anti-Bullying Policy as well as compliance with the school's Anti-Bullying Procedures. The required bullying investigation must be completed and the required documentation placed in the student's disciplinary folder).

### **3.29 (HAR) Harassment**

Any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct that 1) places a student or school employee in

reasonable fear of harm to his or her person or damage to his or her property, 2) has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or 3) has the effect of substantially disrupting the orderly operation of a school including any course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose.

NOTE: A bus suspension is separate from a school suspension and applies only to the loss of bus riding privileges unless subject to other disciplinary actions such as out-of-school suspensions.

**Criminal Offenses:** Students who commit criminal offenses will be referred to the appropriate law enforcement agency in addition to action taken by the school.

### **Class IV Offenses**

ALL Actions listed under class IV Offense will be reported to School Resource Officer and appropriate charges will be pursued.

### **Class IV Offenses**

#### **4.00 (ALC) Alcohol**

Any possession of an alcoholic beverage with the intent to use themselves, sell, give away, or otherwise distribute to another person.

NOTE: It is illegal to possess or use alcoholic beverages if under the age of 21.

#### **4.01 (DRD) Drugs**

Any possession of a drug with the intent to use themselves, sell, or give away, or otherwise distribute to another person including any substance alleged to be a drug, regardless of its content.

NOTE: The possession or use of illicit drugs is illegal and harmful.

#### **4.02 (ARS) Arson**

Any willful and malicious burning of any part of a building or conveyance, whether occupied or not, or its contents.

#### **4.03 (BAT) Aggravated Battery upon a School Employee or Agent**

Intentionally causing bodily harm resulting in disability or permanent disfigurement to a school district employee or agent.

#### **4.04 (ROB) Armed Robbery**

The taking of money or other property from the person or custody of another by use of a weapon, or in the course of the taking, putting another in fear of the use of a weapon, force, or violence.

#### **4.05 (WPO) Weapon**

Possession of any dirk (dagger), knife (i.e., switchblade, razor, box cutter, X-Acto knife, sword), metallic knuckles, slingshot, billie, tear gas gun, chemical weapon or device, BB guns, paint guns, air strike guns, or other deadly weapon including a firearm, a common pocketknife, plastic knife, martial arts weapons, bullets, or blunt-bladed table knife, that can inflict serious harm on another or that can place a person in reasonable fear of serious harm.

#### **4.08 (WPO) Possession of a Firearm**

Possession, discharge, use, or sale of any firearm or destructive device on school property, school-sponsored transportation, or during a school-sponsored activity. A firearm is any weapon (including a starter gun) which will, is designed to, or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of such a weapon; any firearm muffler or firearm silencer, any destructive device, or any machine gun. A “destructive device” means any bomb, grenade, mine, rocket, missile, pipe bomb, or similar device containing an explosive, incendiary, or poison gas and includes any frangible (breakable) container filled with an explosive, incendiary, explosive gas, or expanding gas, which is designed or so constructed as to explode by such filler and is capable of causing bodily harm or property damage.

NOTE: Under the Gun-Free School Act, any student who is determined to have brought a firearm, as defined in 18 U.S.C. 921, to school, any school function, or on any school-sponsored transportation will be expelled, with or without continuing educational services, from the student’s regular school for a period of not less than one (1) full year. (The expulsion requirement is subject to modification, on a case-by-case basis, as allowed by law.) A student who is determined to have brought a firearm to school will be referred for criminal prosecution.

#### **4.09 (WPO) Use of a Deadly Weapon**

Possession of any deadly weapon, other than a firearm, which is used in a threatening manner and is perceived by the individual being threatened as capable of inflicting physical harm.

NOTE: The possession of a firearm, knife, other type of weapon, or any item that can be used as a weapon by any student while the student is on school property or in attendance at a school function, is grounds for disciplinary action and may also result in criminal prosecution.

#### **4.10 (WPO) Use of a Prohibited Object or Substance**

Use of any prohibited object or substance (See 3.10) to strike or to threaten in a manner, which is perceived by the individual being threatened as capable of inflicting physical harm



## Code of Conduct Agreement

I, \_\_\_\_\_ have read the Thomas Carr Howe Community High School Code of Conduct and agree to abide by all regulations within the handbook. Choosing not to follow the regulations will result in consequences as outlined in the Code of Conduct.

Student: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix

### School Hours:

- Door 1 opens at 7:40am for students. Upon entering the building, students can choose to proceed down stairwell 1 to breakfast. Students who do not choose to eat breakfast proceed to the auditorium. Students are released from both locations to class at 7:55.
- Classes are in session from 8:00 am to 3:30 pm.
- Students must exit the building or be under staff supervision after 3:35 pm

Note: No students may be inside or in the foyer without staff permission and supervision before 7:40 am.

### Bell Schedule:

Period HIGH SCHOOL (9-12)		DELAY SCHEDULE (9-12)		MIDDLE SCHOOL (7&8)		DELAY SCHEDULE (7&8)	
<b>1</b>	8:00-8:50	<b>1</b>	10:00-10:30	<b>1</b>	8:00-8:45	<b>1</b>	10:00-10:30
<b>2</b>	8:54-9:44	<b>2</b>	10:34-11:04	<b>2</b>	8:49-9:34	<b>2</b>	10:35-11:05
<b>3</b>	9:48-10:38	<b>3</b>	11:08-11:38	<b>3</b>	9:39-10:24	<b>Lunch</b>	11:08-11:38
<b>4</b>	10:42-11:32	<b>5 A</b>	Lunch 11:42- 12:12 Class 12:16- 1:12	<b>Advisory</b>	10:29- 10:59	<b>3</b>	11:42-12:12
<b>5 A lunch</b>	Lunch 11:36- 12:06 Class 12:10-1:06	<b>5 B</b>	Class 11:42- 12:12 Lunch 12:12- 12:42 Class 12:46-1:12	<b>Lunch</b>	11:03- 11:33	<b>Advisory</b>	12:16-12:46
<b>5 B Lunch</b>	Class 11:36-12:06 Lunch 12:06- 12:36 Class 12:40-1:06	<b>5 C</b>	Class 11:42- 12:42 Lunch 12:42-1:12	<b>4</b>	11:37- 12:22	<b>4</b>	12:50-1:20
<b>5 C Lunch</b>	Class 11:36-12:36 Lunch 12:36-1:06	<b>4</b>	1:16-1:58	<b>5</b>	12:26-1:11	<b>5</b>	1:25-1:58
<b>6</b>	1:10-2:00	<b>Success</b>	2:02-2:32	<b>6</b>	1:15-2:00	<b>Success</b>	2:02-2:32
<b>Success</b>	2:04-2:34	<b>6</b>	2:36-3:06	<b>Success</b>	2:04-2:34	<b>6</b>	2:36-3:06
<b>7</b>	2:38-3:30	<b>7</b>	3:08-3:30	<b>7</b>	2:38-3:30	<b>7</b>	3:08-3:30

### Student Parking

Parking in student lots is a privilege. All cars must be registered to park in the designated lot and have a Student Parking Decal. **Cars, which are inappropriately or**

**illegally parked, or cars parked so as to cause a safety hazard, may receive a warning or be towed at owner expense.** Students must abide by local speed limits set forth by the Indianapolis Police Dept. Failure to do so on school property may result in a loss of driving privileges and/or suspension from school. Any student leaving school in their vehicle or lending their vehicle to any other student between the hours of 7:30 AM and 3:30 PM will have their driving privileges revoked permanently.

### **Description of Thomas Carr Howe's Restorative Justice Practices:**

#### After School Detention

Students can be assigned after school detentions as a result of behavior problems in the classroom, hallway, or other school areas. Infractions that lead to detentions include, but are not limited to; excessive tardiness, dress code violations, out of area, and other Class I or II violations.

#### Detention Diversion

Detention Diversions can be assigned to students as a result of behavior problems in the classroom or can be used in place of serving a regular after school detention. Howe's culture staff and administration can assign a student an after school detention diversion to be served with a specific teacher in order to make up time and work that has been missed as a result of discipline problems. During this time, students are required to complete a behavior reflection and complete assignments from the teacher. Students must serve the diversion within one week and must submit the paper work to the discipline office.

#### Restorative Chat

Students can participate in restorative chats that can be facilitated by a member of the Howe culture team or school administration. These restorative chats are meant to help the student identify their inappropriate actions, the harm that these actions caused, and how they can remedy their wrong-doing.

#### Conflict Resolution/Mediation

Students can participate in conflict resolution discussions in order to help issues. Conflict resolutions can be facilitated by members of the Howe culture team or school administration. These discussions allow each party to share their perspective and give a structure to work together to find a mutual resolution.

#### Student Behavior Contracts and Behavior Tracking

Students with multiple offenses can be placed on behavior contracts. The behavior contracts are developed and signed with the consent of a parent/guardian. Once a student is placed on a behavior contract, they participate in weekly behavior tracking to monitor progress. Progress will be communicated with parents and rewards will be determined.

#### Alternative Intervention Room (AIR)

Students placed in AIR will spend the day with our Behavior Specialist. The period of time that students are in AIR will be determined by an administrator or member of the Howe culture team.

#### Suspension Pending Parent Conference

Students will receive a suspension pending parent conference if the administrator or member of the Howe culture team deems the respective behavior appropriate for a parent conference. When a student is suspended pending parent conference, they are allowed to return at the start of the next school day if they are accompanied by a parent/guardian for a re-admit conference.

#### Out of School Suspension (OSS)

Students will receive OSS if an administrator deems the respective behavior as appropriate for OSS. OSS is considered an unexcused absence. Students will not be allowed to return following an out of school suspension unless accompanied by a parent or guardian for a re-admit conference. The scheduled times for re-admit conferences will be included in the student's suspension paperwork.

#### Homebound Instruction

Students with multiple suspensions and violations of the handbook can be assigned to homebound instruction. Students who are moved into the homebound program participate in an alternative learning plan that involves online classes.

#### Expulsion

Students who have committed multiple violations of the handbook or have committed Class III or IV violations can be put up for expulsion. Once a student is expelled, they may not attend school until the end of their expulsion period.



THOMAS CARR HOWE COMMUNITY HIGH SCHOOL  
4900 Julian Avenue Indianapolis, IN 46201  
(317) 217-1980

# 2017-2018

# Course Catalog

## **General Information for Academic Planning**

Thomas Carr Howe Community High School offers a comprehensive curriculum designed to allow students to complete requirements for graduation as defined by the Indiana State Board of Education and Charter Schools USA. In addition, students are prepared to enter into entry-level employment, vocational and community colleges, and post-secondary institutions.

Guidance counseling staff will meet with students prior to the start of each semester to determine the course selections for the upcoming semester. Students selections should be made with consideration of educational and employment goals. A four-year plan will be developed for each student to create a pathway to best meet individual needs.

## **Graduation Requirements**

Students who have successfully completed all credit requirements for the diploma type being pursued, meet the Thomas Carr Howe Community High School attendance requirements, and passed the required state assessments will be eligible to walk at the graduation ceremony. Students who have not completed credit requirements or passed the state assessments will need to return to summer school and/or for a fifth year of high school.

## Assessments

Each graduation cohort will participate in state accountability and graduation examination assessments. These assessments will be completed by the identified grades and retesters during the assigned state testing windows.

## Grading Scale

<u>Grade</u>	<u>Percentage</u>	<u>Grade Points Regular</u>	<u>Grade Points Honors</u>	<u>Grade Points Dual Credit</u>
<b>A</b>	100-93	<b>4.0</b>	4.5	5.0
<b>A-</b>	90-92	<b>3.5</b>	4.1	4.6
<b>B+</b>	88-89	<b>3.2</b>	3.8	4.3
<b>B</b>	83-87	<b>3.0</b>	3.5	4.0
<b>B-</b>	80-82	<b>2.8</b>	3.2	3.7
<b>C+</b>	78-79	<b>2.5</b>	2.9	3.4
<b>C</b>	73-77	<b>2</b>	2.5	3.0
<b>C-</b>	70-72	<b>1.7</b>	2.2	2.6
<b>D+</b>	68-69	<b>1.5</b>	1.9	2.2
<b>D</b>	63-67	<b>1.0</b>	1.5	1.8
<b>D-</b>	60-62	<b>.5</b>	1	1.4
<b>F</b>	0-59	<b>0</b>	0	0

## Course Offerings

### Career and Technical Education

#### Course Offerings

Students enrolled in courses marked with an asterisk are also eligible to earn dual credit upon successful completion of course with a C (3.0) or better and required Accuplacer testing.

<u>Courses</u>	<u>Grade(s)</u>	<u>Recommended Prerequisite(s)</u>
Preparing for College and Careers	8, 9, 10	None
Introduction to Business*	11/12	Preparing for College and Careers
Sports and Entertainment Marketing	11/12	Introduction to Marketing
Introduction to Computer Science	9/10	None
Health Science Education I	11/12	Pass 10 <sup>th</sup> grade ELA ISTEP Preparing for College and Careers
Culinary Arts and Hospitality I*	11	Pass 10 <sup>th</sup> grade ELA ISTEP Preparing for College and Careers
Culinary Arts and Hospitality II*	12	Successful completion of Culinary Arts and Hospitality I
Introduction to Engineering Design	9	None
Child Development	10,11,12	None
Nutrition and Wellness	9,10,11,12	None
Early Childhood Education I	11,12	Nutrition and Wellness, Child Development

#### Non-CTE Dual Credit Offerings

<u>Courses</u>
English 111
Chemistry 101

#### **PREPARING FOR COLLEGE AND CAREERS 5394**

Preparing for College and Careers addresses the knowledge, skills, and behaviors all students need to be prepared for success in college, career, and life. The focus of the course is the impact of today's choices on tomorrow's possibilities. Topics to be addressed include twenty-first century life and career skills; higher order thinking,



communication, leadership, and management processes; exploration of personal aptitudes, interests, values, and goals; examining multiple life roles and responsibilities as individuals and family members; planning and building employability skills; transferring school skills to life and work; and managing personal resources. This course includes reviewing the 16 national career clusters and Indiana's College and Career Pathways, in depth investigation of one or more pathways, reviewing graduation plans, developing career plans, and developing personal and career portfolios. A project based approach, including computer and technology applications, cooperative ventures between school and community, simulations, and real life experiences, is recommended.

- Recommended Grade Level: Grade 8,9
- Recommended Prerequisites: None

### **INTRODUCTION TO BUSINESS 4518**

Introduction to Business introduces students to the world of business, including the concepts, functions, and skills required for meeting the challenges of operating a business in the twenty-first century on a local, national, and/or international scale. The course covers business management, entrepreneurship, marketing fundamentals, and business ethics and law. The course develops business vocabulary and provides an overview of business and the role that business plays in economic, social, and political environments.

- Recommended Grade Level: 9, 10
- Recommended Prerequisites: None

### **SPORTS AND ENTERTAINMENT MARKETING 5984**

Sports and Entertainment Marketing is a specialized marketing course that develops student understanding of the sport/event industries, their economic impact, and products; distribution systems and strategies; pricing considerations; product/service management, and promotion. Students acquire an understanding and appreciation for planning. Throughout the course, students are presented problem-solving situations for which they must apply academic and critical-thinking skills. Participation in cooperative education is an optional instructional method, giving students the opportunity to apply newly acquired marketing skills in the workplace.

- Recommended Grade Level: 11, 12
- Required Prerequisites: Principles of Marketing

### **INTRODUCTION TO COMPUTER SCIENCE 4803**

Introduction to Computer Science allows students to explore the world of computer science. Students will gain a broad understanding of the areas composing computer science. Additionally, there is a focus on the areas of computer programming, gaming/mobile development, and artificial intelligence/robotics.

- Recommended Grade Level: 9, 10
- Recommended Prerequisites: None

## **HEALTH SCIENCE EDUCATION I 5282**

Health Science Education I is a course designed to provide a foundation of skills development to specific health careers including; patient care, dental care, animal care, medical laboratory, and public health. Students will also receive an introduction to healthcare systems, anatomy, physiology, and medical terminology. Laboratory experiences with industry applications are organized and planned around the activities associated with the student's career objectives. Job seeking and job maintenance skills, personal management skills, self-analysis to aid in career selection and completion of the application process for admission into a postsecondary program of their choice are also included in this course. Participation in HOSA encourages the development of leadership, communication and career related skills, and opportunities for community service.

- Recommended Grade Level: 11
- Recommended Prerequisites: Pass 10<sup>th</sup> grade ELA ISTEP, Preparing for College and Careers

## **CULINARY ARTS AND HOSPITALITY I 5440**

Culinary Arts and Hospitality I prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the hospitality industry. This course builds a foundation that prepares students to enter the Advanced Culinary Arts or Advanced Hospitality courses. Major topics include: introduction to the hospitality industry; food safety and personal hygiene; sanitation and safety; regulations, procedures, and emergencies; basic culinary skills; culinary math; and food preparation techniques and applications; principles of purchasing, storage, preparation, and service of food and food products; ; apply basic principles of sanitation and safety in order to maintain safe and healthy food service and hospitality environments; use and maintain related tools and equipment; and apply management principles in food service or hospitality operations. Intensive laboratory experiences with commercial applications are a required component of this course of study. Student laboratory experiences may be either school-based or "on-the-job" or a combination of the two. Work-based experiences in the food industry are strongly encouraged. A standards-based plan guides the students' laboratory experiences. Students are monitored in their laboratory experiences by the Culinary Arts and Hospitality teacher. Articulation with postsecondary programs is encouraged

- Recommended Grade Level: 11,12
- Recommended Prerequisites: Nutrition and Wellness, Preparing for College and Careers

## **CULINARY ARTS AND HOSPITALITY II 5346**

Culinary Arts and Hospitality II: Culinary Arts prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the food industry, including (but not limited to) food production and services; food science, dietetics, and nutrition; and baking and pastry arts. Major topics for this advanced course include: basic baking theory and skills, introduction to breads, introduction to pastry arts, nutrition, nutrition accommodations and adaptations, cost control and purchasing, and current marketing and trends. Instruction and intensive laboratory experiences include commercial applications of principles of nutrition, aesthetic, and sanitary selection; purchasing, storage, preparation, and service of food and food products; using and maintaining related tools and equipment; baking and pastry arts skills; managing operations in food service, food science, or hospitality establishments; providing for the dietary needs of persons with special requirements; and related research, development, and testing. Intensive laboratory experiences with commercial applications are a required component of this course of study. Student laboratory experiences may be either school-based or "on-the-job" or a combination of the two. Advanced Culinary Arts builds upon skills and techniques learned in Culinary Arts and Hospitality Management, which must be successfully completed before enrolling in this advanced course. Work-based experiences in the food industry are strongly encouraged. A standards-based plan guides the students' laboratory and work-based experiences. Students are monitored in these experiences by the Advanced Culinary Arts teacher. Articulation with postsecondary programs is encouraged.

- Recommended Grade Level: 12
- Required Prerequisites: Culinary Arts and Hospitality I

## **INTRODUCTION TO ENGINEERING DESIGN 4802**

Introduction to Engineering Design is a fundamental pre-engineering course where students become familiar with the engineering design process. Students work both individually and in teams to design solutions to a variety of problems using industry standard sketches and current 3D design and modeling software to represent and communicate solutions. Students apply their knowledge through hands-on projects and document their work with the use of an engineering notebook. Students advance from completing structured activities to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Ethical issues related to professional practice and product development are also presented.

- Recommended Grade Level: 9
- Recommended Prerequisites: none

## **CHILD DEVELOPMENT 5362**

Child Development is an introductory course for all students as a life foundation and academic enrichment; it is especially relevant for students interested in careers that draw on knowledge of children, child development, and nurturing of children. This course addresses issues of child development from conception/prenatal through age 3. It includes the study of prenatal development and birth; growth and development of children; child care giving and nurturing; and support systems for parents and caregivers. A project-based approach that utilizes higher order thinking, communication, leadership, management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of child development. Direct, concrete mathematics and language arts proficiencies will be applied. Authentic applications such as introductory laboratory/field experiences with young children and/or service learning that build knowledge of children, child development, and nurturing of children are strongly recommended. This course provides the foundation for continuing and post-secondary education in all career areas related to children, child development, and nurturing of children.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: None

## **NUTRITION AND WELLNESS 5342**

Nutrition and Wellness is an introductory course valuable for all students as a life foundation and academic enrichment; it is especially relevant for students interested in careers related to nutrition, food, and wellness. This is a nutrition class that introduces students to only the basics of food preparation so they can become self sufficient in accessing healthy and nutritious foods. Major course topics include nutrition principles and applications; influences on nutrition and wellness; food preparation, safety, and sanitation; and science, technology, and careers in nutrition and wellness. A project-based approach that utilizes higher order thinking, communication, leadership, management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of nutrition, food, and wellness. Food preparation experiences are a required component. Direct, concrete mathematics and language arts proficiencies will be applied. This course is the first in a sequence of courses that provide a foundation for continuing and post-secondary education in all career areas related to nutrition, food, and wellness.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: None

## **EARLY CHILDHOOD EDUCATION I 5412**

Early Childhood Education prepares students for employment in early childhood education and related careers that involve working with children from birth to 8 years (3rd grade) and provides the foundations for study in higher education that leads to early childhood education and other child-related careers. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate the study of suggested topics. Major course topics include: career paths in early childhood education; promoting child development and learning; building family and community relationships; observing, documenting, and assessing to support young children and families; using developmentally effective approaches; using content knowledge to build meaningful curriculum, and becoming an early childhood education professional. The course provides an overview of the history, theory, and foundations of early childhood education as well as exposure to types of programs, curricula, and services available to young children. Students examine basic principles of child development, importance of family, licensing, and elements of quality care of young children. The course addresses planning and guiding developmentally appropriate activities for young children in various childcare settings; developmentally appropriate practices of guidance and discipline; application of basic health, safety, and nutrition principles when working with children; overview of management and operation of licensed child care facilities or educational settings; child care regulations and licensing requirements; and employability skills. Intensive experiences in one or more early childhood settings, resumes, and career portfolios are required components. A standards-based plan for each student guides the laboratory/field experiences. Students are monitored in their laboratory/field experiences by the Early Childhood Education teacher. Student laboratory/field experiences may be either school-based or "on-the-job" in community-based early childhood education centers or in a combination of the two.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Nutrition and Wellness, Child Development, and Advanced Child Development

## FINE ARTS

### Traditional Offerings

<u>Courses</u>	<u>Grade(s)</u>	<u>Recommended Prerequisite(s)</u>
Intro to 2D Art	9-12	None
Intro to 3D Art	9-12	Intro to 2D Art
Painting	10-12	Intro to 2D Art
Music History and Appreciation	9-12	None
Beginning/Intermediate Chorus	9-12	None
Beginning Concert Band	9-12	None

### **INTRODUCTION TO TWO-DIMENSIONAL ART 4000**

Introduction to Two-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students taking this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, production, and integrated studies and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create two-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.

- Recommended Grade Level: 9, 10, 11, or 12

### **INTRODUCTION TO THREE-DIMENSIONAL ART 4002**

Introduction to Three-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students taking this course engage in sequential learning experiences that encompass art history, art criticism, High School Approved Course Titles and Descriptions Indiana Department of Education 146 2016-17 School Year January 2016 Edition aesthetics, production, and integrated studies and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create three-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.

- Recommended Grade Level: 9, 10, 11, or 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art

## **PAINTING 4064**

Painting is a course based on the Indiana Academic Standards for Visual Art. Students taking painting engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production that lead to the creation of portfolio quality works. Students create abstract and realistic paintings, using a variety of materials such as mixed media, watercolor, oil, and acrylics as well as techniques such as stippling, gouache, wash, and impasto. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)

## **MUSIC HISTORY AND APPRECIATION 4206**

Music History and Appreciation is based on the Indiana Academic Standards for Music and standards for this specific course. Students receive instruction designed to explore music and major musical styles and periods through understanding music in relation to both Western and Non-Western history and culture. Activities include analyzing and describing music; evaluating music and music performances; and understanding relationships between music and the other arts, as well as disciplines outside of the arts.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: none

## **BEGINNING CHORUS 4182**

Beginning Chorus is based on the Indiana Academic Standards for High School Choral Music. Students taking Beginning Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

- Recommended Grade Level: 10, 11, or 12

## **BEGINNING CONCERT BAND 4160**

Beginning Concert Band is based on the Indiana Academic Standards for High School Instrumental Music. Students taking this course are provided with a balanced

comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines. Experiences include improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

- Recommended Grade Level: 9, 10, 11, or 12

## **HEALTH AND PHYSICAL EDUCATION**

### **Traditional Offerings**

<b><u>Courses</u></b>	<b><u>Grade(s)</u></b>	<b><u>Recommended Prerequisite(s)</u></b>
Health and Wellness Education	9-12	Preferred grade 10
Physical Education I	9	
Physical Education II	9	PE I
JROTC	9-12	

### **HEALTH & WELLNESS EDUCATION 3506**

Health & Wellness, a course based on Indiana's Academic Standards for Health & Wellness, provides the basis to help students adopt and maintain healthy behaviors. Health education should contribute directly to a student's ability to successfully practice behaviors that protect and promote health and avoid or reduce health risks. Through a variety of instructional strategies, students practice the development of functional health (essential concepts); determine personal values that support health behaviors; develop group norms that value a healthy lifestyle; develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors. This course includes the application of priority areas in a planned, sequential, comprehensive health education curriculum. Priority areas include: promoting personal health and wellness, physical activity, healthy eating, promoting safety and preventing unintentional injury and violence, promoting mental and emotional health, a tobacco-free lifestyle and an alcohol- and other drug-free lifestyle and promoting human development and family health. This course provides students with the knowledge and skills of health and wellness core concepts, analyzing influences, accessing information, interpersonal communication, decision-making and goalsetting skills, health-enhancing behaviors, and health and wellness advocacy skills.

- Recommended Grade Level: 9 – 12



### **PHYSICAL EDUCATION I 3542**

Physical Education I focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provide students with opportunities to actively participate in at least four of the following: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all which are within the framework of lifetime physical activities and fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEP's and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11.

- Recommended Grade Level: 9 – 12

### **PHYSICAL EDUCATION II 3544**

Physical Education II focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provide students with opportunities to actively participate in four of the following that were not in Physical Education I: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all which are within the framework of lifetime physical activities and fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEP's and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11.

- Recommended Grade Level: 9 – 12
- Recommended Prerequisites: Physical Education I

### **JUNIOR RESERVE OFFICER TRAINING CORPS 0516**

This course is designed to develop: (1) citizenship and patriotism, (2) self-discipline, (3) physical fitness, (4) reliance and leadership, and (5) the skills used in decision making, communications, and problem-solving. The course content and experiences enable the students to understand the role of the military in support of national objectives and to become familiar with basic military knowledge, gender equity issues, benefits, and requirements. Topics to be included in the course are: (1) military history, (2) ROTC in the military, (3) substance abuse, (4) map reading, (5) marksmanship and firearm safety, (6) military drill, (7) field activities, (8) reserve components, and (9) first aid and hygiene. Opportunities are provided to explore the qualities and traits of courage, self-sacrifice, and integrity. Junior Reserve Officer Training Corps programs must be approved by and meet the requirements of the appropriate military organization.

- Recommended Grade Level: 9-12

## WORLD LANGUAGES

### Traditional Offerings

<u>Courses</u>	<u>Grade(s)</u>	<u>Recommended Prerequisite(s)</u>
Spanish I	9-12	
Spanish II	10-12	Spanish I
Spanish III	10-12	Spanish I and II

### **SPANISH I 2120**

Spanish I, a course based on Indiana's Academic Standards for World Languages, introduces students to effective strategies for beginning Spanish language learning, and to various aspects of Spanish-speaking culture. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write short passages with guidance. This course also emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions. Additionally, students will examine the practices, products and perspectives of Spanish-speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding Spanish language and culture outside of the classroom.

- Recommended Grade Level: 9-12

### **SPANISH II 2122**

Spanish II, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for Spanish language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write cohesive passages with greater independence and using appropriate formats. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and comprehending longer written or oral directions. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will describe the practices, products and perspectives of Spanish-speaking culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding Spanish language and culture outside of the classroom.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: Spanish I

### **SPANISH III 2124**

Spanish III, a course based on Indiana’s Academic Standards for World Languages, builds upon effective strategies for Spanish language learning by facilitating the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to initiate, sustain and close conversations; exchange detailed information in oral and written form; and write cohesive information with greater detail. This course also emphasizes the continued development of reading and listening comprehension skills, such as using cognates, synonyms and antonyms to derive meaning from written and oral information, as well as comprehending detailed written or oral directions. Students will address the presentational mode by presenting student-created material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will continue to develop understanding of Spanish-speaking culture through recognition of the interrelations among the practices, products and perspectives of the target culture; discussion of significant events in the target culture; and investigation of elements that shape cultural identity in the target culture. This course further emphasizes making connections across content areas as well the application of understanding Spanish language and culture outside of the classroom.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: Spanish I and II

## **ENGLISH LANGUAGE ARTS**

### **Traditional Offerings**

<b><u>Courses</u></b>	<b><u>Grade(s)</u></b>	<b><u>Recommended Prerequisite(s)</u></b>
English as a New Language	9-12	WIDA results
English 9		
English 10		English 9
English 11		English 9 and 10
English 12		English 9, 10, and 11
Language Lab	9-12	Recommendation
Developmental Reading	9-12	Recommendation
Speech	9-12	None
Debate	9-12	Speech or Teacher Recommendation
Creative Writing	11,12	English 9, English 10
Novels	11,12	English 9, English 10
AP Language and Composition	11,12	English 9, English 10

## **ENGLISH AS A NEW LANGUAGE 1012 or 2188**

English as a New Language, an integrated English course incorporating both the Indiana Academic Standards for English Language Arts and the WIDA English Language Development (ELD) Standards, is the study of language, literature, composition and oral communication for Limited English Proficient (LEP) students. The purpose of the course is to achieve proficiency in listening, speaking, reading, writing and comprehension of Standard English. Students study English vocabulary used in fictional texts and content-area texts, speak and write English so that they can function within the regular school setting and an English-speaking society, and deliver oral presentations appropriate to their respective levels of English proficiency.

- Recommended Grade Level: The intent of the ENL course is to move students as successfully, smoothly, and rapidly as possible into the Core 40 English courses offered in grades 9-12.
- Recommended Prerequisites: English proficiency placement test results

## **ENGLISH 9 1002**

English 9, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and oral communication, focusing on literature within an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write responses to literature, expository (informative), narrative, and argumentative/persuasive compositions, and sustained research assignments. Students deliver grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information.

- Recommended Grade Level: Grade 9

## **ENGLISH 10 1004**

English 10, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 9- 10, is a study of language, literature, composition, and oral communication, focusing on literature with an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write responses to literature, expository (informative) and argumentative/persuasive compositions, and sustained research assignments. . Students deliver grade-

appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information.

- Recommended Grade Level: Grade 10
- Recommended Prerequisites: English 9 or teacher recommendation

### **ENGLISH 11 1006**

English 11, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 11-12, is a study of language, literature, composition, and oral communication focusing on literature with an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate in classic and contemporary literature balanced with nonfiction. Students write narratives, responses to literature, academic essays (e.g. analytical, persuasive, expository, summary), and more sustained research assignments incorporating visual information in the form of pictures, graphs, charts and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

- Recommended Grade Level: Grade 11

### **DEVELOPMENTAL READING 1120**

Developmental Reading is a supplemental course that provides students with individualized instruction designed to support success in completing course work aligned with the Indiana Academic Standards for English/Language Arts focusing on the Reading Standards for Literature and Nonfiction. All students should be concurrently enrolled in an English course in which class work will address all of the Indiana Academic Standards.

- Recommended Grade Level: Grades 9-12

### **LANGUAGE ARTS LAB 1010**

Language Arts Lab is a supplemental course that provides students with individualized or small group instruction designed to support success in completing course work aligned with the Indiana Academic Standards for English Language/Arts focusing on the writing standards. All students should be concurrently enrolled in an English course in which class work will address all of the Indiana Academic Standards.

- Recommended Grade Level: Grades 9-12

### **SPEECH 1076**

Speech, a course based on the Indiana Academic Standards for English/Language Arts, is the study and application of the basic principles and techniques of effective oral communication. Students deliver focused and coherent speeches that convey clear messages, using gestures, tone, and vocabulary appropriate to the audience and purpose. Students deliver different types of oral and multi-media presentations, including viewpoint, instructional, demonstration, informative, persuasive, and impromptu. Students use the same standard English conventions for oral speech that they use in their writing.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: None

### **DEBATE 1070**

Debate, a course based on the Indiana Academic Standards for English/Language Arts, is the study and application of the basic principles of debate involving support for the basic types of arguments (induction, deduction, causation) and debate strategies (affirmative or negative argument construction and extension, case development, refutation or rebuttal of argument claims and evidence, and persuasive speaking).

**DEBATE PROJECT:** Students complete a project, such as a mock debate or trial, participation in a forum, competition, or tournament, or an argument supporting or opposing different sides of a major issue, which demonstrates knowledge, application, and presentation progress in the Debate course content.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Speech or teacher recommendation

### **CREATIVE WRITING 1092**

Creative Writing, a course based on the Indiana Academic Standards for English/Language Arts, is a study and application of the rhetorical writing strategies for prose and poetry. Using the writing process, students demonstrate a command of vocabulary, the nuances of language and vocabulary, English language conventions, an awareness of the audience, the purposes for writing, and the style of their own writing.

**CREATIVE WRITING PROJECT:** Students complete a project, such as a short story, a narrative or epic poem, a persuasive speech or letter, a book review, a script or short play, or other creative compositions, which demonstrates knowledge, application, and writing progress in the Creative Writing course content.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: English 9, English 10

## **NOVELS 1042**

Novels, a course based on the Indiana Academic Standards for English/Language Arts, is a study of the distinct features of the novel, such as narrative and fictional elements of setting, conflict, climax, and resolution, and may be organized by historical periods, themes, or authors. Students examine novels of a given period, such as Victorian, the Modern Period, or Contemporary Literature, and what distinguishes novels from short stories, epics, romances, biographies, science fiction, and others. Students analyze novels by various important authors from the past and present or sets of novels from a specific era or across several eras.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: English 9, English 10

## **AP ENGLISH LANGUAGE AND COMPOSITION 1056**

AP English Language and Composition is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The course focuses on the development and revision of evidence-based analytic and argumentative writing and the rhetorical analysis of nonfiction texts. The course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. There is no prescribed sequence of study. • Recommended Grade Level: 11, 12 (College Board does not designate when this course should be offered). • Recommended Prerequisites: English 9 and English 10 or teacher recommendation. Students should be able to read and comprehend college-level texts and apply the conventions of Standard Written English in their writing.

## MATHEMATICS

### Traditional Offerings

<u>Courses</u>	<u>Grade(s)</u>	<u>Recommended Prerequisite(s)</u>
Algebra I	9	
Algebra I Lab	9-12	Recommendation
Geometry	10-12	Algebra I
Algebra II	10-12	Algebra I
Pre-Calculus	11-12	Algebra II
Calculus	11-12	Pre-Calculus
CCR Bridge: Math Ready	12	None
Math Lab	9-12	Recommendation

### **ALGEBRA I 2520**

Algebra I formalizes and extends the mathematics students learned in the middle grades. Algebra I is made up of 5 strands: Real Numbers and Expressions; Functions; Linear Equations, Inequalities, and Functions; Systems of Equations and Inequalities; Quadratic and Exponential Equations and Functions; and Data Analysis and Statistics. These critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations

### **ALGEBRA I LAB 2516**

Algebra I Lab is a mathematics support course for Algebra I. Algebra I Lab should be taken while students are concurrently enrolled in Algebra 1. This course provides students with additional time to build the foundations necessary for high school math courses, while concurrently having access to rigorous, grade-level appropriate courses. The five critical areas of Algebra I Lab align with the critical areas of Algebra I: Relationships between Quantities and Reasoning with Equations; Linear and Exponential Relationships; Descriptive Statistics; Expressions and Equations; and Quadratic Functions and Modeling. However, whereas Algebra I contains exclusively grade-level content, Algebra I Lab combines standards from high school courses with foundational standards from the middle grades.

### **GEOMETRY 2532**



Geometry formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Five critical areas comprise the Geometry course: Logic and Proofs; Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; Circles; Transformations; and Three dimensional Solids. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Recommended Prerequisite: Algebra I

## **ALGEBRA II 2522**

Algebra II builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Algebra II is made up of 5 strands: Complex Numbers and Expressions; Functions; Systems of Equations; Quadratic Equations and Functions; Exponential & Logarithmic Equations and Functions; Polynomial, Rational, and Other Equations and Functions; and Data Analysis, Statistics, and Probability. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Recommended Prerequisite: Algebra I

## **CALCULUS 2527**

Calculus expands a student's knowledge of topics like functions, graphs, limits, derivatives, and integrals. Additionally, students will review algebra and functions, modeling, trigonometry, etc. Calculus is made up of five strands: Limits and Continuity; Differentiation; Applications of Derivatives; Integrals; and Applications of Integrals. The eight Process Standards for Mathematics apply throughout the course. Together with the content, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. • Recommended Grade Level: Grades 11 or 12

- Recommended Prerequisite: Pre-Calculus

## CCR BRIDGE: MATH READY 2514

The CCR Bridge: Math Ready course will include and reinforce the Algebra 1, Geometry, Algebra 2 and Statistics skills necessary to be ready for an entry-level college math course. This course emphasizes understanding of math concepts rather than just memorizing procedures. Math Ready students learn the context behind the procedure: why to use a certain formula or method to solve a problem, for example. This equips them with higher-order thinking skills in order to apply math skills, functions and concepts in different situations. The course is intended for students who currently have achieved the minimum math requirements for college entry. The content of this course is designed to enhance students' math skills so that they are ready for college-level math assignments. It is not designed to prepare students for college-level math in STEM majors.

- Recommended Grade Level: 12

## SCIENCE

### Traditional Offerings

<u>Courses</u>	<u>Grade(s)</u>	<u>Recommended Prerequisite(s)</u>
Integrated Chemistry and Physics	9	Algebra I (concurrent)
Biology I	9	None
Physics	9-11	Algebra I or II
Chemistry I	10-12	None
Environmental Science	11,12	Two credits in Core 40 and AHD Coursework

## INTEGRATED CHEMISTRY-PHYSICS 3108

Integrated Chemistry-Physics is a course focused on the following core topics: motion and energy of macroscopic objects; chemical, electrical, mechanical and nuclear energy; properties of matter; transport of energy; magnetism; energy production and its relationship to the environment and economy. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures

- Recommended Grade Level: 9
- Recommended Prerequisite: Algebra I (may be taken concurrently with this course)

## **BIOLOGY I 3024**

Biology I is a course based on the following core topics: cellular chemistry, structure and reproduction; matter cycles and energy transfer; interdependence of organisms; molecular basis of heredity; genetics and evolution. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

- Recommended Grade Level: 9

## **PHYSICS I 3084**

Physics I is a course focused on the following core topics: motion and forces; energy and momentum; temperature and thermal energy transfer; electricity and magnetism; vibrations and waves; light and optics. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

- Recommended Grade Level: 9-11
- Recommended Prerequisite: Algebra I or II

## **CHEMISTRY I 3064**

Chemistry I is a course based on the following core topics: properties and states of matter; atomic structure; bonding; chemical reactions; solution chemistry; behavior of gases, and organic chemistry. Students enrolled in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

- Recommended Grade Level: 10-12

## **ENVIRONMENTAL SCIENCE 3010**

Environmental Science is an interdisciplinary course that integrates biology, earth science, chemistry, and other disciplines. Students enrolled in this course conduct in-depth scientific studies of: environmental systems; flow of matter and energy; natural disasters; environmental policy; biodiversity; population; pollution; natural and anthropogenic resource cycles. Students formulate, design, and carry out laboratory

and field investigations as an essential course component. Students completing Environmental Science, acquire the essential tools for understanding the complexities of national and global environmental systems.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Two credits in Core 40 and AHD science coursework

## SOCIAL STUDIES

### Traditional Offerings

<b>Courses</b>	<b>Grade(s)</b>	<b>Recommended Prerequisite(s)</b>
Geography and History of the World	9	None
Government	11-12	None
Economics	11-12	None
US History	9-12	Geography and History of the World
AP US History	11-12	None, students should read at a college level
Psychology	9-12	None

### **GEOGRAPHY AND HISTORY OF THE WORLD 1570**

Geography and History of the World is designed to enable students to use geographical tools, skills and historical concepts to deepen their understanding of major global themes including the origin and spread of world religions; exploration; conquest, and imperialism; urbanization; and innovations and revolutions. Geographical and historical skills include forming research questions, acquiring information by investigating a variety of primary and secondary sources, organizing information by creating graphic representations, analyzing information to determine and explain patterns and trends, planning for the future, and documenting and presenting findings orally or in writing. The historical geography concepts used to explore the global themes include change over time, origin, diffusion, physical systems, cultural landscapes, and spatial distribution/patterns and interaction/relationships. Students use the knowledge, tools, and skills obtained from this course in order to analyze, evaluate, and make predictions about major global developments. This course is designed to nurture perceptive and responsible citizenship, to encourage and support the development of critical thinking skills and lifelong learning, and to help prepare Indiana students for the 21st Century.

### **UNITED STATES GOVERNMENT 1540**

United States Government provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States. Responsible and effective participation of citizens is stressed. Students understand the nature of citizenship, politics, and governments and understand the

rights and responsibilities of citizens and how these are part of local, state, and national government. Students examine how the United States Constitution protects rights and provides the structure and functions of various levels of government. How the United States interacts with other nations and the government's role in world affairs will be included. Using primary and secondary resources, students will articulate, evaluate, and defend positions on political issues. As a result, they will be able to explain the role of individuals and groups in government, politics, and civic activities and the need for civic and political engagement of citizens in the United States.

- Recommended Grade Level: Grades 11 or 12

### **ECONOMICS 1514**

Economics examines the allocation of resources and their uses for satisfying human needs and wants. The course analyzes economic reasoning and behaviors of consumers, producers, savers, investors, workers, voters, institutions, governments, and societies in making decisions. Students explain that because resources are limited, people must make choices and understand the role that supply, demand, prices, and profits play in a market economy. Key elements of the course include the study of scarcity and economic reasoning; supply and demand; market structures; the role of government; national economic performance; the role of financial institutions; economic stabilization; and trade.

- Recommended Grade Level: Grades 11 or 12

### **UNITED STATES HISTORY 1542**

United States History is a two-semester course that builds upon concepts developed in previous studies of U.S. History and emphasizes national development from the late nineteenth century into the twenty-first century. After reviewing fundamental themes in the early development of the nation, students are expected to identify and review significant events, persons, and movements in the early development of the nation. The course then gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the late nineteenth century through the present as they relate to life in Indiana and the United States. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. Students develop historical thinking and research skills and use primary and secondary sources to explore topical issues and to understand the cause for changes in the nation over time.

### **PSYCHOLOGY 1532**

Psychology is the scientific study of mental processes and behavior. The course is divided into eight content areas. History & Scientific Method explores the history of psychology, the research methods used, and the ethical considerations that must be utilized. Biological Basis for Behavior focuses on the way the brain and nervous system function, including sensation, perception, motivation and emotion. Development looks at

all the changes through one's life; physical, cognitive, as well as emotional, social and moral development. Cognition focuses on learning, memory, information processing, and language development. Personality and Assessment looks at the approaches used to explain one's personality and the assessment tools used. Abnormal Psychology explores psychological disorders and the various treatments used for them. Socio-Cultural Dimensions of Behavior covers topics such as conformity, obedience, perceptions, attitudes and influence of the group on the individual. Psychological Thinking explores how to think like a psychologist and expand critical thinking skills needed in the day-to-day life of a psychologist.

- Recommended Grade Level: none
- Recommended Prerequisites: none

### **ADVANCED PLACEMENT US HISTORY 1562**

AP United States History is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP United States History focuses on developing students' abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance — identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none. Students should be able to read a college level textbook and write grammatically correct, complete sentences.

### Early Dismissal or Late Arrival Request

Student Name \_\_\_\_\_

Grade Level and Graduation Cohort \_\_\_\_\_

Credits Earned \_\_\_\_\_ GPA \_\_\_\_\_

Document the early dismissal or late arrival requirements that have been met:

Prior to the start of a student's junior year, the student must have accumulated 28 credits and prior to of a student's senior year, the student must have accumulated 32 credits towards the intended diploma track in addition to:

- Student has 28 credits as a junior or 32 credits as a senior toward diploma track (Include student course tracking sheet)
- Has a cumulative grade point average of 2.0 or higher
- Is enrolled in 5 courses (include proposed schedule)
- Meets one of the following criteria:
  - Participates in a documented volunteer or community service capacity
  - Provides for family needs that relate to child or homecare
  - Attends continuing education programing
  - Works on a part-time basis with a valid work permit
- Has transportation to and/or from school at altered time if approved
- Students with a 504 or IEP must have schedule approved by the Special Education Coordinator
- Required classes are taken in the classroom and not in PLATO if offered onsite

The modified schedule request has been approved or  has not been approved.

\_\_\_\_\_  
Administrator

\_\_\_\_\_  
Guidance Counselor

\_\_\_\_\_  
Parent/Guardian

Thomas Carr Howe Community High School  
Four Year Graduation Plan

Student Name \_\_\_\_\_

Graduation Cohort \_\_\_\_\_

Diploma Track \_\_\_\_\_

**Freshman:**

Math \_\_\_\_\_

Math \_\_\_\_\_

ELA \_\_\_\_\_

ELA \_\_\_\_\_

Science \_\_\_\_\_

Science \_\_\_\_\_

History \_\_\_\_\_

History \_\_\_\_\_

PE \_\_\_\_\_

PE \_\_\_\_\_

Elective \_\_\_\_\_

Elective \_\_\_\_\_

Elective \_\_\_\_\_

Elective \_\_\_\_\_

**Sophomore:**

Math \_\_\_\_\_

Math \_\_\_\_\_

ELA \_\_\_\_\_

ELA \_\_\_\_\_

Science \_\_\_\_\_

Science \_\_\_\_\_

Health \_\_\_\_\_

Elective \_\_\_\_\_

Elective \_\_\_\_\_

Elective \_\_\_\_\_

Elective \_\_\_\_\_

Elective \_\_\_\_\_



Elective\_\_\_\_\_

Elective\_\_\_\_\_

**Junior:**

Math\_\_\_\_\_

Math\_\_\_\_\_

ELA\_\_\_\_\_

ELA\_\_\_\_\_

Science\_\_\_\_\_

Science\_\_\_\_\_

History\_\_\_\_\_

History\_\_\_\_\_

Elective\_\_\_\_\_

Elective\_\_\_\_\_

Elective\_\_\_\_\_

Elective\_\_\_\_\_

Elective\_\_\_\_\_

Elective\_\_\_\_\_

**Senior:**

Math\_\_\_\_\_

Math\_\_\_\_\_

ELA\_\_\_\_\_

ELA\_\_\_\_\_

Science\_\_\_\_\_

Science\_\_\_\_\_

Government\_\_\_\_\_

Economics\_\_\_\_\_

Health\_\_\_\_\_

Elective\_\_\_\_\_

Elective\_\_\_\_\_

Elective\_\_\_\_\_

Elective\_\_\_\_\_

Elective\_\_\_\_\_

# Indiana General High School Diploma

The completion of Core 40 is an Indiana graduation requirement. Indiana’s Core 40 curriculum provides the academic foundation all students need to succeed in college and the workforce.

To graduate with less than Core 40, the following formal opt-out process must be completed:

- The student, the student’s parent/guardian, and the student’s counselor (or another staff member who assists students in course selection) must meet to discuss the student’s progress.
- The student’s Graduation Plan (including four year course plan) is reviewed.
- The student’s parent/guardian determines whether the student will achieve greater educational benefits by completing the general curriculum or the Core 40 curriculum.
- If the decision is made to opt-out of Core 40, the student is required to complete the course and credit requirements for a general diploma and the career/academic sequence the student will pursue is determined.

## Course and Credit Requirements (Class of 2016 & Beyond)

<b>English/Language Arts</b>	<b>8 credits</b>
	Credits must include literature, composition and speech
<b>Mathematics</b>	<b>4 credits</b>
	2 credits: Algebra I or Integrated Mathematics I 2 credits: Any math course <b>General diploma students are required to earn 2 credits in a Math or a Quantitative Reasoning (QR) course during their junior or senior year. QR courses do not count as math credits.</b>
<b>Science</b>	<b>4 credits</b>
	2 credits: Biology I 2 credits: Any science course <b>At least one credit must be from a Physical Science or Earth and Space Science course</b>
<b>Social Studies</b>	<b>4 credits</b>
	2 credits: U.S. History 1 credit: U.S. Government 1 credit: Any social studies course
<b>Physical Education</b>	<b>2 credits</b>
<b>Health and Wellness</b>	<b>1 credit</b>
<b>College and Career Pathway Courses</b>	<b>6 credits</b>
Selecting electives in a deliberate manner to take full advantage of college and career exploration and preparation opportunities	
<b>Flex Credit</b>	<b>5 credits</b>
	Flex Credits must come from one of the following: <ul style="list-style-type: none"> <li>• Additional elective courses in a College and Career Pathway</li> <li>• Courses involving workplace learning such as Cooperative Education or Internship courses</li> <li>• High school/college dual credit courses</li> <li>• Additional courses in Language Arts, Social Studies, Mathematics, Science, World Languages or Fine Arts</li> </ul>

<b>Electives</b>	<b>6 credits</b> Specifies the minimum number of electives required by the state. High school schedules provide time for many more elective credits during the high school years.
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**40 Total Credits Required**

Schools may have additional local graduation requirements that apply to all students



## Course and Credit Requirements

<b>English/ Language Arts</b>	<b>8 credits</b>
	Including a balance of literature, composition and speech.
<b>Mathematics</b>	<b>6 credits (in grades 9-12)</b>
	2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II <i>Or complete Integrated Math I, II, and III for 6 credits. Students must take a math or quantitative reasoning course each year in high school</i>
<b>Science</b>	<b>6 credits</b>
	2 credits: Biology I 2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics 2 credits: any Core 40 science course
<b>Social Studies</b>	<b>6 credits</b>
	2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics 2 credits: World History/Civilization or Geography/History of the World
<b>Directed Electives</b>	<b>5 credits</b>
	World Languages Fine Arts Career and Technical Education
<b>Physical Education</b>	<b>2 credits</b>
<b>Health and Wellness</b>	<b>1 credit</b>
<b>Electives*</b>	<b>6 credits</b> <small>(College and Career Pathway courses recommended)</small>

## 40 Total State Credits Required

Schools may have additional local graduation requirements that apply to all students

\* Specifies the number of electives required by the state. High school schedules provide time for many more electives during the high school years. All students are strongly encouraged to complete a College and Career Pathway (selecting electives in a deliberate manner) to take full advantage of career and college exploration and preparation opportunities.

## **CORE40 with Academic Honors** *(minimum 47)*

For the **Core 40 with Academic Honors** diploma, students must:

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits (6 credits in one language or 4 credits each in two languages).
- Earn 2 Core 40 fine arts credits.
- Earn a grade of a “C” or better in courses that will count toward the diploma.
- Have a grade point average of a “B” or better.
- Complete one of the following:
  - A. Earn 4 credits in 2 or more AP courses and take corresponding AP exams
  - B. Earn 6 verifiable transcribed college credits in dual credit courses from the approved dual credit list.
  - C. Earn two of the following:
    1. A minimum of 3 verifiable transcribed college credits from the approved dual credit list,
    2. 2 credits in AP courses and corresponding AP exams,
    3. 2 credits in IB standard level courses and corresponding IB exams.
  - D. Earn a combined score of 1750 or higher on the SAT critical reading, mathematics and writing sections and a minimum score of 530 on each
  - E. Earn an ACT composite score of 26 or higher and complete written section
  - F. Earn 4 credits in IB courses and take corresponding IB exams.

## **CORE40 with Technical Honors** *(minimum 47)*

For the **Core 40 with Technical Honors** diploma, students must:

- Complete all requirements for Core 40.
- Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
  1. State approved, industry recognized certification or credential, or
  2. Pathway dual credits from the approved dual credit list resulting in 6 transcribed college credits
- Earn a grade of “C” or better in courses that will count toward the diploma.
- Have a grade point average of a “B” or better.
- Complete one of the following,
  - A. Any one of the options (A - F) of the Core 40 with Academic Honors
  - B. Earn the following scores or higher on WorkKeys; Reading for Information – Level 6, Applied Mathematics – Level 6, and Locating Information-Level 5.
  - C. Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75.
  - D. Earn the following minimum score(s) on Compass; Algebra 6, Writing 70, Reading 80.

## **ADDENDUM TO THE THOMAS CARR HOWE COMMUNITY HIGH SCHOOL STUDENT AND PARENT HANDBOOK**

### **INFORMAL COMPLAINT PROCEDURE**

Thomas Carr Howe Community High School encourages the reporting of all perceived incidents of discrimination, harassment, sexual violence or retaliation; as well as, failure to comply with state or federal law in basic education, consolidated categorical aid programs, vocational education, child nutrition programs and special education programs regardless of the offender's identity or position. Early reporting and rapid reporting is encouraged so that immediate corrective action can be taken. If any employee of Thomas Carr Howe Community High School sees or hears of untoward acts of a student focused on others, they are required to immediately report these acts in writing to the Principal. The information received may be founded on the employee's own observations, on information from a student, a student's parent, or a third party. All complaints will be investigated.

As an initial step an individual who believes they have been subject to discrimination or harassment or any other wrong, is encouraged to promptly advise the alleged offender that their behavior is unwelcome and request that it be discontinued, as long as they feel comfortable doing so. In some cases, an offender may not realize their behavior is offensive and being perceived as harassment. This action alone may sometimes resolve the problem.

Thomas Carr Howe Community High School recognizes that an individual may prefer to pursue the matter through informal or formal complaint procedures. If for any reason an individual does not wish to address the offender directly, or if addressing the offender does not successfully end the offensive conduct, the individual should notify, orally or in writing, the Principal or Vice Principal/Director of Curriculum. All reports will be filed with the Principal who will either facilitate an informal resolution or appoint another individual to facilitate an informal resolution.

An informal resolution may involve meeting with the alleged offender to discuss the unwelcome nature of the behavior or if both parties agree, facilitating a meeting between the complainant and the alleged offender to work out a mutual resolution.

The informal complaint procedure is not intended for victim of sexual violence. Victims of sexual violence should NOT approach the offender under any circumstances in an attempt to resolve the matter, and should file a police report as soon as possible after the attack has occurred. An individual who is a victim of sexual violence and has filed a police report may file a complaint under Thomas Carr Howe Community High School's formal complaint procedures.

### **FORMAL COMPLAINT PROCEDURE**

If a complaint is not resolved through the informal complaint procedure, or if an individual elects to file a formal complaint initially, the following formal procedures will be followed.

An individual who believes they have been subject to discrimination, harassment, sexual violence or retaliation or other wrong doing, may file a formal complaint orally or in writing with the Principal. If a report is made to any other employee of Thomas Carr Howe Community High School, orally or in writing, about any complaint, the employee must immediately report that information to the Principal. Complaint forms can be found in the Principal's office.

All allegations of harassment, discrimination, sexual violence or retaliation will be investigated promptly. Members of the school's Leadership team are responsible for investigating complaints.

Investigations will be launched immediately upon the filing of a complaint, and will be completed promptly. Typically the investigation will begin with an interview of the alleged victim to obtain information regarding the identity(ies) of the alleged offender(s), the offensive conduct, the potential witnesses, and the desired resolution. The alleged victim will be offered an opportunity to submit any evidence that they believe relevant to the investigation within 5 school days.

Within 5 school days of receiving the initial complaint, the alleged offender will be informed of the allegations and will be offered an opportunity to submit a written response to the allegations. The alleged offender's response and any supporting materials must be submitted within 3 school days. The investigator will then review the relevant documents and conduct additional interviews as necessary to determine whether there has been a violation of this policy. For example, the investigator may conduct interviews with the alleged offender, the parent(s) or legal guardian(s) of the parties, and/or other individual who may have observed the alleged conduct or may have other relevant knowledge. During the investigation, the investigator will keep both parties apprised of the status of the investigation, to the extent permitted under the Family Education Rights and Privacy Act. The investigator will not require the alleged victim to appear in the same room as the accused.

Upon receiving a complaint, the investigator will consider whether any interim measures should be taken during the investigatory phase of the complaint process to protect the alleged victim from further harassment, sexual violence, or retaliation. For instance, the investigator in conjunction with the Principal and other members of the leadership team, may determine that it is necessary to place the alleged perpetrator in interim suspension or alternative setting, change schedules, or assign a hall monitor to have visual contact with the perpetrator at all times.

While many case investigations may be resolved quickly, some require extensive time to complete. Within 7 school days of the completion of the investigation, the investigator

will prepare a report that summarizes the evidence gathered, states whether or not there was a policy violation, and provides recommendations for closure. In determining whether there has been a violation of policy, an investigator will consider a variety of factors, including but not limited to:

the nature of the conduct, the age and maturity of the parties, the frequency of the conduct, the relationship between the parties, and whether the conduct adversely affected the victim's education or environment. The determination will be based on the totality of the circumstances and will be based on the "preponderance of the evidence" (e.g., it is more likely than not that a policy violation occurred). The determination will not take into account any "past relationships" of the alleged victim. The investigator's recommendations may include discipline of the alleged offender up to and including suspension or expulsion (if a student) or suspension or termination of employment (if an employee).

Both parties will then be provided written notice of the outcome of the investigation. If either party is dissatisfied with the outcome, they may appeal to the Principal by filing a written notice of appeal within 5 school days of the date of the written notice of the outcome of the investigation. Within 10 school days of receiving the notice of the appeal, the Principal will review the report prepared by the investigator, the investigator's file, and any other documents or materials provided by the parties and affirm, reverse, or revise the determination and recommendations of the investigator. To the extent the Principal determines the parties should be heard, the alleged victim will not be required to appear in the same hearing room as the accused.

Where there has been a policy violation, Thomas Carr Howe Community High School will make every reasonable effort to stop any conduct in violation of these policies and prevent recurrence. Where appropriate, Thomas Carr Howe Community High School will also take steps to remedy the effects of any violation. Some examples of such remedial measures include: the provision of counseling and/or academic support to the victim or recalculating certain course grades. Any appropriate remedial measures will be determined on a case-by-case individualized basis.

#### CONFIDENTIALITY AND RECORD KEEPING

Thomas Carr Howe Community High School will make all reasonable efforts to protect the privacy of all parties involved in an investigation and to keep the complaint and investigation confidential; however, confidentiality cannot be guaranteed. Some details or identities may need to be revealed in order to fully investigate the complaint.

Thomas Carr Howe Community High School will maintain records of all complaints of discrimination, harassment, sexual violence or retaliation for a period of no less than 5 years.

#### FALSE CLAIMS



Thomas Carr Howe Community High School reserves the right to discipline students who have falsely accused another of harassment sexual violence, retaliation, discrimination and/or other wrong doing. Complaints will not be considered “false” solely because it cannot be corroborated. Disciplinary action for making false claims may include suspension or expulsion.

## CONCLUSION

Thomas Carr Howe Community High School has developed this policy to ensure that all its students have the opportunity to learn in an environment free from harassment, discrimination and retaliation. Thomas Carr Howe Community High School will make every reasonable effort to ensure that all necessary persons are familiar with these policies and aware that any complaint in violation of such policies will be investigated and resolved appropriately. All complaints may be submitted to any members of the Thomas Carr Howe Community High School's Leadership team.