



E.L. HAYNES

HIGH SCHOOL POLICIES & PROCEDURES COURSE CATALOG

2026 - 2027

E.L. Haynes Public Charter School
4501 Kansas Avenue, NW
Washington, DC 20011
202-446-6667
www.elhaynes.org

TABLE OF CONTENTS

1. Principal's Welcome	3
2. General Information	4
Mission Statement	5
Core Values	5
Overview of Curriculum	6
3. Academic Policies and Procedures	7
Attendance, Grading and Promotion	8
Academic Integrity	11
The Transcript	12
Recording the Submission of Grades	13
Credit Recovery	13
Dual Enrollment	14
Independent Study/Online Course	14
Transfer Courses and Credits	15
Academic Waivers	16
4. Graduation Requirements	18
Standard High School Diploma	19
Certificate of Completion	23
5. Student Resources	25
6. Course Descriptions	28
7. Appendices	99
Appendix A: Attendance Policy	
Appendix B: Early Release and Early Dismissal Policy	

PRINCIPAL'S WELCOME

Dear E.L. Haynes Student:

The course selection process is an exciting time of the year! Understanding the course catalog and graduation requirements is essential as you prepare for college, career, and life. It's imperative you thoroughly review the course catalog and familiarize yourself with the different course offerings. You are encouraged to seek advice from parents and advisors when making course selections to find the right balance of challenge and interest to foster personal growth.

E.L. Haynes offers a wide range of courses from college-level Advanced Placement (AP) classes, where passing scores earn college credit, to a variety of electives spanning from art and music to ethics and computer programming to hone the creativity and critical thinking skills necessary for success in the real-world.

In addition to a comprehensive list of courses, this catalog includes information about graduation requirements, student resources, transfer credit policy, and promotion requirements.

Our mission at E.L. Haynes is to develop graduates who are community members, leaders, life-long learners, through rigorous and relevant learning in a caring environment. Your effort, hard work, involvement, and attention to detail will make this a reality! We wish you the best as you make your course selections and if you have any questions, reach out to your grade-level Assistant Principal, College or High School Counselor.

Sincerely,

Joy Clarke-Wells
Principal

GENERAL INFORMATION

OUR MISSION

Welcome to E.L. Haynes Public Charter School

We are a learning community where every student—of every race, socioeconomic status, home language, and ability—prepares to thrive in college, career, and life. Together, we create a more just and kind world.

We believe that our most significant contribution to ending systemic injustice is through purposefully empowering our diverse community—as individuals and as a collective—with the skills and the conviction to be effective leaders for equity.

Every member of our community strives to act with urgency to build a just and equitable school and city.

Our vision of student success is inextricably linked with our commitment to equity and the daily efforts of every member of our community to “be kind, work hard, and get smart.”

OUR MOTTO

Be Kind.

We build meaningful relationships across our similarities and differences—affirming and celebrating every member of our community.

Work Hard.

We challenge ourselves and each other to interpret inequities and build equitable alternatives.

Get Smart.

We hold ourselves and each other to high standards, knowing that our paths to achieve them will vary. We reflect on our experiences and learn from our mistakes.

OUR CURRICULUM

A first-class educational program for every student, every day.

When students graduate, our program helps them build the skills, knowledge, and habits to be learners, leaders, and community members.

We anchor all of our work with students in trusting and loving relationships.

Our educational model supports students for up to 15 years, helping us build deep and meaningful relationships with students and families over time, and features programs, like our comprehensive arts programming, that align across all three of our schools.

Learners

Demonstrating mastery, curiosity, and perseverance.

Our curriculum and educational model encourages students to master the foundational concepts in core content areas, and provides a comprehensive electives program that features courses in the visual and performing arts, STEM, and humanities.

Leaders

Building agency, historical perspective, and promoting justice and equity.

Whether it is cross-campus programs celebrating our students diversity and heritage, grade-level modules that are representative of our students' identities, or our high school's National History Day competitions or our seminal experiential learning opportunity, the Civil Rights Tour of the South, our students build the skills to lead in an ever-changing and globalized world.

Community Members

Exhibiting kindness, social intelligence, and intercultural competence.

Our students strive to recognize their individualism and the important role they play as part of a diverse community. This is grounded in kindness, care, and building positive relationships.

ACADEMIC POLICIES AND PROCEDURES

ATTENDANCE, GRADING AND PROMOTION

ATTENDANCE

Student grading and promotion can be impacted by an accrual of unexcused absences as follows:

- Secondary students with ten (10) unexcused absences in any class shall receive an initial written notice that they are at risk of receiving a grade of “FA” (failure due to absences) in that subject upon accumulating more than thirty (30) unexcused absences unless an exception applies.²
- Secondary students with fifteen (15) unexcused absences in any class shall receive an additional written warning that they are at risk of receiving a grade of “FA” (failure due to absences) in that subject upon accumulating more than thirty (30) unexcused absences.
- Secondary students accumulating more than thirty (30) unexcused absences in a course within a full school year shall receive a failing final grade in that course with a resulting loss of course credit.³
- Students accumulating more than thirty (30) unexcused absences within a school year shall only be promoted if a written **justification is submitted by the Principal to the Managing Director of Schools and Chief Executive Officer, or the student attends summer school and is reevaluated for promotion.**

Late Arrival for Secondary Students

Students will be marked tardy if they arrive in class after the official start of the period.

- On in-person instructional days, teachers must review attendance at the end of each class to ensure that late students are marked tardy rather than absent.
- Students who enter class late should be given clear guidance regarding how to get caught up with the class lesson. Tardy students must always have access to make-up work.
- There is no point in a class period that a tardy will convert to an absence. If a student attends a portion of the class, he or she will be considered present and tardy.
- Multiple instances of a student being tardy may not be accumulated to count as an absence.
- Responses to student tardiness should be appropriate and logical. A student cannot be suspended due to being tardy.

GRADING

Secondary students' grades range from A to F. The following grading rubric applies to students:

- A grade of “**A**” is evidence of truly outstanding work, demonstrating mastery of the content covered, sophistication of thought, and fluency in required skills.
- A grade of “**B**” shows a superior understanding of the subject matter – a very solid grasp of both the skills and content of the course. “B” work does not necessarily show the polished thought of “A” work but shows great potential.
- A grade of “**C**” represents an acceptable or average level of performance. Work earning a “C” often lacks evidence of a deeper understanding of the material but does show that a student has obtained basic content and skill knowledge.
- A grade of “**D**” indicates that a student is struggling to reach basic competency. “D” grades often reflect a minimal attention to detail or trouble with important skills necessary for success in a subject. A “D” calls for attention and extra support on behalf of the student and school.
- A grade of “**F**” means that a student is failing. He or she has not met the minimum requirements and does not yet have the habits, skills or knowledge needed to progress in the subject. An “F” calls for immediate attention and intervention.

A grade of “**Incomplete**” denotes that work is missing in a course due to illness or absence. Unless a student is ill and incapable of doing so, all “**Incompletes**” must be made up within two weeks from the end of a grading period. If at that time work has not been completed, the missing work will be assigned a grade of “**F**” and will be averaged as such for the grading period.

Teachers may elect to assign numerical marks before calculating a letter grade. In all secondary school courses, the letter scale corresponds to the following numerical values:

GRADE SCALE

Letter Grade	Numeric Grade	Unweighted (4.0)	Weighted (5.0)
--------------	---------------	------------------	----------------

A+	100 – 97.5	4.0	5.0
A	97.4 – 93.5	4.0	5.0
A-	93.4 – 89.5	3.7	4.7
B+	93.4 – 89.5	3.3	4.3
B	86.4 – 83.5	3.0	4.0
B-	83.4 – 79.5	2.7	3.7
C+	79.4 – 76.5	2.3	3.3
C	76.4 – 73.5	2.0	3.0
C-	73.4 – 69.5	1.7	2.7
D+	69.4 – 66.5	1.3	2.3
D	66.4 – 60.5	1.0	2.0
F	60.4 - 0.0 0	0.0	0.0

Grade Requirement for Course Credit

All high school students attending a District of Columbia Public School or a District of Columbia Public Charter School must fulfill specific credit and community service requirements to graduate. The standard for earning course credits at E.L. Haynes Public Charter School is achieving a final grade of D (60.5%) or higher. Any grade below this threshold will be considered insufficient for course completion.

Students who do not meet this threshold will be required to take one of the following next steps, as determined by school policy:

- Attend additional academic support sessions and repeat and/or complete additional coursework as assigned by the teacher.
- Meet with the High School Counselor and the Grade-Level Assistant Principal or Principal to discuss alternative options for credit recovery,

including but not limited to: credit recovery during the current school year, summer school or credit recovery the following school year.

Failure to complete these next steps may result in academic consequences, including delayed progression in coursework and grade-level or potential impacts on graduation requirements. Students are encouraged to seek assistance early if they are struggling to meet the passing standard.

PROMOTION

At E.L. Haynes, a grade of D (60.5%) or higher is a passing grade that earns the student credit for the course.

- 10th Grade Promotion: A student entering tenth grade must have at least six (6.0) credits, including four (4.0) core credits.
- 11th Grade Promotion: A student entering eleventh grade must have at least twelve (12.0) credits, including eight (8.0) core credits.
- 12th Grade Promotion: A student entering twelfth grade must have at least eighteen (18.0) credits, including twelve (12.0) core credits, and the student must have the ability to meet all graduation requirements before the date of graduation.

These credits must be accrued and documented before the first day of the next school year. If a student is not promoted to the next grade level, he or she will retake the course(s) he or she failed during the next year or, if possible, during the summer or credit recovery next school year.

ACADEMIC INTEGRITY

At E.L. Haynes, we encourage honesty in all aspects of a student's life. Academic integrity is the foundation of a fair and honest learning environment. Whether a student is talking to a teacher or friend, writing a paper or presenting a speech, they are ultimately responsible for the validity of their words. All students are expected to complete their own work and use sources responsibly in all academic tasks (see Appendix, p.).

Violations of academic integrity include, but are not limited to:

- *Plagiarism* – Submitting someone else's work or ideas as your own without proper credit.
- *Cheating* – Using unauthorized materials or receiving help on tests, quizzes, or assignments.

- *Fabrication* – Falsifying information or data in academic work.
- *Collusion* – Helping or allowing others to cheat or plagiarize.

Consequences for academic dishonesty may include:

- A reduced or failing grade on the assignment
- Parent/guardian notification
- Disciplinary referral
- Loss of eligibility for honors or leadership roles (as applicable)

Our goal is to support student learning. If you're unsure about what counts as plagiarism or how to cite sources correctly, ask a teacher or advisor—we're here to help you succeed with integrity.

THE TRANSCRIPT

The E.L. Haynes transcript represents all courses taken by a student while matriculated at E.L. Haynes Public Charter School. Courses completed at other institutions during a student's matriculation at E.L. Haynes are listed separately on the transcript, with their grades and credits earned. These grades, however, are not calculated into a student's E.L. Haynes GPA. Should a student receive permission to take a required course for graduation at an institution other than E.L. Haynes, the grade in that course may be calculated, using the E.L. Haynes grading scale, in an overall GPA.

Credits earned by the end of the first semester will be stored with the percent of the credit earned to that point in the year. That credit will be displayed on the transcript from that point until the final credit is stored at the end of the year.

Transcript and Records Request

Transcript and records requests can be processed at any given time throughout the year. Students and families can email registrar@elhaynes.org to request a transcript and/or record(s). We kindly request that students and families submit their request with at least three (3) days' notice. This is to ensure we can process your request in a timely fashion and to respect the time of others.

RECORDING AND THE SUBMISSION OF GRADES

At the end of each quarter of the year, teachers of all subjects report a grade for each of their students, based on the grading scale above. These grades are entered in a school-generated, password-protected database that contains the

names of all students as broken into individual classes. Teachers will write narrative comments about students with struggling academic performance, also entering these into the school's database. Advisors of each student write a summary comment twice a year.

CREDIT RECOVERY

Students are eligible for credit recovery after they failed to earn a credit in the assigned course. This can be for semester or year-long courses. E.L. Haynes offers credit recovery courses throughout the school day during the week. They are under the supervision of an E.L. Haynes teacher. Courses are done self-paced and online, and a student must demonstrate mastery of the course. A student demonstrates mastery of the course through completing the unit lessons, taking notes and keeping a binder that will be checked weekly. Students are also expected to take and pass exams throughout the units. Students are given a grade based on the unit and exam scores. E.L. Haynes may offer support of a tutor or teacher outside of school or during the day, if the student's needs are not met and they need additional assistance.

E.L. Haynes accepts recovery credits for students who have completed the course at E.L. Haynes but did not earn a passing grade. Students may earn recovery credits from an approved credit bearing institution. Credit bearing institutions include:

- E.L. Haynes PCS
- D.C. Public Schools
- Summer School offered by an accredited school (e.g. another D.C. Charter School, independent school or parochial school)
- Nationally accredited program, including online and correspondence courses.

Students seeking credit recovery must be enrolled in a course that corresponds to the E.L. Haynes's course failed. It is the student's responsibility to enroll in the appropriate courses at an approved institution. However, students *must seek approval* from the Principal before enrolling in any courses outside of E.L. Haynes to ensure that the course meets the school's credit transfer requirements and graduation criteria. Credit will be awarded for recovery courses according to the table in the Transfer Credit Policy section. Students seeking transfer of credit recovery courses will be reviewed on an individual basis by E.L. Haynes administration.

DUAL ENROLLMENT

The Dual Enrollment Program is an opportunity for students to enroll in college level courses to gain college exposure and have the potential to earn college credit. All students enrolled in the Dual Enrollment Program will receive college credit from the university upon the successful completion of each course in which they are enrolled according to the University's standards. Students will also be awarded one high school credit for each course taken at the college level.

Students must meet with the Postsecondary Success Office to receive guidelines on how to enroll in the Dual Enrollment program.

INDEPENDENT STUDY/ONLINE COURSE

Independent Study/Online courses are available only for junior and senior students. A student may not carry more than one Independent Study per semester and may not apply more than three credits towards graduation requirements.

The student must meet with the Parent/Guardian, High School Counselor, Principal and any other applicable school personnel. An Independent Study Contract form must be completed and signed by the Student, Parent/Guardian, High School Counselor, Principal and any other applicable school personnel for final approval. Independent study is the last option after all other credit recovery options have been exhausted.

TRANSFER COURSES AND CREDITS

This policy was developed to ensure that students transferring into E.L. Haynes are prepared to graduate and succeed in E.L. Haynes upper level coursework and in college. E.L. Haynes accepts transfer credit based on the policy summarized in the chart below. For courses that do not map to an equivalent E.L. Haynes class, the administration will make a determination on an individual basis using the guideline of **D or better** earning transfer credit. If there are any conflicts between credits and the E.L. Haynes transfer policy, the Chief Academic Officer has final discretion over final transfer credits accepted. Students will be placed in E.L. Haynes courses based on the transfer credits earned from previous coursework. As part of the student's enrollment, exams will be given for placement in Advanced Placement courses.

Course	Transfer Credit Requirement(s)
--------	--------------------------------

Algebra I	Final grade of D or better in a full-year of coursework or equivalent.
Geometry	Final grade of D or better in a full year of coursework or equivalent.
Algebra II/Trigonometry	Final grade of D or better in a full year of coursework or equivalent.
Spanish I for Beginners, Spanish I	Final grade of D or better in a full year of coursework or equivalent.
Spanish II	Final grade of D or better in a full-year of coursework or equivalent.
Chemistry	Final grade of D or better in a full year of coursework or equivalent.
Biology	Final grade of D or better in a full-year of coursework or equivalent.
Physics, Advanced Physics	Final grade of D or better in a full-year of coursework or equivalent.
English I, English 9, World Literature	Final grade of D or better in a full-year of coursework or equivalent.
English II, English 10, U.S. Literature	Final grade of D or better in a full-year of coursework or equivalent.
World History I and II	Final grade of D or better in a full-year of coursework or equivalent.
U.S. History	Final grade of D or better in a full-year of coursework or equivalent.
D.C. History	Final grade of D or better in a full-year of coursework or equivalent.
Elective Course	Final grade of D or better in a full-year of coursework or equivalent.

Transfer Requirements for Incoming Grade-Levels

In order to be enrolled as a 10th grade student, an incoming transfer student must have earned at least 4.0 core credits (1.0 in English, 1.0 in Math, 1.0 in Science, and 1.0 in Social Studies) plus at least 2.0 additional credits for a total of 6.0.

In order to be enrolled as an 11th grade student, an incoming transfer student must have earned at least 8.0 core credits, plus 4.0 additional credits for a total of 12.0.

ACADEMIC WAIVERS

Students are provided opportunities to meet the graduation requirements. However, there might be exceptional circumstances which warrants students to be exempt from taking a required course(s) or take a replacement course(s).

Exceptional circumstances may include, but are not limited to:

- Limited English proficiency
- A change to the student's diploma track
- Transfer from a school with different graduation requirements (includes rising 9th graders who earned high school credits in accelerated English, Math, Science and Social Studies classes)
- Other circumstances that directly impact a student's ability to take the required course(es) offered by E.L. Haynes High School.

The following steps must be followed to request a course waiver:

1. The High School Counselor must submit a waiver request in the form of a letter, and include supporting documents to the Academic Waiver Committee.
2. The Academic Waiver Committee Members: Chief Academic Officer, High School Principal. Members may also include The Director of Special Education, Director of ELL, Assistant Director of Student Support, Assistant Principal, Director of College Counseling, Credit Recovery Coordinator
3. Waiver requests must be submitted to the Academic Waiver Committee by December of the school year.

4. It is at the discretion of the Academic Waiver Committee, to approve or deny the request.
5. If the decision is denied, the High School Counselor has thirty (30) days to file an appeal and provide updated supportive documents.
6. Approved and denied waivers will be placed in the student's file.

GRADUATION REQUIREMENTS

STANDARD HIGH SCHOOL DIPLOMA

Every E.L. Haynes students of every race, socioeconomic status, and home language will reach high levels of academic achievement and be prepared to succeed at the college of their choice. Every E.L. Haynes students will be adept at mathematical reasoning, will use scientific methods effectively to frame and solve problems, and will develop the lifelong skills needed to be successful individuals, active community members and responsible citizens.

E.L. Haynes High School graduation requirements are in concert with those maintained by the District of Columbia with additional requirements as established by the E.L. Haynes instructional leadership team. Students must earn at least twenty-four (24) credits to graduate. *Please note: that not all classes are offered each year when planning your path to graduation.*

Subject Area	Requirements	Total Credits
English	Four (4.0) core credits including English 9, English 10, English 11 and English 12 (or equivalent courses English for Language Learners, English I/World Literature, English II/US Literature, English II/AP Seminar, English III/AP English Literature, English IV/AP English Language)	4
Math	Four (4.0) core credits including Algebra I, Geometry, and Algebra II* and a 4th year Math course.	4
Science	Four (4.0) core credits including three (3) laboratory sciences	4
Social Studies	Four (4.0) core credits including World History**, U.S. History/AP U.S. History, D.C. History, Sociology, and Government/AP Government	4
World Language	Two (2.0) credits	2
Fitness	One and one half (1.5) credits****	1.5

Art	One half (0.5) credit	0.5
-----	-----------------------	-----

Music	One half (0.5) credit	0.5
Electives	Three and one half (3.5) credits***	3.5
TOTAL		24

Credit Distribution is as follows:

*All courses for Mathematics credit must be at least as difficult as Algebra I.

**World History II is an optional course and not required to meet the E.L. Haynes PCS graduation requirement.

***Credits earned over the minimum in other areas can be applied to the elective requirements.

****Students who play a team sport for the entire season can earn up to 0.5 credit toward health/fitness credits for participation in a sport per academic year. Effective for all students entering with the Class of 2029 and thereafter.

Students who receive a "D" (60.5%) or higher will be awarded:

- Year-long core class (English, Math, Science, Social Studies) earn 1.0 credit.
- Semester courses (Fitness/Health, Art, Music, and Electives) earn 0.5 credit.

SAMPLE COURSE PROGRESSION FOR 2027 COHORT (Applicable for students who started 9th grade at E.L. Haynes in 2023)

Core Classes

Grade	English	Math	Science	History
9th	English 9/English 9 Tailored	Algebra I, Algebra I Tailored, Geometry or Geometry Tailored	Earth and Space Science	World History I & II

10th	English 10, English 10 Tailored, English 10/AP Seminar*	Geometry, Geometry Tailored, Algebra II, Algebra II Tailored or Algebra II/AP Precalculus *	Biology	U.S. History or AP US History*
11th	English 11, English 11 Tailored or AP English Literature & Composition*	Algebra II, Algebra II Tailored, Algebra II/AP Precalculus* or AP Calculus AB*	Chemistry (AP Biology*†)	Government & Civics or AP US Government*
12th	English 12, English 12 Tailored or AP Language & Composition	Advanced Quantitative Reasoning, Statistic Financial Literacy, Statistic Financial Literacy Tailored or AP Calculus*	Advanced Physics or AP Biology*	Sociology and DC History

*Advanced courses are approved by High School Administrators

†Optional as a second course

Electives *(reference course catalogue for options)*

Subject	9th	10th 11th 12th
World Language	Spanish for Beginners, Spanish I, Spanish II or Spanish II Literature	Spanish II, Spanish III or Spanish III, Spanish IV, AP Spanish Language and Culture

Art	Art I, Art II, Drawing I, Painting I, Printmaking, Advanced Studio Art, Advanced Art or AP Art
Music	Introduction to Music, Introduction to Piano, Musical Theater, Advanced Piano, or Music Production
Health and Wellness	Fitness I, Fitness II, Health Education, or Anatomy and Physiology
Special Education†	Introduction to Transition, College and Career Readiness, Community-Based Instruction
MLL	English Language Development I, English Language Development II, Academic Language Development

Additional Graduation Requirements

Community Service Hours

All students attending a District of Columbia Public High School or District of Columbia Public Charter School must meet the graduation requirement of 100 hours of community service. The goals of the community service program are to increase students' perception of self-worth, provide experiences for students to contribute to society, and prepare students for the world of work. Students must submit documentation of community service to the High School Counselor to be tracked for graduation.

In addition to passing Core Courses and Community Service Hours, it is expected that **seniors** also fulfill the following:

- Attend and participate in a minimum of three (3) Postsecondary Planning meetings with the Postsecondary Success Office.
- Apply to at least one postsecondary institution, which may include a two-year college, four-year university, or accredited trade/technical school, as part of their post-graduation planning.
- Participate in the Postsecondary Commitment Ceremony, where we celebrate each student's plan for life after high school - whether that includes college, career training, military service or entering the workforce.

Seniors Failing to Meet Gradation Requirements

Students who complete graduation requirements over the summer can participate in the summer graduation exercises.

Students taking courses outside of E.L. Haynes must submit final grades from the attending school before the deadline for summer school graduation.

Special Education Transition Courses ↑

Students receiving special education services are required to enroll in at least two Transition elective courses. Only the IEP Team has the authority to issue an exemption from Transition courses. Exemptions will be documented in IEP meeting notes.

CERTIFICATE OF COMPLETION

Graduation Requirements

Special education students who cannot achieve a high school diploma are eligible to receive an IEP Certificate of Completion upon completion of the requirements established in this policy. The decision to pursue a program leading to an IEP Certificate of Completion must be made by the IEP team, must be made no earlier than the ninth (9th) grade, and must be documented in the student's IEP. Students are awarded the Certificate of Completion during the high school graduation ceremony. No distinction is made between students who receive a diploma and those who receive a Certificate of Completion. Students are eligible to participate fully in all graduation activities.

E. L. Haynes Public Charter School has established criteria for students to receive a Certificate of Completion. A Certificate of Completion is earned by special education students who have satisfied their IEP goals, as determined by the IEP team and completed the necessary high school coursework outlined below. Students must earn 24.0 credits in specialized courses to earn a Certificate of Completion.

Subject	Credits
Electives	5.5
English	4
Health and Physical Education (<i>modified coursework and expectations</i>)	1.5
Math	4
Science	4
Social Studies	4
Transition	1

Postsecondary Planning and Transition Services

In alignment with IDEA requirements, students on the Certificate of Completion pathway must have a Transition Plan in place by the age of 14. The Transition Plan will include individualized goals in the areas of employment, postsecondary education or training, and independent living skills, as appropriate. E. L. Haynes PCS will provide access to transition

services and resources to support students in preparing for life after high school, including connections to adult service agencies when appropriate.

Graduation requirements must be fully outlined in the IEP and align with the expectations for earning a high school diploma, specifically regarding attendance, community service hours, and credits. These requirements and expectations must be made clear to the student and their parents at the eighth-grade annual IEP meeting or within the first month of the ninth-grade school year. Students attending a non-public school due to severe cognitive disabilities who are unable to complete community service hours will have this documented in their IEP and will not be required to complete them.

Community Service Requirement Exceptions

For students whose disabilities significantly impact their ability to complete community service hours, the IEP Team may recommend modified expectations or a waiver of the requirement. This decision will be documented in the student's IEP, with justification provided.

Age and Eligibility Parameters

Students remain eligible for a Certificate of Completion until the end of the school year in which they turn 21, consistent with state and federal guidelines regarding special education services. Students who do not meet the requirements for either a high school diploma or a Certificate of Completion by that age will be provided with a summary of academic achievement and functional performance (SOP) to support transition into adult programs.

Approval and Awarding of Certificate of Completion

The decision to pursue a Certificate of Completion must be recommended by the student's IEP Team and agreed upon in writing by the parent/guardian and, when appropriate, the student.

Students eligible for a Certificate of Completion must have specific graduation requirements outlined in their Individualized Education Program (IEP) from their first year through their senior year. A Certificate of Completion is not available for students:

- Age twenty (20) or younger and is five (5) credits or fewer away from earning a regular high school diploma;
- Who have satisfactorily completed all coursework required to earn a regular high school diploma, but have not met requirements related to community service hours; or
- Who have the ability to earn a regular high school diploma by age twenty-two (22).

All goals and objectives for these students are documented in their Quarterly Progress Reports.

The IEP team has the authority to determine whether a student initially expected to receive a Certificate of Completion can fulfill the requirements for a High School Diploma. To earn a

High School Diploma, students must complete all grade-level courses and credits and satisfy the graduation criteria.

Certificate Track Courses High School	
English Courses	Applied English 9, 10, 11, 12
Math Courses	Applied Math 9, 10, 11, 12
Science Courses	Applied Earth & Space Science, Applied Biology, Applied Chemistry, Applied Physics
Social Studies Courses	Applied Social Studies 9-12 (Except DC History)
Transition Courses	Daily Living and Communications, Community Based Instruction I & II
Electives	Health and Physical Education, Fitness I, Fitness II, Art, Music, Arts & Innovation, Creative Writing. *Full elective offerings listed below. ** Students enrolled in General Electives will receive modified course work, grades, and expectations)

Applied courses not listed must be approved by the Academic Waiver Committee.

STUDENT RESOURCES

Academic Advising

Each student in the school is assigned an advisor who acts as his or her champion throughout the school year. The advisor is also the go-between from school to home and is in frequent contact with a student's parents. A student's advisor performs the important function of assisting with planning and monitoring a student's academic progress over the four years of high school. Weekly academic conferencing is a regular component of the advisory model. If a student is involved in a disciplinary action, his or her advisor is notified and engaged in any discussion about next steps.

Postsecondary Success Office

Affectionately known as The Postsecondary Success Office, the Postsecondary Success Counseling team at E.L. Haynes is committed to supporting students and families in developing informed, personalized post-secondary plans. Our work begins in 9th grade with vision-building activities that help students reflect on their dreams and goals for life after Haynes. In 10th grade, students engage in deep career exploration to better understand their interests, strengths, and future possibilities. In 11th grade, students begin meeting regularly with the Postsecondary Success Office to explore college and post-secondary options, understand financial aid, and identify scholarship opportunities. 12th grade students meet weekly with counselors to build balanced college lists, craft and revise personal statements, and complete college and financial aid applications. While juniors and seniors meet most frequently with the Postsecondary Success Office, all students and families are encouraged to connect with the team at any point during the school year for support and guidance on college and career planning.

High School Counselor

The high school counselor supports students through academic planning, student success outreach, and school records management. They assist with course selection, graduation planning, college and career readiness, and student well-being while proactively monitoring student progress and connecting students and families with appropriate supports to promote academic success, engagement, and on-time graduation. The counselor also manages student withdrawals, transcripts, schedules, and academic records. In addition, the high school counselor plans and coordinates grade-level and school-wide activities, collects and processes community service documentation for all high school students, and provides work

permits throughout the year. Together, these responsibilities help ensure that students stay on track academically while receiving the guidance and support needed for success in high school and beyond.

Office Hours

Office hours are held from August through June from 4:00 pm to 5:30 pm. The sessions are facilitated by the classroom teachers Monday thru Thursday and by appointment. The purpose of office hours are to provide homework assistance, skill enrichment and remediation.

Study Halls

Grade-level Study Halls are held from September through June on Wednesdays from 1:30 pm to 2:30 pm. The sessions are facilitated by teachers. The targeted students are those who have a GPA average of C- (70%) or below, did not master the objectives/standards during class and those who are seeking more challenging assignments. The activities include content and skills based support and one-on-one assistance.

Student Support Team (SST)

The purpose of SST is to develop individual or group plans for those students identified as needing interventions or additional support. This process engages classroom teachers and parents and creates linkages to a consortium of service providers. SST is intended to support student achievements, socialization skills, attendance and parental involvement.

Wellness Team

The Wellness Team is a collaborative group of staff members dedicated to supporting students' mental, emotional, and physical well-being. This team may include counselors, social workers, psychologists, nurses, and other support staff who work together to provide a safe, inclusive, and supportive environment. They offer resources, interventions, and programs that promote healthy lifestyles, stress management, positive relationships, and overall student wellness.

COURSE DESCRIPTIONS

ENGLISH

ENGLISH DEPARTMENT

The English Department develops students' skills in reading, writing, speaking, listening, and critical thinking through the study of diverse literary and informational texts. Students engage in analytical, argumentative, narrative, and research writing while strengthening communication skills essential for college, career, and civic life. Courses encourage students to explore multiple perspectives, develop their voice as writers and speakers, and become thoughtful, informed readers of a variety of texts.

ENG100 – English for Language Learners I and II (Not offered SY26/27)

Core Credits Possible: 1 or 2

Elective Credits Possible: 1 or 2

Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: Yes

This course is designed for English Language Learners who have attended school in the United States for less than two years, and scored a Level 1 or 2 on one of the WIDA English Proficiency exams (ACCESS or W-APT). Using technology and an individually adapted curriculum, students will develop their proficiency in all four language domains--listening, speaking, reading, and writing.

ENG200 – English 9/World Literature

Core Credits Possible: 1 or 2

Elective Credits Possible: 1 or 2

Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: Yes

This first year writing course introduces students to the form and techniques of different writings through a lens of personal identity. The course balances this with an immersion in novels and leveled texts. Students will learn about the human experience through writing and analyzing various works of non-fiction, fiction and poetry, science writing, scientific and technical communication and digital media.

About English Tailored Courses

English Tailored courses provide students with access to the same rigorous, grade-level English curriculum and learning standards as the corresponding English courses while offering increased instructional support to promote academic success. These courses feature increased teacher interaction, scaffolded instruction, embedded literacy interventions, frequent progress monitoring, and individualized or small-group support. English Tailored courses are designed to strengthen reading, writing, and analytical skills while preparing students for success in future English coursework.

ENG200A - English 9 Tailored/World Literature

Core Credits Possible: 1 or 2

Elective Credits Possible: 1 or 2

Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: Yes

This first year writing course follows the same grade-level curriculum and learning standards as English 9 while providing additional instructional support through scaffolded instruction, embedded literacy interventions, and increased teacher interaction. The course introduces students to the form and techniques of different writings through a lens of personal identity. The course balances this with an immersion in novels and leveled texts. Students will learn about the human experience through writing and analyzing various works of non-fiction, fiction and poetry, science writing, scientific and technical communication and digital media.

ENG300 – English 10/US Literature

Core Credits Possible: 1 or 2

Elective Credits Possible: 1 or 2

Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: Yes

A continuation of first year literature coursework, this second year writing course deepens understanding and application of various types of writing through the critical lens of power. The course, driven by novels, short stories, fiction and non-fiction will tackle questions of power, and challenge cultural assumptions, hierarchies, and perceptions. Students will learn about the human experience through various works including non-fiction, fiction, poetry, and digital media.

Prerequisite: Successful completion of English 9.

ENG300A - English 10 Tailored/US Literature

Core Credits Possible: 1 or 2

Elective Credits Possible: 1 or 2

Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: Yes

A continuation of first year literature coursework, this second year writing course follows the same grade-level curriculum and learning standards as English 10 while providing additional instructional support through scaffolded instruction, embedded literacy interventions, and increased teacher interaction. The course deepens understanding and application of various types of writing through the critical lens of power. The course, driven by novels, short stories, fiction and non-fiction will tackle questions of power, and challenge cultural assumptions, hierarchies, and perceptions. Students will learn about the human experience through various works including non-fiction, fiction, poetry, and digital media.

Prerequisite: Successful completion of English 9.

ENG305AP - English 10/AP Seminar

Core Credits Possible: 1 or 2

Elective Credits Possible: 1 or 2

Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: Yes

A continuation of first year literature coursework, this second year writing course deepens students' understanding of argumentation through a variety of factors including evidence use, logical fallacies, perspectives and stakeholders, and the overall organization of ideas. With this foundational knowledge, students will explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Students engage in the research process to investigate a problem or issue, analyze arguments, compare different perspectives, synthesize information from multiple sources, and work alone and

in a group to communicate their ideas. Students will be prepared to take the AP Seminar exam upon completing the course.

Prerequisite: Successful completion of English 9 with a grade of C+ or higher and instructor recommendation.

ENG400 – English 11/English Literature & Composition

Core Credits Possible: 1 or 2

Elective Credits Possible: 1 or 2

Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: Yes

This course affords students the opportunity to explore many points of view in Literature. Students explore and analyze challenging classical and contemporary literature, and analyze and interpret dominant literary genres and themes. Students learn about the human experience and prepare for the end of the year exam by writing and analyzing various works of non-fictional prose, fiction, poetry, and digital media. The themes challenge students to build critical thinking skills, apply methods of literary analysis and write for a variety of purposes to increase precision in expression to prepare for college level writing. Students also read short stories, poems, and nonfiction texts over the course of the year from authors that include, but are not limited to: Octavia Butler, William Shakespeare, Colson Whitehead, Helena Viramontes. With knowledge of these texts, students participate in both timed and longer writing exercises and discussion and are accountable for independent reading.

Prerequisite: Successful completion of English 10.

ENG400A – English 11 Tailored/English Literature & Composition

Core Credits Possible: 1 or 2

Elective Credits Possible: 1 or 2

Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: Yes

This course follows the same grade-level curriculum and learning standards as English 11 while providing additional instructional support through scaffolded instruction, embedded literacy interventions, and increased teacher interaction. Students explore and analyze challenging classical and contemporary literature, and analyze and interpret dominant literary genres and themes. Students learn about the human experience and prepare for the end of the year exam by writing and analyzing various works of non-fictional prose, fiction, poetry, and digital media. The themes challenge students to build critical thinking skills, apply methods of literary analysis and write for a variety of purposes to increase precision in expression to prepare for college level writing. Students also read short stories, poems, and nonfiction texts over the course of the year from authors that include, but are not limited to: Octavia Butler, William Shakespeare, Colson Whitehead, Helena Viramontes. With knowledge of these texts, students participate in both timed and longer writing exercises and discussion and are accountable for independent reading.

Prerequisite: Successful completion of English 10.

ENG405AP – AP English Literature and Composition

Core Credits Possible: 2

Elective Credits Possible: 2

Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: Yes

This college level writing course prepares students to analyze the human experience as expressed in literature through various critical lenses.

According to the College Board, students will engage in the "careful reading and critical analysis of imaginative literature." Through the close reading of selected texts, students will deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers.

Students will learn to consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone to make meaning of the literary work. Students will be prepared to take the AP English Literature and Composition exam upon completing the course.

Prerequisite: Successful completion of English 10 with a grade of C+ or higher

and instructor recommendation

ENG500 – English 12/English Language & Composition

Core Credits Possible: 1 or 2

Elective Credits Possible: 1 or 2

Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: Yes

This fourth year writing course allows students to develop their critical writing voices through analysis and the development of technique. According to the College Board students will become "skilled readers of prose written in a variety of rhetorical contexts, and skilled writers who compose for a variety of purposes." Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing. Composition exam will be given upon completing the course.

Prerequisite: Successful completion of English 11.

ENG505AP – AP English Language & Composition

Core Credits Possible: 2

Elective Credits Possible: 2

Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: Yes

This college level writing course provides the foundation for the fourth year thesis. Students will develop their critical writing voices through analysis and the development of technique. College Board students will become "skilled readers of prose written in a variety of rhetorical contexts, and skilled writers who compose for a variety of purposes." Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing. Students will complete their Executive Memo for Research, Declaration of Topic, Annotated Bibliography, Prospectus in addition to various analyses of fiction and non-fiction prose. Students will be prepared to take the AP English

Language and Composition exam upon completing the course.

Prerequisite: Successful completion of English 11 with a grade of C+ or higher and instructor recommendation.

ENG506AP – AP Research (Not offered SY26/27)

Core Credits Possible: 2

Elective Credits Possible: 2

Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: Yes

AP Research, the second course in the AP Capstone™ experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest.

Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio.

The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

Prerequisite: Successful completion of AP Seminar and instructor recommendation.

MATHEMATICS

MATHEMATICS DEPARTMENT

The Mathematics Department equips students with the knowledge and problem-solving skills needed to think critically, reason quantitatively, and apply mathematical concepts to real-world situations. Through rigorous instruction and collaborative learning experiences, students develop conceptual understanding, procedural fluency, and mathematical reasoning. Courses prepare students for advanced mathematics, postsecondary education, career pathways, and informed decision-making in everyday life.

MAT200 – Algebra I

Core Credits Possible: 1 or 2

Elective Credits Possible: 1 or 2

Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: Yes

This is a one year accelerated course designed to build a conceptual understanding of algebra. With a social justice angle, students apply their learning by solving real world problems. Written and oral forms of communication are emphasized. The course reviews fundamental arithmetic, conjecture, proof, equations, and algebraic problem solving. Students will also have the opportunity to explore algebra dynamically.

About Math Tailored Courses

Math Tailored courses provide students with access to the same rigorous, grade-level mathematics curriculum and learning standards as the corresponding mathematics courses while offering increased instructional support to promote academic success. These courses feature increased teacher interaction, scaffolded instruction, embedded mathematics interventions, frequent progress monitoring, and individualized or small-group support. Math Tailored courses are designed to strengthen mathematical reasoning, problem-solving, computational fluency, and conceptual understanding while preparing students for success in future mathematics coursework.

MAT200A – Algebra I Tailored

Core Credits Possible: 1 or 2

Elective Credits Possible: 1 or 2

Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: Yes

This course follows the same grade-level curriculum and learning standards as the corresponding mathematics course while providing additional instructional support through scaffolded instruction, embedded mathematics interventions, and increased teacher interaction. This one year course is designed to build a conceptual understanding of algebra. With a social justice angle, students apply their learning by solving real world problems. Written and oral forms of communication are emphasized. The course reviews fundamental arithmetic, conjecture, proof, equations, and algebraic problem solving. Students will also have the opportunity to explore algebra dynamically.

MAT300 – Geometry

Core Credits Possible: 1 or 2

Elective Credits Possible: 1 or 2

Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: Yes

This is a yearlong course in Euclidean Geometry for students developing a foundation in algebra and for students with a solid foundation in algebra. In addition to content from a standard geometry course, problem solving, algebra review, conjecture, and proof are emphasized. Written and oral forms of communication are emphasized. Students will also have the opportunity, using computers, to explore geometry dynamically.

Prerequisite: Successful completion of Algebra I.

MAT300A – Geometry Tailored

Core Credits Possible: 1 or 2

Elective Credits Possible: 1 or 2

Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: Yes

This course follows the same grade-level curriculum and learning standards

as the corresponding mathematics course while providing additional instructional support through scaffolded instruction, embedded mathematics interventions, and increased teacher interaction. This is a yearlong course in Euclidean Geometry for students developing a foundation in algebra and for students with a solid foundation in algebra. In addition to content from a standard geometry course, problem solving, algebra review, conjecture, and proof are emphasized. Written and oral forms of communication are emphasized. Students will also have the opportunity, using computers, to explore geometry dynamically.

Prerequisite: Successful completion of Algebra I or Algebra I Tailored

MAT400 – Algebra II/Trigonometry

Core Credits Possible: 1 or 2

Elective Credits Possible: 1 or 2

Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: Yes

The Algebra II/Trigonometry course integrates topics from all areas of pre-calculus mathematics. In this course, students will be expected to explore mathematical concepts, make conjectures and present logical, valid arguments for mathematical assertions. Both written and oral forms of communication are emphasized. The first semester emphasizes advanced algebraic skills, linear relationships, equations and applications, data analysis and modeling, and an introduction to functions. The second semester concentrates on the study of matrices, beginning sequences, functions and function transformations, exponential functions, and trigonometric functions.

Prerequisite: Successful completion of Geometry.

MAT400A – Algebra II/Trigonometry Tailored

Core Credits Possible: 1 or 2

Elective Credits Possible: 1 or 2

Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: Yes

The Algebra II/Trigonometry course integrates topics from all areas of

pre-calculus mathematics and follows the same grade-level curriculum and learning standards as the corresponding mathematics course while providing additional instructional support through scaffolded instruction, embedded mathematics interventions, and increased teacher interaction. In this course, students will be expected to explore mathematical concepts, make conjectures and present logical, valid arguments for mathematical assertions. Both written and oral forms of communication are emphasized. The first semester emphasizes advanced algebraic skills, linear relationships, equations and applications, data analysis and modeling, and an introduction to functions. The second semester concentrates on the study of matrices, beginning sequences, functions and function transformations, exponential functions, and trigonometric functions.

Prerequisite: Successful completion of Geometry or Geometry Tailored.

MAT505H – Honors Pre-Calculus (NOT OFFERED SY26/27)

Core Credits Possible: 2

Elective Credits Possible: 2

Offered During School Year: Yes

Offered in Summer School: No

Offered Externally: No

Credit Recovery Course: No

This will concentrate on the study of exponential and logarithmic functions, polynomial and rational functions, and trigonometry advanced sequences and series, two and three-dimensional vector spaces, advanced trigonometry concepts, polar coordinates, and the pulling together of many previously presented concepts to enhance the later study of Calculus.

MAT506H – Algebra II/Precalculus (NOT OFFERED SY26/27)

Core Credits Possible: 2

Elective Credits Possible: 2

Offered During School Year: Yes

Offered in Summer School: No

Offered Externally: No

Credit Recovery Course: No

This will concentrate on the study of exponential and logarithmic functions, polynomial and rational functions, and trigonometry advanced sequences and series, two and three-dimensional vector spaces, advanced trigonometry concepts, and polar coordinates. Pre-calculus provides the foundation for a

deeper investigation into differential calculus. We start with a deep dive into trigonometry, including ratio definitions, the unit circle, graphs, identities and equations, along with the Law of Sines and Law of Cosines.

Prerequisite: Successful completion of Geometry

MAT507H – Algebra II/AP Precalculus

Core Credits Possible: 2

Elective Credits Possible: 2

Offered During School Year: Yes

Offered in Summer School: No

Offered Externally: No

Credit Recovery Course: No

This will concentrate on the study of exponential and logarithmic functions, polynomial and rational functions, and trigonometry advanced sequences and series, two and three-dimensional vector spaces, advanced trigonometry concepts, polar coordinates, and the pulling together of many previously presented concepts to enhance the later study of Calculus.

Prerequisite: Successful completion of Geometry.

MAT601 – Introduction to Calculus (NOT OFFERED SY26/27)

Core Credits Possible: 1

Elective Credits Possible: 1

Offered During School Year: Yes

Offered in Summer School: No

Offered Externally: No

Credit Recovery Course: No

An introduction to limits and continuity. Examines differentiation and integration concepts with applications to related rates, curve sketching, engineering optimization problems and business applications.

Prerequisites: Successful completion of Algebra II/Precalculus.

MAT600 – Advanced Quantitative Reasoning (NOT OFFERED SY 26/27)

Core Credits Possible: 1 or 2
Elective Credits Possible: 1 or 2
Offered During School Year: Yes
Offered in Summer School: Yes
Offered Externally: No
Credit Recovery Course: Yes

Advanced Quantitative Reasoning emphasizes statistics, probability, financial applications, and discrete mathematics to model a range of situations and solve problems. AQR is a capstone mathematics course that follows Algebra II. In AQR, students learn to become critical consumers of the quantitative data that surround them every day, knowledgeable decision makers who use logical reasoning, and mathematical thinkers who can use their quantitative skills to solve problems related to a wide range of situations. The course offers student activities in a range of applied contexts and helps students develop college and career readiness skills such as collaborating, conducting research, and making presentations.

Prerequisite: Successful completion of Algebra II/Trigonometry.

MAT706 – Statistics Financial Literacy

Core Credits Possible: 1 or 2
Elective Credits Possible: 1 or 2
Offered During School Year: Yes
Offered in Summer School: Yes
Offered Externally: No
Credit Recovery Course: Yes

This course integrates core concepts of statistics with essential financial literacy skills to prepare students for real-world decision-making. Students will explore data analysis, probability, and statistical reasoning while applying these tools to topics such as budgeting, credit, loans, investing, taxes, insurance, and financial planning. Through hands-on projects and real-life scenarios, students will gain practical skills in interpreting data and managing personal finances. This course supports mathematical reasoning and promotes financial responsibility for life after high school.

Prerequisite: Successful completion of Algebra II/Trigonometry

MAT706A – Statistics Financial Literacy Tailored

Core Credits Possible: 1 or 2
Elective Credits Possible: 1 or 2
Offered During School Year: Yes
Offered in Summer School: Yes
Offered Externally: No
Credit Recovery Course: Yes

This course integrates core concepts of statistics with essential financial literacy skills to prepare students for real-world decision-making and follows the same grade-level curriculum and learning standards as the corresponding mathematics course while providing additional instructional support through scaffolded instruction, embedded mathematics interventions, and increased teacher interaction. . Students will explore data analysis, probability, and statistical reasoning while applying these tools to topics such as budgeting, credit, loans, investing, taxes, insurance, and financial planning. Through hands-on projects and real-life scenarios, students will gain practical skills in interpreting data and managing personal finances. This course supports mathematical reasoning and promotes financial responsibility for life after high school.

Prerequisite: Successful completion of Algebra II/Trigonometry or Algebra II/Trigonometry Tailored.

MAT705AP – AP Calculus AB

Core Credits Possible: 2
Elective Credits Possible: 2
Offered During School Year: Yes
Offered in Summer School: No
Offered Externally: No
Credit Recovery Course: No

This college level course is the first course in the calculus of one variable intended for biology, computer science, economics, management, and premedical students. Topics include an overview of integration, basic techniques for integration, and a variety of applications of integration. Students will be prepared to take the Advanced Placement AB exam in Calculus.

Prerequisite: Successful completion of Algebra II/Precalculus with a grade of C+ or higher and instructor recommendation.

MAT705APBC – AP Calculus BC (NOT OFFERED SY26/27)

Core Credits Possible: 2

Elective Credits Possible: 2

Offered During School Year: Yes

Offered in Summer School: No

Offered Externally: No

Credit Recovery Course: No

This college level course is the second course in the calculus of one variable. Students will learn limits, continuity, derivatives of functions, the definite integral, and their real-world applications. Topics will include products, quotients, parametric functions, the calculus of exponential and logarithmic functions, the calculus of growth and decay, algebraic calculus techniques for the elementary functions, and the calculus of average, extreme, and vector motion. Students investigate and explore situations graphically, numerically, and symbolically.

Prerequisite: Successful completion of AP Calculus AB with a grade of C+ or higher and instructor recommendation.

MAT706AP – AP Statistics

Core Credits Possible: 2

Elective Credits Possible: 2

Offered During School Year: Yes

Offered in Summer School: No

Offered Externally: No

Credit Recovery Course: No

AP Statistics is an introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students cultivate their understanding of statistics using technology, investigations, problem solving, and writing as they explore concepts like variation and distribution; patterns and uncertainty; and data-based predictions, decisions, and conclusions.

Prerequisite: Successful completion of Algebra II/Trigonometry or Algebra II/AP Precalculus with a grade of C+ or higher and instructor recommendation.

SCIENCE

SCIENCE DEPARTMENT

The Science Department inspires curiosity and prepares students to investigate the natural world through inquiry, experimentation, and evidence-based reasoning. Students develop scientific literacy by exploring concepts in biology, chemistry, physics, and environmental science while engaging in laboratory investigations and collaborative problem-solving. Science courses emphasize critical thinking, data analysis, and the application of scientific knowledge to contemporary issues and future careers.

SCI100 – Earth & Space Science

Core Credits Possible: 1

Elective Credits Possible: 1

Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: Yes

9th grade Earth and Space Sciences is a required science course that investigates the dynamics of our Earth and its place in the universe. Based on the Next Generation Science Standards this course is designed to analyze the systems of the Earth and the effect human actions have on those systems. This course focuses on experimental design; how investigations are conducted; and how data is collected and analyzed.

SCI200 – Biology

Core Credits Possible: 1

Elective Credits Possible: 1

Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: Yes

This laboratory course in biology is designed to help students develop a conceptual framework for modern biology and to help students gain an appreciation of science as a process. The course emphasizes application of learned knowledge in authentic, real world situations. Topics include molecules and cells, heredity and evolution, and organisms and populations.

Prerequisite: Successful completion of Earth and Space Science.

SCI205 – AP Biology

Core Credits Possible: 2

Elective Credits Possible: 2

Offered During School Year: Yes

Offered in Summer School: No

Offered Externally: No

Credit Recovery Course: No

This college level course in biology is designed to help students develop a conceptual framework for modern biology and to help students gain an appreciation of science as a process. The course emphasizes application of learned knowledge in authentic, real world situations. Topics include molecules and cells, heredity and evolution, and organisms and populations. Students will learn through this application and also several laboratory experiences. Students will be prepared to take the AP Biology exam at the end of this course.

Prerequisite: Successful completion of Earth and Space Science with a grade of C+ or higher and instructor recommendation.

SCI300 – Chemistry

Core Credits Possible: 1

Elective Credits Possible: 1

Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: Yes

This laboratory course in chemistry is designed to help students develop a conceptual framework for chemistry and help students gain an appreciation of science as a process. The course emphasizes analytical chemistry and its application in authentic, real world situations. Students will learn through this application and also keystone laboratory experience. Topics include chemical nomenclature, stoichiometry, atomic structure, bonding theories, thermochemistry, periodic properties, acid - base chemistry, solution calculations, gas laws and the properties of solids and liquids are among the topics discussed. Students will demonstrate understanding both in written and oral form.

Prerequisite: Successful completion of Biology.

SCI400 – Advanced Physics

Core Credits Possible: 1

Elective Credits Possible: 1

Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: Yes

Advanced physics is a problem based Learning course in algebra-based physics, building upon foundational knowledge from previous science classes. Problem-Based Learning is a pedagogical approach that uses meaningful, life-like situations from which students glean content knowledge. Students work collaboratively to solve authentic problems in the following topics: 1 dimensional motion, projectiles, circular motion, gravitation, rotational motion, work and energy, and electricity. Throughout this course students seek to answer the following essential questions: How is an understanding of physics useful and applicable to our daily lives and future careers? How can observations, experiences, and experimentation help us to better understand and describe the natural world?

Prerequisites: Successful completion of Chemistry.

SCI402 – AP Physics (NOT OFFERED SY26/27)

Core Credits Possible: 1 or 2

Elective Credits Possible: 1 or 2

Offered During School Year: Yes

Offered in Summer School: No

Offered Externally: No

Credit Recovery Course: No

This is a college level course. Students will learn concepts related to Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. Students will also be introduced to electric circuits. The ability to develop and use physics knowledge by applying it to the practice of scientific inquiry and reasoning. Students will be prepared to take the AP Physics exam at the end of this course.

Prerequisite: Successful completion of Chemistry with a grade of C+ or

higher and instructor recommendation.

HISTORY

HISTORY DEPARTMENT

The History Department empowers students to understand the past, analyze the present, and engage thoughtfully in shaping the future. Through the study of history, government, economics, geography, and civics, students develop historical thinking, critical analysis, research, and communication skills. Courses encourage students to examine diverse perspectives, evaluate evidence, and become informed, responsible, and active participants in their communities and an increasingly interconnected world.

HIS100/101 – World History I and II

Core Credits Possible: 1

Elective Credits Possible: 1

Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: Yes

This first year history course develops an understanding of human history from prehistory to the present. Understanding is organized around seven key themes as described in the World History for Us All curriculum: patterns of population, expressing identity, science and technology, spiritual and moral codes, the haves and the have-nots, the abuses of power, and trade and economic networks.

HIS201 – US History

Core Credits Possible: 1

Elective Credits Possible: 1

Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: Yes

This second year history course develops an understanding of United States history from the perspective of non-land owners and people of color. The course will explore the development of the American identity, culture, demographic and population shifts, economic trade, the environment, the human rights movements, religion, and slavery.

Prerequisite: Successful completion of World History I and II.

HIS205AP – AP US History

Core Credits Possible: 2

Elective Credits Possible: 2

Offered During School Year: Yes

Offered in Summer School: No

Offered Externally: No

Credit Recovery Course: No

Students will investigate the people, places, policies, and events that shaped the foundation of the United States of America. Students will be prepared to take the AP US History exam upon completing the course.

Prerequisite: Successful completion of World History I and II with a grade of C+ or higher and instructor recommendation.

HIS300 – Government and Civics

Core Credits Possible: 1

Elective Credits Possible: 1

Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: Yes

Students explore the foundations and principles of the United States' Federal Government. This includes an overview of the 3 main branches of government, the founding of the constitution and its underpinnings, interest groups and political parties. The course also focuses on several topics including an introduction to street law, connection to local politics, and upcoming elections when applicable. The course touches on broad ideas of criminal and civil law, giving students a basic understanding of how the local justice system functions, and responding to on-going current events that are connected to upcoming local and federal elections. Students use a variety of skills including writing, research, and discussion to demonstrate their mastery of the material.

Prerequisite: Successful completion of US History.

HIS300A – Government (NOT OFFERED SY26/27)

Core Credits Possible: 0.5 or 1

Elective Credits Possible: 0.5 or 1
Offered During School Year: Yes
Offered in Summer School: Yes
Offered Externally: No
Credit Recovery Course: Yes

This course is the first semester portion of Government/Civics. The first semester students explore the foundations and principles of the United States' Federal Government. This includes an overview of the 3 main branches of government, the founding of the constitution and its underpinnings, interest groups and political parties. Students use a variety of skills including writing, research, and discussion to demonstrate their mastery of the material.

Prerequisite: Successful completion of US History.

HIS300B – Civics (NOT OFFERED SY26/27)

Core Credits Possible: 0.5 or 1
Elective Credits Possible: 0.5 or 1
Offered During School Year: Yes
Offered in Summer School: Yes
Offered Externally: No
Credit Recovery Course: Yes

This course is the second semester portion of Government/Civics. The second semester of this course focuses on several topics including an introduction to street law, connection to local politics, and upcoming elections when applicable. The course touches on broad ideas of criminal and civil law, giving students a basic understanding of how the local justice system functions, and responding to on-going current events that are connected to upcoming local and federal elections. Students use a variety of skills including writing, research, and discussion to demonstrate their mastery of the material.

Prerequisite: Successful completion of Government.

HIS305AP – AP US Government and Politics

Core Credits Possible: 2
Elective Credits Possible: 2
Offered During School Year: Yes
Offered in Summer School: No
Offered Externally: No

Credit Recovery Course: No

The AP Government & Politics: United States course provides an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. Students will be prepared to take the AP Government & Politics exam upon completing the course.

Prerequisite: Successful completion of US History with C+ or higher and instructor recommendation.

HIS400 – DC History/Sociology (NOT OFFERED SY26/27)

Core Credits Possible: 1

Elective Credits Possible: 1

Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: Yes

This course is a deep exploration of DC History from pre-slavery to the present. Students will explore how race, gender, and power frame the historical narrative of Washington, D.C. Students will also examine the social and historical contexts that have shaped the modern experience of race and ethnicity in Washington D.C. and explore their impact on one's identity and interactions, as well as society's institutions and ideologies.

HIS400 – Sociology

Core Credits Possible: 0.5 or 1

Elective Credits Possible: 0.5 or 1

Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: Yes

This course is the second semester portion of DC History/Sociology. The second semester of this course examines the social and historical contexts that have shaped the modern experience of race and ethnicity in Washington

Prerequisite: Successful completion of DC History.

HIS400A – DC History

Core Credits Possible: 0.5 or 1

Elective Credits Possible: 0.5 or 1

Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: Yes

This course is the first semester portion of DC History/Sociology. The first semester of this course is a deep exploration of DC History from pre-slavery to the present. Students will explore how race, gender, and power frame the historical narrative of Washington, D.C.

Prerequisite: Successful completion of Government and Civics.

HIS400B – Sociology (NOT OFFERED SY26/27)

Core Credits Possible: 0.5 or 1

Elective Credits Possible: 0.5 or 1

Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: Yes

This course is the second semester portion of DC History/Sociology. The second semester of this course examines the social and historical contexts that have shaped the modern experience of race and ethnicity in Washington

Prerequisite: Successful completion of DC History.

WORLD LANGUAGE

WL100 – Spanish I

Core Credits Possible: 0

Elective Credits Possible: 1

Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: No

Spanish 1 is an introductory course that lays the foundation for effective communication in Spanish. Students will develop basic skills in listening, speaking, reading, and writing while learning essential vocabulary and grammar concepts used in everyday situations. The course emphasizes practical communication and cultural awareness, helping students express themselves in the present tense and engage in simple conversations about topics such as greetings, school, family, food, weather, and daily routines.

Through interactive activities, songs, games, role-playing, and exposure to authentic materials, students will begin to understand and appreciate the diverse cultures of the Spanish-speaking world. Emphasis is placed on building confidence in using Spanish in meaningful contexts, fostering curiosity about language learning, and preparing students for continued study in Spanish 2.

Note: Students may be placed into Spanish I or Spanish II: Beginning Literature based on diagnostic assessment performance.

WL200 – Spanish II

Core Credits Possible: 0

Elective Credits Possible: 1

Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: No

Students of Spanish II are expected to enhance the four language skills of

speaking, listening, reading, and writing. This class will introduce the subjunctive mood, compound tenses, prepositions, and basic conversational skills. Speaking the language is greatly stressed at this level. Students will be exposed to native speakers of Spanish in various formats.

Prerequisite: Successful completion of Spanish I.

WL200H – Spanish II Honors (NOT OFFERED SY26/27)

Core Credits Possible: 0

Elective Credits Possible: 1

Offered During School Year: Yes

Offered in Summer School: No

Offered Externally: No

Credit Recovery Course: No

The Spanish II Honors program is designed for students who have successfully completed the first level of Spanish or have tested out of Spanish I sequence and are interested in continuing their study of Spanish through an accelerated and proficiency based curricula approach. The course presents a spiral approach to grammar and is language based in its emphasis on proficiency in the Spanish language, functions, context, and accuracy. The major units of study include: vocabulary development, verb conjugations of the preterit, imperfect, future, conditional, and subjunctive moods; writing 100 word themes; and daily practice in both oral and listening activities. The curriculum reflects a rigorous set of student expectations; is fast paced; includes both independent and group activities; and emphasizes the higher level thinking skills of analysis and synthesis. Creative thinking and production are developed in the classroom and through assigned projects which include, but are not limited to, open-ended research projects.

WL200N – Spanish II for Native Speakers (NOT OFFERED SY26/27)

Core Credits Possible: 0

Elective Credits Possible: 1

Offered During School Year: Yes

Offered in Summer School: No

Offered Externally: No

Credit Recovery Course: No

This subject is a continuation of skills learned in Spanish I to teach the developmental stages in reading, writing, listening, and speaking. Emphasis is

given to strengthening vocabulary as well as comprehension of idiomatic expressions.

WL201 – Spanish II: Beginner Literature

Core Credits Possible: 0

Elective Credits Possible: 1

Offered During School Year: Yes

Offered in Summer School: No

Offered Externally: No

Credit Recovery Course: No

This course is designed specifically for 9th grade native Spanish speakers as an introductory foundation to Spanish literature. The primary goal is to prepare students for success in Spanish 4 Advanced Literature. Throughout the year, students will explore essential literary themes, beginner-level poetry, and introductory works from key authors that will be studied in greater depth in Spanish 4. Emphasis will be placed on reading comprehension, literary analysis, vocabulary development, and critical thinking in Spanish. Upon successful completion of this course, students are expected to transition directly into Spanish 4 Advanced Literature.

Prerequisite: Placement based on native fluency and instructor recommendation.

WL300 – Spanish III

Core Credits Possible: 0

Elective Credits Possible: 1

Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: Yes

Spanish 3 is an intermediate-level course designed to deepen students' proficiency in the Spanish language through a communicative and cultural approach. This course builds upon foundational grammar and vocabulary learned in previous levels, with a focus on improving speaking, listening, reading, and writing skills in a variety of real-world contexts. Students will engage with authentic materials, explore diverse Hispanic cultures, and develop greater confidence in expressing themselves in Spanish.

The curriculum emphasizes more complex grammatical structures such as

the present subjunctive, commands, the preterite vs. imperfect, future and conditional tenses, and continued use of reflexive and stem-changing verbs. Through interactive activities, projects, and discussions, students will broaden their vocabulary and improve their fluency, all while gaining insight into global perspectives and cultural practices of the Spanish-speaking world.

By the end of the course, students will be able to communicate effectively in everyday situations, narrate past events, express opinions and preferences, and demonstrate an understanding of cultural differences.

Prerequisite: Successful completion of Spanish II or Spanish II: Beginner Literature.

WL400 – Spanish IV: Advanced Literature

Core Credits Possible: 0

Elective Credits Possible: 1

Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: Yes

Spanish 4 Advanced Literature is an upper-level course designed for students who wish to refine their language proficiency while deepening their understanding and appreciation of literary texts written in Spanish. This course focuses on reading, analyzing, and interpreting a wide range of literary works from Spain, Latin America, and the Caribbean, including poetry, short stories, drama, and excerpts from novels.

Students will explore major themes such as identity, social justice, love, exile, and cultural heritage through the works of authors like Gabriel García Márquez, Julia de Burgos, Jorge Luis Borges, Isabel Allende, Federico García Lorca, and Nancy Morejón. Emphasis will be placed on literary analysis, writing interpretive essays, and engaging in meaningful discussion, conducted in Spanish, to develop advanced speaking, reading, and writing skills.

Through critical thinking, cultural comparisons, and creative expression, students will gain a deeper insight into the historical and cultural contexts that shape Hispanic literature. This course prepares students for AP Spanish or college-level Spanish studies.

Prerequisite: Successful completion of Spanish III or Spanish II: Beginner Literature.

WL505AP – AP Spanish Language and Culture

Core Credits Possible: 0

Elective Credits Possible: 1 or 2

Offered During School Year: Yes

Offered in Summer School: No

Offered Externally: No

Credit Recovery Course: No

AP Spanish Language and Culture is a rigorous, college-level course designed to develop students' proficiency in the three modes of communication: interpretive, interpersonal, and presentational. Taught entirely in Spanish, the course emphasizes real-world language use and cultural understanding through the exploration of six interdisciplinary themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics.

Students engage with authentic audio, visual, written, and audiovisual sources from across the Spanish-speaking world. They will build advanced skills in listening comprehension, reading analysis, formal writing (emails and essays), and both informal and formal speaking

(conversations and cultural comparisons). A strong focus is placed on grammar refinement, vocabulary expansion, and cultural competence.

By the end of the course, students are prepared to take the AP Spanish Language and Culture Exam, with the goal of earning college credit and demonstrating high-level fluency in Spanish for academic and professional contexts.

Prerequisite: Successful completion Spanish III or Spanish IV with a grade of C+ or higher and instructor recommendation.

WL506AP – AP Spanish Literature and Culture (Exam Only SY26/27)

Core Credits Possible: 0

Elective Credits Possible: 1 or 2

Offered During School Year: Yes

Offered in Summer School: No

Offered Externally: No

Credit Recovery Course: No

Discover the origins of literature written in Spanish, from New World chronicles to the publication of the first modern novel, *El ingenioso hidalgo, don Quijote de la Mancha*, to the poetry and magic realism of Nobel laureates, Gabriel García Márquez and Pablo Neruda. In AP Spanish Literature and Culture, you'll read poetry, prose, drama, and essays that capture voices from Latin America, the United States, and Spain while exploring their rich cultural heritage.

Students engage with authentic audio, visual, written, and audiovisual sources from across the Spanish-speaking world. They will build advanced skills in reading comprehension and analysis, vocabulary expansion, and cultural competence.

By the end of the course, students are prepared to take the AP Spanish Literature and Culture Exam, with the goal of earning college credit and demonstrating high-level fluency in Spanish for academic and professional contexts.

Prerequisite: Successful completion Spanish IV with a grade of C+ or higher and instructor recommendation.

ART

HSAR102 – Art History (NOT OFFERED SY26/27)

Core Credits Possible: 0

Elective Credits Possible: 0.5 or 1

Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: Yes

This course explores major artistic movements, styles, and cultural influences from prehistoric times to the present. Students will study works of art from diverse cultures and time periods, learning to analyze and interpret visual art in historical and social contexts. This course emphasizes visual literacy, critical thinking, and written analysis.

HSAR103 – Introduction to Art (NOT OFFERED SY26/27)

Core Credits Possible: 0

Elective Credits Possible: 0.5 or 1

Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: Yes

This introductory course provides students with a foundation in visual arts, exploring various artistic techniques, media, and styles. Students will develop fundamental drawing, painting, and design skills while learning about art history, elements of art, and principles of design.

HSAR500 – Art I

Core Credits Possible: 0

Elective Credits Possible: 0.5 or 1

Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: Yes

Art I provides students with an exploration of visual art techniques, materials, and processes. Emphasis is placed on observational drawing, color theory,

composition, and personal expression. Students will develop a visual vocabulary and begin to build a portfolio of original work.

HSAR501 – Art II

Core Credits Possible: 0

Elective Credits Possible: 0.5 or 1

Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: Yes

Building on the skills learned in Art I, this course offers students the opportunity to refine their artistic abilities and explore more advanced techniques in drawing, painting, and mixed media. Emphasis is placed on creativity, personal expression, and developing a deeper understanding of composition, color theory, and artistic movements. Students will continue to build a portfolio of original work.

Prerequisite: Successful completion of Art I.

HSAR101 – Drawing I (NOT OFFERED SY26/27)

Core Credits Possible: 0

Elective Credits Possible: 0.5 or 1

Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: Yes

This course introduces students to a variety of drawing concepts. Students explore graphite, charcoal, sharpie, and other dry drawing materials. Students engage in critical thinking throughout the course by participating in regular class critiques, by thoughtfully analyzing their artwork and the artwork of others, and by studying the artwork of well-known artists.

Prerequisite: Successful completion of Introduction to Art.

HSAR200 – Painting I (NOT OFFERED SY26/27)

Core Credits Possible: 0

Elective Credits Possible: 0.5 or 1

Offered During School Year: Yes

Offered in Summer School: No

Offered Externally: No

Credit Recovery Course: No

This course introduces students to color theory, beginning painting techniques and printmaking. Students engage in critical thinking throughout the course by participating in regular class critiques, by thoughtfully analyzing their artwork and the artwork of others, and by studying the artwork of well-known artists.

Prerequisite: Successful completion of Introduction to Art or Art I.

HSAR300 – Printmaking (NOT OFFERED SY26/27)

Core Credits Possible: 0

Elective Credits Possible: 0.5 or 1

Offered During School Year: Yes

Offered in Summer School: No

Offered Externally: No

Credit Recovery Course: No

Students in this course will study the historical foundations of printmaking from both western and nonwestern traditions, applying the elements of design in monoprints, woodblock printing, linoleum printing as well as stencil making and batik design on fabrics.

Prerequisite: Successful completion of Introduction to Art or Art I.

HSAR406 – Advanced Studio Art (NOT OFFERED SY26/27)

Core Credits Possible: 0 Elective

Credits Possible: 1

Offered During School Year: Yes

Offered in Summer School: No

Offered Externally: No

Credit Recovery Course: No

This is a rigorous, hands-on course designed for students who are ready to take their artistic skills and creative voice to the next level. Building on foundational techniques, this course challenges students to explore a variety of media—including drawing, painting, printmaking, sculpture, and mixed media—while developing their own personal style and portfolio-quality work. Emphasis is placed on concept development, artistic risk-taking, and refining technical proficiency.

This course is ideal for students considering careers or further study in visual arts, and it prepares students for AP Art or college-level art programs.

Prerequisite: Successful completion of Art II and instructor recommendation.

HSAR407 – Advanced Art (NOT OFFERED SY26/27)

Core Credits Possible: 0 Elective

Credits Possible: 1

Offered During School Year: Yes

Offered in Summer School: No

Offered Externally: No

Credit Recovery Course: No

This is a rigorous course designed for students with a strong interest in visual arts who wish to continue developing their artistic voice. Emphasis is placed on independent projects, concept development, and portfolio preparation. Students will work in a variety of media while exploring personal themes and advanced techniques.

This course is ideal for students considering careers or further study in visual arts, and it prepares students for AP Art or college-level art programs.

Prerequisite: Successful completion of Art II and instructor recommendation.

HSAR408 – Arts and Innovation Lab I

Core Credits Possible: 0 Elective

Credits Possible: 1

Offered During School Year: Yes

Offered in Summer School: No

Offered Externally: No

Credit Recovery Course: No

Arts and Innovation Lab I is a hands-on, studio-based course where students explore creative problem-solving across art, design, and innovation. Students engage in interdisciplinary projects that integrate physical making, digital creation, and collaborative design. The course emphasizes experimentation, reflection, and multiple ways of thinking and expressing ideas.

Prerequisite: Successful completion of Art I and/or instructor recommendation.

HSAR409 – Arts and Innovation Lab II

Core Credits Possible: 0 Elective

Credits Possible: 1

Offered During School Year: Yes

Offered in Summer School: No

Offered Externally: No

Credit Recovery Course: No

Arts and Innovation Lab II extends the work of Arts and Innovation Lab I, offering students opportunities to pursue more complex and independent projects across art, design, and innovation. Students refine technical skills, deepen creative thinking, and develop work for exhibition, portfolio, or public presentation.

Prerequisite: Successful completion of Arts and Innovation Lab I and/or instructor recommendation.

HSAR405AP – AP Art (NOT OFFERED SY26/27)

Core Credits Possible: 0 Elective

Credits Possible: 1 or 2

Offered During School Year: Yes

Offered in Summer School: No

Offered Externally: No

Credit Recovery Course: No

This is a college level course that prepares students to submit a portfolio for the AP exam in either 2D Design, Drawing, or possibly both. Throughout the course, students explore a variety of drawing and painting techniques. Students will also experience, research, discuss, read, and write about art, artists, and art making, and analyze and critique art and responses to art.

Prerequisite: Successful completion of Advanced Art or Advanced Studio Art with a C+ or higher and instructor recommendation.

MUSIC

HSMU100 – Introduction to Music

Core Credits Possible: 0

Elective Credits Possible: 0.5 or 1

Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: Yes

This introductory course provides students with a broad foundation in the basic elements of music. Students will learn the basic building blocks of music, including reading notes, understanding rhythms, identifying instruments, and exploring music creation. The course introduces simple music theory concepts, basic notation, and entry-level performance or composition activities using voice, instruments, or digital tools. Students will also gain exposure to a variety of musical styles and instruments, and may participate in simple performance or composition activities.

HSMU103 – Music Appreciation

Core Credits Possible: 0

Elective Credits Possible: 0.5 or 1

Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: Yes

This course introduces students to the world of music through active listening, discussion, and exploration of a wide range of musical styles and cultures. Students will learn about the elements of music—such as rhythm, melody, harmony, and form—while discovering how music reflects history, culture, and human emotion. From classical to jazz, pop to world music, students will develop critical listening skills and a deeper understanding of how music shapes and inspires our lives.

HSMU200 – Introduction to Piano (NOT OFFERED SY26/27)

Core Credits Possible: 0

Elective Credits Possible: 0.5 or 1

Offered During School Year: Yes

Offered in Summer School: No

Offered Externally: No
Credit Recovery Course: No

This introductory course provides students with a conceptual understanding of sight reading, rhythmic and melodic notation, principles of composition, constructing major scales, and chords and intervals. Students continue to combine training in Music Theory as it relates to the piano keyboard. Exercises and drills are used to support student learning and students are required to complete an original composition.

HSMU201 – Advanced Piano (NOT OFFERED SY26/27)

Core Credits Possible: 0
Elective Credits Possible: 0.5 or 1
Offered During School Year: Yes
Offered in Summer School: No
Offered Externally: No
Credit Recovery Course: No

This advanced course provides students with a conceptual understanding of sight reading, rhythmic and melodic notation, principles of composition, constructing major scales, and chords and intervals. Students continue to combine training in Music Theory as it relates to the piano keyboard. Exercises and drills are used to support student learning and students are required to complete an original composition.

Prerequisite: Successful completion of Introduction to Piano.

HSMU300 – Musical Theater

Core Credits Possible: 0
Elective Credits Possible: 0.5 or 1
Offered During School Year: Yes
Offered in Summer School: No
Offered Externally: No
Credit Recovery Course: No

In the Musical Theater class students achieve a basic understanding of Broadway Musicals and its position as a synthesis of art, acting, directing, design, music, and dance. This course allows students to gain a better understanding, interpreting, and evaluation of creative musical works.

Prerequisite: Successful completion of Introduction to Music or Music Appreciation.

HSMU301 – Musical Production

Core Credits Possible: 0

Elective Credits Possible: 0.5 or 1

Offered During School Year: Yes

Offered in Summer School: No

Offered Externally: No

Credit Recovery Course: No

Music Production is a hands-on course that introduces high school students to the creative and technical aspects of producing music. Students will explore the fundamentals of sound, audio recording and digital music creation. Projects may include original compositions, remixes, podcasting, and collaborative productions. Emphasis is placed on creativity, critical listening, and real-world skills relevant to modern music careers.

Prerequisite: Successful completion of Introduction to Music or Music Appreciation.

HSMU301 – Music Ensemble (NOT OFFERED SY26/27)

Core Credits Possible: 0

Elective Credits Possible: 0.5 or 1

Offered During School Year: Yes

Offered in Summer School: No

Offered Externally: No

Credit Recovery Course: No

The Music Ensemble course provides students with the opportunity to develop their musical skills through collaborative performance in a group setting. Students will build proficiency in instrumental and/or vocal performance while strengthening their understanding of music theory, sight-reading, rhythm, tone production, and ensemble techniques. Through regular rehearsals and performances, participation in school concerts and other performance opportunities may be required as part of the course. This course is appropriate for students with prior musical experience as well as those seeking to expand their performance skills in a supportive ensemble environment.

HEALTH AND FITNESS

HLT100 – Fitness I

Core Credits Possible: 0

Elective Credits Possible: 0.5 or 1

Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: Yes

Fitness I is designed to introduce to students basic fitness as it relates to participating in movement activities and sports. Sports such as volleyball, basketball, dance, soccer, and cross country running are taught and an introduction to basic nutrition and the five components of fitness is made. We also embark upon the development of a stage 1 fitness plan. Grading for this course is based on participation, effort, skill development, fitness assessments, written assignments and quizzes. Consistent attendance and active engagement are essential to success.

HLT102 – Fitness II

Core Credits Possible: 0

Elective Credits Possible: 0.5 or 1

Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: Yes

This course is designed to further enhance the fitness skills learned in Fitness I in order to promote the development of a fit, healthy lifestyle. The focus of the class will address the five components of fitness: cardio-respiratory endurance, muscular strength, muscular endurance, flexibility, and body composition. Students will participate in a wide range of rigorous group fitness routines, sports activities and develop or expand upon a personal fitness plan, if they take Fitness I. Grading for this course is based on participation, effort, skill development, fitness assessments, written assignments and quizzes. Consistent attendance and active engagement are essential to success.

Prerequisites: Successful completion of Fitness I.

HLT103 – Fitness III (NOT OFFERED SY26/27)

Core Credits Possible: 0

Elective Credits Possible: 0.5 or 1

Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: Yes

This advanced course is designed to further enhance the fitness skills learned in Fitness I and Fitness II in order to promote the development of a fit, healthy lifestyle. The focus of the class will address the five components of fitness: cardio-respiratory endurance, muscular strength, muscular endurance, flexibility, and body composition. Students will participate in a wide range of rigorous group fitness routines, sports activities and develop or expand upon a personal fitness plan created in Fitness I. Grading for this course is based on participation, effort, skill development, fitness assessments, written assignments and quizzes. Consistent attendance and active engagement are essential to success.

Prerequisites: Successful completion of Fitness III.

HLT104 – Physical Education (NOT OFFERED SY26/27)

Core Credits Possible: 0

Elective Credits Possible: 0.5 or 1

Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: Yes

This course is designed to practice and develop skills in activities that will help students maintain fitness throughout their life. Students will understand the benefits that regular exercise can provide for a person's mental, physical, and social health. Grading for this course is based on participation, effort, skill development, fitness assessments, written assignments and quizzes. Consistent attendance and active engagement are essential to success.

HLT200 – Health Education

Core Credits Possible: 0

Elective Credits Possible: 0.5 or 1

Offered During School Year: Yes

Offered in Summer School: Yes
Offered Externally: No
Credit Recovery Course: Yes

Students will be introduced in the areas of Personal Wellness, Mental and Emotional Health, Drugs, Alcohol, and Tobacco, Body Systems and Disease, Nutrition and Fitness, Consumer and Environmental Health, and Human Sexuality.

HLT202 – Health Education II (NOT OFFERED SY26/27)

Core Credits Possible: 0
Elective Credits Possible: 0.5 or 1
Offered During School Year: Yes
Offered in Summer School: Yes
Offered Externally: No
Credit Recovery Course: Yes

Students will develop high level comprehension and understanding in the areas of Personal Wellness, Mental and Emotional Health, Drugs, Alcohol, and Tobacco, Body Systems and Disease, Nutrition and Fitness, Consumer and Environmental Health, and Human Sexuality.

Prerequisite: Successful completion of Health Education II.

HLT300 – Personal Wellness and Fitness (NOT OFFERED SY26/27)

Core Credits Possible: 0
Elective Credits Possible: 0.5 or 1
Offered During School Year: Yes
Offered in Summer School: No
Offered Externally: No
Credit Recovery Course: No

Students will develop high level comprehension and understanding in the areas of Personal Wellness, Mental and Emotional Health, Drugs, Alcohol, and Tobacco, Body Systems and Disease, Nutrition and Fitness, Consumer and Environmental Health, and Human Sexuality.

HLT301/302 – Physical Education & Health Concepts I and II (NOT OFFERED SY26/27)

Core Credits Possible: 0

Elective Credits Possible: 1

Offered During School Year: Yes

Offered in Summer School: No

Offered Externally: No

Credit Recovery Course: No

This course emphasizes the need for students to take personal responsibility for themselves through making healthy choices and being physically active. Students learn the consequences related to being physically inactive and in making unhealthy choices. This course includes: aerobic conditioning, movement concepts, along with various health related topics.

HLT303 – Anatomy and Physiology

Core Credits Possible: 0

Elective Credits Possible: 1

Offered During School Year: Yes

Offered in Summer School: No

Offered Externally: No

Credit Recovery Course: No

This advanced health course will enable students to develop an understanding of the relationships between the structures and functions of the human body.

Prerequisites: Successful completion of Biology or AP Biology.

HLT400 – Dance (NOT OFFERED SY26/27)

Core Credits Possible: 0

Elective Credits Possible: 1

Offered During School Year: Yes

Offered in Summer School: No

Offered Externally: No

Credit Recovery Course: No

This course helps students learn the intermediate skills of dance while improving their techniques, poise, self confidence, and creative ability. Students will choreograph and dance in school productions.

HLT104 Athletics Credit

Core Credits Possible: 0

Elective Credits Possible: 0.5

Offered During School Year: Yes

Offered in Summer School: No

Offered Externally: No

Credit Recovery Course: No

Students can earn a maximum of 0.5 credits in athletics over the course of their time here at E.L. Haynes. Students can not earn additional credits if they participate in more than one sport or continue to play sports in the upcoming school years.

Please note: Students who play a team sport for the entire season can earn up to 0.5 credit toward health/fitness credits for participation in a sport per academic year. Effective for all students entering with the class of 2029 and thereafter.

GENERAL ELECTIVES

HSEL100/101 – Advisory

Core Credits Possible: 0

Elective Credits Possible: 0.5

Offered During School Year: Yes

Offered in Summer School: No

Offered Externally: No

Credit Recovery Course: No

This course is a two semester long class designed to support students with their academic and social skills. Advisory lessons will focus on coping with stress, time management, study skills, college readiness, goal setting, and staying up to date with grades and credits. Students will have the opportunity to earn 0.5 credits for each semester.

This is a Pass/Fail course. Students who successfully pass the course will receive 0.5 credits at the end of the semester.

HSEL102 – Peer Court (NOT OFFERED SY26/27)

Core Credits Possible: 0

Elective Credits Possible: 1 or 2

Offered During School Year: Yes

Offered in Summer School: No

Offered Externally: No

Credit Recovery Course: No

Students enrolled in this class should expect to learn about the criminal justice system and restorative practices that can occur in schools and outside of the classroom. Students will apply their new found knowledge to infractions that occur at Haynes. Students will become a part of the judge and jury and make decisions about consequences that need to occur for peers when infractions occur to help restore the community.

This is a Pass/Fail course. Students who successfully pass the course will receive 0.5 credits at the end of the semester.

HSEL104 – Study Hall

Core Credits Possible: 0

Elective Credits Possible: 0.5

Offered During School Year: Yes
Offered in Summer School: No
Offered Externally: No
Credit Recovery Course: No

This course. In this course, students use class time in a supervised setting to study and receive academic support. Students will have the opportunity to earn 0.5 credits for each semester.

This is a Pass/Fail course. Students who successfully pass the course will receive 0.5 credits at the end of the semester.

HSEL105 – Early Release

Core Credits Possible: 0
Elective Credits Possible: 0.5
Offered During School Year: Yes
Offered in Summer School: No
Offered Externally: No
Credit Recovery Course: No

Students may earn early release for employment, internships, dual enrollment, or other approved educational opportunities. Students approved for recurring early release remain responsible for meeting all academic and attendance expectations. *(see Appendix B, section V)*

HSEL106A/106B/106C/106D – Freshman, Sophomore, Junior, Senior Seminar (NOT OFFERED SY26/27)

Core Credits Possible: 0
Elective Credits Possible: 0.5 or 1
Offered During School Year: Yes
Offered in Summer School: No
Offered Externally: No
Credit Recovery Course: No

This course provides students support with exploration of postsecondary education and employment goals.

HSEL107 – SAT Prep (NOT OFFERED SY26/27)

Core Credits Possible: 0
Elective Credits Possible: 0.5
Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: No

The SAT Prep course concentrates on SAT reading, vocabulary and writing skills along with math practice. The course includes practice in taking the SAT test, as well as strategies for the question types (sentence completion, vocabulary, critical reading, and writing – finding errors / revision)

This is a Pass/Fail course. Students who successfully pass the course will receive 0.5 credits at the end of the semester.

HSEL108 – Math Intervention

Core Credits Possible: 0

Elective Credits Possible: 0.5

Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: No

Math Intervention is designed to provide students with intensive support in developing and strengthening foundational math skills. The course focuses on number sense, operations, algebraic thinking, problem-solving, and practical math applications. Instruction is personalized and aligned to each student's individual learning needs, as identified through assessments and teacher observation.

Students will receive direct instruction, work in small groups, and use technology-based tools to reinforce concepts and practice skills. The aim of the course is to build student confidence, close learning gaps, and support success in grade-level math courses and standardized assessments.

This is a Pass/Fail course. Students who successfully pass the course will receive 0.5 credits at the end of the semester.

HSEL109 – Reading Intervention

Core Credits Possible: 0

Elective Credits Possible: 0.5

Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: No

Reading Intervention is a targeted support course designed to help students strengthen essential reading skills and develop strategies for success across all

subject areas. The course emphasizes reading fluency, comprehension, vocabulary development, and critical thinking. Students engage with age-appropriate texts and are provided with individualized instruction based on their reading levels and needs.

Instruction is delivered through a combination of direct teaching, guided reading, and independent practice. Progress is monitored regularly through assessments and data-informed instructional planning. The goal is to help students become more confident, capable readers who are prepared to meet academic demands and graduation requirements.

This is a Pass/Fail course. Students who successfully pass the course will receive 0.5 credits at the end of the semester.

HSEL111 – Teacher Assistant

Core Credits Possible: 0

Elective Credits Possible: 0.5

Offered During School Year: Yes

Offered in Summer School: No

Offered Externally: No

Credit Recovery Course: No

Seniors may serve as a teacher assistant. Seniors are assigned to a teacher and/or staff to assist with providing tutoring, clerical and/or classroom support. Students are required to attend training. Students must also check in with the High School Counselor to review tasks and address questions and/or concerns.

This is a Pass/Fail course. Students who successfully pass the course will receive 0.5 credits at the end of the semester. They will also earn community service hours based on work completion and attendance.

HSEL112 – Independent Study/Online Course

Core Credits Possible: Yes

Elective Credits Possible: 0.5 or 1

Offered During School Year: Yes

Offered in Summer School: No

Offered Externally: No

Credit Recovery Course: No

This independent study course is offered as a final opportunity for students to recover credit in a core subject necessary for graduation. Designed for motivated students who are capable of working independently, the course

allows for flexible, self-paced learning with regular teacher check-ins and academic support.

Students complete a personalized learning plan that focuses on mastering essential standards and competencies from the original course. Progress is monitored through assignments, assessments, and scheduled conferences. Active participation and timely completion of all requirements are essential for earning credit.

Prerequisites: Prior course failure; high school counselor and school principal approval required.

HSEL200/201 – Introduction to African American History and Culture I and II (NOT OFFERED SY26/27)

Core Credits Possible: 0

Elective Credits Possible: 0.5 or 1

Offered During School Year: Yes

Offered in Summer School: No

Offered Externally: No

Credit Recovery Course: No

The goal of this course is to introduce students to African American history and culture by analyzing “gaps and omissions in how we have come to understand” African American history and culture, as articulated through Hip Hop music and culture.

HSEL202 – Intro to Afro-Latino Studies (NOT OFFERED SY26/27)

Core Credits Possible: 0

Elective Credits Possible: 0.5 or 1

Offered During School Year: Yes

Offered in Summer School: No

Offered Externally: No

Credit Recovery Course: No

This course will examine the Afro-Latinx experience in the U.S. by taking a multi-layered approach to the study of modern Afro-Latino history (late nineteenth century to the twentieth century).

HSEL203 – Movement for Black Lives (NOT OFFERED SY26/27)

Core Credits Possible: 0

Elective Credits Possible: 0.5 or 1

Offered During School Year: Yes

Offered in Summer School: No
Offered Externally: No
Credit Recovery Course: No

This course allows students to critically process the long history and current impact of the interlocking systems of racism, white supremacy, and state-sanctioned violence that resulted in Arbery, Taylor, Floyd, and McDade's murders while also helping students grieve and build and apply critical and analytical reading, writing, and speaking and listening skills that will allow them to mobilize and take informed direct action for healing, justice, and social change.

HSEL204 – Democracy In Action (NOT OFFERED SY26/27)

Core Credits Possible: 0
Elective Credits Possible: 1
Offered During School Year: Yes
Offered in Summer School: No
Offered Externally: No
Credit Recovery Course: No

Students examine the relationship between governmental policies and the culture of the United States.

HSEL206 – Race and Culture Studies (NOT OFFERED SY26/27)

Core Credits Possible: 0
Elective Credits Possible: 1
Offered During School Year: Yes
Offered in Summer School: No
Offered Externally: No
Credit Recovery Course: No

Race and Culture Studies focuses on themes of social justice, social responsibility, and social change. The course spans from past to present, from politics to social reform, allowing students to identify similar social patterns and universal qualities present in other societies, including their own.

HSEL206AP – AP African American Studies

Core Credits Possible: 0
Elective Credits Possible: 2
Offered During School Year: Yes

Offered in Summer School: No
Offered Externally: No
Credit Recovery Course: No

AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with rich and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment.

Prerequisite: Successful completion of English II and Government and Civics with a grade of C+ or higher and instructor recommendation.

HSEL300 – Creative Writing

Core Credits Possible: 0
Elective Credits Possible: 0.5 or 1
Offered During School Year: Yes
Offered in Summer School: No
Offered Externally: No
Credit Recovery Course: No

This course serves as an introduction to creative writing through an exploration of forms of poetry as well as short stories. This course aims to create an environment where students will feel free to express themselves through writing without the hindrance of judgment. We will explore creatively, though differently, between quarters in the second semester. In quarter three we will explore poetic forms, construct our own poems, workshop our poetry, perform our poetry and create a living document of our work to showcase to the school community. In quarter four we will undermine different aspects and forms of short story writing, construct our own short stories and create a masterful short story by the end of the course.

HSEL302 – Ethics

Core Credits Possible: 0
Elective Credits Possible: 0.5 or 1
Offered During School Year: Yes
Offered in Summer School: No
Offered Externally: No
Credit Recovery Course: No

This course serves as an introduction to ethics through a number of central

issues in moral philosophy. Humans often desire to say that an action is morally right or wrong. This course forces students to ask a number of questions about such claims to get a better understanding of the nature of morality. In this course, students uncover the moral theories that will ground their understanding of Ethics. Through these ethical theories in this course, students make claims and defend claims using this framework to support ideas. Students will discuss the relationship between religion and morality and examine the two entities through the guiding question: Are religion and morality mutually exclusive? In this course, students examine ethical dilemmas in the following realms: human rights, government & law, medicine and education and will uncover some truths that will question the ethical stances that exist or have existed.

HSEL303 – Podcasting and Publishing (NOT OFFERED SY25/26)

Core Credits Possible: 0

Elective Credits Possible: 1

Offered During School Year: Yes

Offered in Summer School: No

Offered Externally: No

Credit Recovery Course: No

This course is designed to acquaint students with all aspects of podcasting and to help them become better storytellers.

HSEL304 – Poetry, Performance and Publishing

Core Credits Possible: 0

Elective Credits Possible: 1

Offered During School Year: Yes

Offered in Summer School: No

Offered Externally: No

Credit Recovery Course: No

This course is designed to engage students with poetry, poetry performance and publishing. We will explore poetic forms, performance styles and publishing opportunities. Students will critically examine contemporary poetry both written and performed. Students will draft, workshop, revise, edit and publish poems that examine the world they inhabit. By the end of the course students will have developed a poetry manuscript, have participated in a series of performances and will have submitted poems for publication, created a podcast for their poems or served as editors for a literary magazine.

HSEL305 - Film Studies

Core Credits Possible: 0

Elective Credits Possible: 1

Offered During School Year: Yes

Offered in Summer School: No

Offered Externally: No

Credit Recovery Course: No

This is an elective course in which students analyze film, television, and visual media as forms of storytelling, artistic expression, and cultural communication. Students will examine how creators use narrative structure, cinematography, editing, sound, and other techniques to develop meaning and influence audiences. Through the study of diverse works from a range of genres, cultures, and perspectives, students will explore the relationship between visual media, literature, society, and the world around them, while honing the critical skills needed to engage thoughtfully with the films, programs, and digital media they encounter every day.

HSEL309 – Art and Activism

Core Credits Possible: 0

Elective Credits Possible: 1

Offered During School Year: Yes

Offered in Summer School: No

Offered Externally: No

Credit Recovery Course: No

Art and activism is an interdisciplinary semester-long course designed to have students examine the ways in which art may be used as a tool for activism within your community, country, or world. Throughout the course you will study different social justice movements and the ways in which they incorporated art to achieve their mission. Additionally, you will study different artists and the ways in which they addressed the social issues of their time through their art. You will work in different media, button and poster design, printmaking, poetry and filmmaking, and more in order to analyze their effectiveness in bringing to light an issue and create work within each media that highlights an issue you deem important. You will then be asked to choose one of the media that you have worked in and choose a social issue important to you to create a project that addresses that issue.

HSEL400 – Engineering (NOT OFFERED SY26/27)

Core Credits Possible: 0

Elective Credits Possible: 0.5 or 1

Offered During School Year: Yes
Offered in Summer School: No
Offered Externally: No
Credit Recovery Course: No

Exposes students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards and technical documentation. Students use 3D solid modeling design software to help them solve proposed problems and learn how to document their work and communicate solutions to peers and members of the professional community.

HSEL401 – Financial Literacy (NOT OFFERED SY26/27)

Core Credits Possible: 0
Elective Credits Possible: 0.5 or 1
Offered During School Year: Yes
Offered in Summer School: No
Offered Externally: No
Credit Recovery Course: No

The purpose of the course is to prepare students to make sound financial decisions. It seeks to develop students' skills and knowledge in money management; spending and credit; saving and investing; becoming a critical consumer; financial responsibility and decision making; and risk management and insurance. Additionally, students will participate in an online simulation that replicates real-world budgeting and personal-finance decision making.

HSEL402 – Computer Programming (NOT OFFERED SY26/27)

Core Credits Possible: 0
Elective Credits Possible: 1
Offered During School Year: Yes
Offered in Summer School: No
Offered Externally: No
Credit Recovery Course: No

This course introduces students to the central ideas, practices and impact of computer science and computational thinking. Covers the seven big ideas in computer science: creativity, abstraction, data and information, algorithms, programming, the internet and global impact. Computational thinking practices: connecting computing, creating computational artifacts,

abstracting, analyzing problems and artifacts, communicating, and collaborating.

HSEL402A – Programming/Game Design I

Core Credits Possible: 0

Elective Credits Possible: 0.5

Offered During School Year: Yes

Offered in Summer School: No

Offered Externally: No

Credit Recovery Course: No

This course teaches the techniques of creating video games using coding. Students learn to program, design, prototype and test their own projects and also work in groups. In addition to creating one's own unique games, students learn video game history, theory, and production, including current trends in digital games and gaming.

HSEL402B – Programming/Game Design II

Core Credits Possible: 0

Elective Credits Possible: 0.5

Offered During School Year: Yes

Offered in Summer School: No

Offered Externally: No

Credit Recovery Course: No

This is a second level course which continues to teach students to program, design, prototype and test their own projects and also work in groups. In addition to creating one's own unique games, students learn video game history, theory, and production, including current trends in digital games and gaming.

Prerequisite: Successful completion of Programming/Game Design I.

HSEL405 – Graphic Design

Core Credits Possible: 0

Elective Credits Possible: 0.5

Offered During School Year: Yes

Offered in Summer School: No

Offered Externally: No

Credit Recovery Course: No

This course introduces students to the world of visual communication and digital creativity. Using industry-standard tools like Adobe Photoshop, Illustrator, and Canva, students will learn the principles of design—including layout, color theory, typography, and branding—to create compelling digital art and professional-quality projects.

Prerequisite: Successful completion of Programming/Game Design I.

HSEL406 – Web Design (NOT OFFERED SY26/27)

Core Credits Possible: 0

Elective Credits Possible: 0.5

Offered During School Year: Yes

Offered in Summer School: No

Offered Externally: No

Credit Recovery Course: No

This course equips students with the skills to create visually appealing, user-friendly websites from the ground up. Students will learn the basics of HTML, CSS, and responsive design, while exploring concepts like layout, typography, color theory, and accessibility. The course encourages creativity, problem-solving, and digital literacy—essential skills for success in today's tech-driven world. By the end of the course, students will apply design thinking and coding skills to create their own personal and professional web projects.

Prerequisite: Successful completion of Programming/Game Design I and Graphic Design.

HSEL407 – App Design (NOT OFFERED SY26/27)

Core Credits Possible: 0

Elective Credits Possible: 0.5

Offered During School Year: Yes

Offered in Summer School: No

Offered Externally: No

Credit Recovery Course: No

This course builds on foundational programming knowledge to introduce students to the design and development of mobile applications. Students will explore platform-specific and cross-platform development environments (such as Android Studio or React Native), applying advanced programming concepts to create functional, interactive apps. The course emphasizes user interface (UI) and user experience (UX) design principles, data handling, API integration, and

version control. Through individual and team-based projects, students will take an app from initial concept to functional prototype, with opportunities to present or publish their work. This course is ideal for students interested in software development, entrepreneurship, or digital product design.

Prerequisite: Successful completion of Programming/Game Design I and II or Web Design.

HSEL408 – Game Design Capstone

Core Credits Possible: 0

Elective Credits Possible: 0.5

Offered During School Year: Yes

Offered in Summer School: No

Offered Externally: No

Credit Recovery Course: No

The Game Development Capstone is an advanced, year-long course where students develop a complete game from concept to launch. The course simulates a real-world game studio environment, guiding students through the full development lifecycle: planning, prototyping, production, and release.

Students begin by designing and building a playable prototype (Semester 1) and then expand it into a fully developed game (Semester 2) while working in collaborative teams with defined roles. Throughout the course, students use industry tools and workflows, preparing them for college programs, internships, and careers in technology and game development.

Prerequisite: Successful completion of Programming/Game Design I and II; and Graphic Design or Web Design.

HSEL403 – Forensic Science

Core Credits Possible: 0

Elective Credits Possible: 0.5 or 1

Offered During School Year: Yes

Offered in Summer School: No

Offered Externally: No

Credit Recovery Course: No

Forensic Science is a course that immerses students in the scientific methods used to investigate crimes and support the justice system. This course integrates biology, chemistry, and physics with hands-on lab experiences and case-based learning with emphasis on problem-solving, scientific reasoning,

and proper evidence handling—essential skills for any forensic or public safety career.

Prerequisite: Successful completion of Earth and Space Science and Biology.

DUAL ENROLLMENT COURSES

COLLEGE100 – Computer Science (NOT OFFERED SY26/27)

Core Credits Possible: 0

Elective Credits Possible: 1

College Credits Possible: 1

Offered During School Year: Yes

Offered in Summer School: No

Offered Externally: Yes

Credit Recovery Course: No

This is a Bard College dual enrollment course. This course introduces students to the central ideas, practices and impact of computer science and computational thinking. Covers the seven big ideas in computer science: creativity, abstraction, data and information, algorithms, programming, the internet and global impact. Computational thinking practices: connecting computing, creating computational artifacts, abstracting, analyzing problems and artifacts, communicating, and collaborating. At the completion of the course students will receive a high school and college credit.

COLLEGE101 – History of Global Disease (NOT OFFERED SY26/27)

Core Credits Possible: 0

Elective Credits Possible: 1

College Credits Possible: 1

Offered During School Year: Yes

Offered in Summer School: No

Offered Externally: Yes

Credit Recovery Course: No

This is a Bard College dual enrollment course. This course investigates the manifold ways in which diseases have shaped human history, from antiquity to the present. It also explores how civilization (urbanization, imperialism, war, medical and technological progress etc.) have, in turn, influenced the development of disease and helped determine the nature and course of history's greatest epidemics/pandemics. At the completion of the course students will receive a high school and college credit.

COLLEGE102 – Social Psychology (NOT OFFERED SY26/27)

Core Credits Possible: 0

Elective Credits Possible: 1

College Credits Possible: 1
Offered During School Year: Yes
Offered in Summer School: No
Offered Externally: Yes
Credit Recovery Course: No

This is a Bard College dual enrollment course. This course provides an introduction to the study of how people think, feel and behave in social contexts. The focus is on social behavior and thought from the individual's perspective, with the importance of social influence and situational factors being emphasized. Topics will include: social perception, attitudes and behavior, interpersonal attraction and relationships, the social self and social identity, aggression, conformity, obedience, persuasion, prejudice, prosocial behavior, and applied social psychology. Research methods in social psychology will also be covered.

MULTILINGUAL LEARNERS ELECTIVES

Multilingual Learners electives are courses that are designed to facilitate progress in the student's MLL support plan. Instruction is focused on skills the student needs to facilitate movement toward post-secondary goals.

SS400 – English Language Development (NOT OFFERED SY26/27)

Core Credits Possible: 0

Elective Credits Possible: 0.5 or 1

Offered During School Year: Yes

Offered in Summer School: No

Offered Externally: No

Credit Recovery Course: No

This elective course is designed for English Language Learners that will help develop their proficiency in listening, speaking, reading, and writing from a conversational and informal standpoint.

SS400 – ELD I (English Language Development)

Core Credits Possible: 0

Elective Credits Possible: 1.0 or 2.0

Offered During School Year: Yes

Offered in Summer School: No

Offered Externally: No

Credit Recovery Course: No

English Language Development (ELD) is designed to assist students in developing a foundation for acquiring English skill. Students will have a variety of opportunities to practice the areas of speaking, writing, reading, and listening to English. This course serves as an academic intervention for specific students.

SS401 – ELD II (English Language Development)

Core Credits Possible: 0

Elective Credits Possible: 0.5 or 1.0

Offered During School Year: Yes

Offered in Summer School: No

Offered Externally: No

Credit Recovery Course: No

This elective course is designed for English Language Learners that will help develop their literacy skills through a variety of reading and writing activities. This course serves as an academic intervention for specific students.

SS402 – ALD (Academic Language Development)

Core Credits Possible: 0

Elective Credits Possible: 0.5 or 1.0

Offered During School Year: Yes

Offered in Summer School: No

Offered Externally: No

Credit Recovery Course: No

This elective course is designed for long-term English Language Learners to provide additional opportunities to practice academic language in all domains to support success in content area course work and reaching proficiency of 4.5+ on ACCESS. Students will deepen their academic language skills through a variety of reading, writing, and speaking activities. This course serves as an academic intervention for specific students.

CERTIFICATE OF COMPLETION COURSES

CORE ACADEMIC COURSES

FA100 – Applied English Skills 9 (NOT OFFERED SY26/27)

Core Credits Possible: 1 or 2

Elective Credits Possible: 1

Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: Yes

This course is designed for those students pursuing a Certificate of Completion within the cognitively impaired program. It is designed utilizing the Common Core Essential Elements (CCEEs). Students will develop their reading and writing skills pursuant to their individualized IEP goals and objectives with a focus on applicability to daily life, independent living, and the workplace. This class can be repeated until a student meets graduation requirements or exceeds age eligibility for special education services.

FA101 – Applied English Skills 10 (NOT OFFERED SY26/27)

Core Credits Possible: 1 or 2

Elective Credits Possible: 1

Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: Yes

This course is designed for those students pursuing a Certificate of Completion within the cognitively impaired program. It is designed utilizing the Common Core Essential Elements (CCEEs). This course integrates study of literature, vocabulary and writing skills with a focus on applicability to daily life, independent living, and the workplace. This class can be repeated until a student meets graduation requirements or exceeds age eligibility for special education services.

FA102 – Applied English Skills 11 (NOT OFFERED SY26/27)

Core Credits Possible: 1 or 2

Elective Credits Possible: 1

Offered During School Year: Yes

Offered in Summer School: Yes
Offered Externally: No
Credit Recovery Course: Yes

This course is designed for those students pursuing a Certificate of Completion within the cognitively impaired program. It is designed utilizing the Common Core Essential Elements (CCEEs). This intermediate course develops oral and written language skills required for literacy, independent living, and employment. This class can be repeated until a student meets graduation requirements or exceeds age eligibility for special education services.

FA103 – Applied English Skills 12 (NOT OFFERED SY26/27)

Core Credits Possible: 1 or 2
Elective Credits Possible: 1
Offered During School Year: Yes
Offered in Summer School: Yes
Offered Externally: No
Credit Recovery Course: Yes

This course is designed for those students pursuing a Certificate of Completion within the cognitively impaired program. It is designed utilizing the Common Core Essential Elements (CCEEs). This is an advanced course that develops oral and written language skills required for literacy, independent living, and employment. This class can be repeated until a student meets graduation requirements or exceeds age eligibility for special education services.

FA104 – Applied English Skills 9-10

Core Credits Possible: 1 or 2
Elective Credits Possible: 1
Offered During School Year: Yes
Offered in Summer School: Yes
Offered Externally: No
Credit Recovery Course: Yes

This course is designed for those students pursuing a Certificate of Completion within the cognitively impaired program. It is designed utilizing the Common Core Essential Elements (CCEEs). This is an advanced course that develops oral and written language skills required for literacy, independent living, and employment. This class can be repeated until a

student meets graduation requirements or exceeds age eligibility for special education services.

FA105 – Applied English Skills 11-12

Core Credits Possible: 1 or 2

Elective Credits Possible: 1

Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: Yes

This course is designed for those students pursuing a Certificate of Completion within the cognitively impaired program. It is designed utilizing the Common Core Essential Elements (CCEEs). This is an advanced course that develops oral and written language skills required for literacy, independent living, and employment. This class can be repeated until a student meets graduation requirements or exceeds age eligibility for special education services.

FA200 – Applied Math Skills 9 (NOT OFFERED SY26/27)

Core Credits Possible: 1 or 2

Elective Credits Possible: 1

Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: Yes

This course is designed for those students pursuing a Certificate of Completion within the cognitively impaired program. It is designed utilizing the Common Core Essential Elements (CCEEs). This beginner course focuses on developing basic academic and daily living skills in areas of consumer responsibility, money sense, time and measurement, and career awareness.. This class can be repeated until a student meets graduation requirements or exceeds age eligibility for special education services.

FA201 – Applied Math Skills 10 (NOT OFFERED SY26/27)

Core Credits Possible: 1 or 2

Elective Credits Possible: 1

Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: Yes

This course is designed for those students pursuing a Certificate of Completion within the cognitively impaired program. It is designed utilizing the Common Core Essential Elements (CCEEs). This intermediate course focuses on developing basic academic and daily living skills in areas of consumer responsibility, money sense, time and measurement, and career awareness.. This class can be repeated until a student meets graduation requirements or exceeds age eligibility for special education services.

FA202 – Applied Math Skills 11 (NOT OFFERED SY26/27)

Core Credits Possible: 1 or 2

Elective Credits Possible: 1

Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: Yes

This course is designed for those students pursuing a Certificate of Completion within the cognitively impaired program. It is designed utilizing the Common Core Essential Elements (CCEEs). This second level intermediate course focuses on developing basic academic and daily living skills in areas of consumer responsibility, money sense, time and measurement, and career awareness.. This class can be repeated until a student meets graduation requirements or exceeds age eligibility for special education services.

FA203 – Applied Math Skills 12 (NOT OFFERED SY26/27)

Core Credits Possible: 1 or 2

Elective Credits Possible: 1

Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: Yes

This course is designed for those students pursuing a Certificate of Completion within the cognitively impaired program. It is designed utilizing the Common Core Essential Elements (CCEEs). This advanced level course focuses on developing basic academic and daily living skills in areas of consumer responsibility, money sense, time and measurement, and career awareness.. This class can be repeated until a student meets graduation requirements or exceeds age eligibility for special education services.

FA204 – Applied Math Skills 9-10

Core Credits Possible: 1 or 2

Elective Credits Possible: 1

Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: Yes

This course is designed for those students pursuing a Certificate of Completion within the cognitively impaired program. It is designed utilizing the Common Core Essential Elements (CCEEs). This advanced level course focuses on developing basic academic and daily living skills in areas of consumer responsibility, money sense, time and measurement, and career awareness.. This class can be repeated until a student meets graduation requirements or exceeds age eligibility for special education services.

FA205 – Applied Math Skills 11-12

Core Credits Possible: 1 or 2

Elective Credits Possible: 1

Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: Yes

This course is designed for those students pursuing a Certificate of Completion within the cognitively impaired program. It is designed utilizing the Common Core Essential Elements (CCEEs). This advanced level course focuses on developing basic academic and daily living skills in areas of consumer responsibility, money sense, time and measurement, and career awareness.. This class can be repeated until a student meets graduation requirements or exceeds age eligibility for special education services.

FA300 – Applied Social Studies 9 (NOT OFFERED SY26/27)

Core Credits Possible: 1

Elective Credits Possible: 1

Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: Yes

This course is designed for those students pursuing a Certificate of Completion within the cognitively impaired program. It is designed utilizing the Common Core Essential Elements (CCEEs). Instruction provided on skills and concepts related to events, people and themes in the community and in history. This class can be repeated until a student meets graduation requirements or exceeds age eligibility for special education services.

FA301 – Applied Social Studies 10 (NOT OFFERED SY26/27)

Core Credits Possible: 1

Elective Credits Possible: 1

Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: Yes

This course is designed for those students pursuing a Certificate of Completion within the cognitively impaired program. It is designed utilizing the Common Core Essential Elements (CCEEs). This course focuses on the development of social relationship awareness, solving conflicts, and identifying and discussing rights and responsibilities. This class can be repeated until a student meets graduation requirements or exceeds age eligibility for special education services.

FA302 – Applied Social Studies 11 (NOT OFFERED SY26/27)

Core Credits Possible: 1

Elective Credits Possible: 1

Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: Yes

This course is designed for those students pursuing a Certificate of Completion within the cognitively impaired program. It is designed utilizing the Common Core Essential Elements (CCEEs). This intermediate course focuses on the development of functional skills (e.g., self-help, self-advocacy skills). This class can be repeated until a student meets graduation requirements or exceeds age eligibility for special education services.

FA303 – Applied Social Studies 12 (NOT OFFERED SY26/27)

Core Credits Possible: 1

Elective Credits Possible: 1

Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: Yes

This course is designed for those students pursuing a Certificate of Completion within the cognitively impaired program. It is designed utilizing the Common Core Essential Elements (CCEEs). This advanced course focuses on the development of functional skills (e.g., self-help, self-advocacy skills). This class can be repeated until a student meets graduation requirements or exceeds age eligibility for special education services.

FA304 – Applied Social Studies 9-10 (NOT OFFERED SY26/27)

Core Credits Possible: 1

Elective Credits Possible: 1

Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: Yes

This course is designed for those students pursuing a Certificate of Completion within the cognitively impaired program. It is designed utilizing the Common Core Essential Elements (CCEEs). Instruction provided on skills and concepts related to events, people and themes in the community and in history. This class can be repeated until a student meets graduation requirements or exceeds age eligibility for special education services.

FA305 – Applied Social Studies 11-12 (NOT OFFERED SY26/27)

Core Credits Possible: 1

Elective Credits Possible: 1

Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: Yes

This course is designed for those students pursuing a Certificate of

Completion within the cognitively impaired program. It is designed utilizing the Common Core Essential Elements (CCEEs). This course focuses on the development of social relationship awareness, solving conflicts, and identifying and discussing rights and responsibilities. This class can be repeated until a student meets graduation requirements or exceeds age eligibility for special education services.

FA306 – Applied Social Studies 9-12

Core Credits Possible: 1

Elective Credits Possible: 1

Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: Yes

This course is designed for those students pursuing a Certificate of Completion within the cognitively impaired program. It is designed utilizing the Common Core Essential Elements (CCEEs). Instruction provided on skills and concepts related to events, people and themes in the community and in history. This class can be repeated until a student meets graduation requirements or exceeds age eligibility for special education services.

FA400 – Applied Earth and Space Science Skills

Core Credits Possible: 1

Elective Credits Possible: 1

Offered During School Year: Yes

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: Yes

This course is designed for those students pursuing a Certificate of Completion within the cognitively impaired program. It is designed utilizing the Common Core Essential Elements (CCEEs). Students will be exposed to earth science concepts and themes with a focus on applicability to daily life, independent living, and the workplace. This class can be repeated until a student meets graduation requirements or exceeds age eligibility for special education services.

FA401 – Applied Biology Skills

Core Credits Possible: 1

Elective Credits Possible: 1
Offered During School Year: Yes
Offered in Summer School: Yes
Offered Externally: No
Credit Recovery Course: Yes

This course is designed for those students pursuing a Certificate of Completion within the cognitively impaired program. It is designed utilizing the Common Core Essential Elements (CCEEs). Students will be exposed to biology concepts and themes with a focus on applicability to daily life, independent living, and the workplace. This class can be repeated until a student meets graduation requirements or exceeds age eligibility for special education services.

FA402 – Applied Chemistry Skills

Core Credits Possible: 1
Elective Credits Possible: 1
Offered During School Year: Yes
Offered in Summer School: Yes
Offered Externally: No
Credit Recovery Course: Yes

This course is designed for those students pursuing a Certificate of Completion within the cognitively impaired program. It is designed utilizing the Common Core Essential Elements (CCEEs). Students will be exposed to chemistry concepts and themes with a focus on applicability to daily life, independent living, and the workplace. This class can be repeated until a student meets graduation requirements or exceeds age eligibility for special education services.

FA403 – Applied Physics Skills

Core Credits Possible: 1
Elective Credits Possible: 1
Offered During School Year: Yes
Offered in Summer School: Yes
Offered Externally: No
Credit Recovery Course: Yes

This course is designed for those students pursuing a Certificate of Completion within the cognitively impaired program. It is designed utilizing

the Common Core Essential Elements (CCEEs). Students will be exposed to physics concepts and themes with a focus on applicability to daily life, independent living, and the workplace. This class can be repeated until a student meets graduation requirements or exceeds age eligibility for special education services.

SPECIAL EDUCATION ELECTIVES

Special Education electives are courses that are designed to facilitate progress in the Individualized Education Plan (IEP) as determined by the IEP Team. Instruction is focused on skills the student needs to facilitate movement toward post-secondary goals.

ACADEMIC SKILLS

SS500/500B – Humanities Support I and IB (NOT OFFERED SY26/27)

Core Credits Possible: 0

Elective Credits Possible: 0.5 or 1

Offered During School Year: Yes

Offered in Summer School: No

Offered Externally: No

Credit Recovery Course: No

Humanities Support I utilizes evidenced based interventions like Just Words that provides a sophisticated study of word structure, explicitly teaching how English works to achieve decoding and spelling automaticity.

This course is designed to support students who have not mastered the foundational skills of language structure typically learned in Grades K–3, offering strategies that enable them to read and spell words independently and build the skills necessary to access and master grade-level standards.

SS501/501B – Humanities Support II and IIB (NOT OFFERED SY26/27)

Core Credits Possible: 0

Elective Credits Possible: 0.5 or 1

Offered During School Year: Yes

Offered in Summer School: No

Offered Externally: No

Credit Recovery Course: No

This course is a reading intervention course that enables students to raise their reading levels significantly in a short period of time. Students accomplish this by utilizing evidenced based interventions like Read180, which engages students in nonfiction leveled, relevant and exciting texts, and finally, using differentiated activities with embedded reading strategies and digital practice platforms like Lexia PowerUp that target students' areas of growth.

SS502 – Extended School Year (ESY)

Core Credits Possible: 0

Elective Credits Possible: 0

Offered During School Year: No

Offered in Summer School: Yes

Offered Externally: No

Credit Recovery Course: No

Extended school year (ESY) services are special education and related services that are provided to a student with a disability beyond the regular school year in accordance with the IEP.

SOCIO/EMOTIONAL SKILLS

SS100 – Life Management and Communication (NOT OFFERED SY26/27)

Core Credits Possible: 0

Elective Credits Possible: 0.5 or 1

Offered During School Year: Yes

Offered in Summer School: No

Offered Externally: No

Credit Recovery Course: No

These courses provide direct teaching, training, and reinforcement of specific skills needed for social emotional competencies. Students will learn skills related to conflict resolution, anger management, and pro-social interactions with peers and members of their community. Lessons and materials focus on developing the interpersonal social, emotional, communication, and problem-solving skills needed for students to make progress in the IEP. This class can be repeated until a student meets graduation requirements or exceeds age eligibility for special education services. This course was formally Pro-Social Skills prior to 2015-2016.

SS101 – Daily Living and Communication

Core Credits Possible: 0

Elective Credits Possible: 0.5 or 1

Offered During School Year: Yes

Offered in Summer School: No

Offered Externally: No

Credit Recovery Course: No

This course provides individualized instruction for acquiring and maintaining social and daily living skills. Lessons and materials focus on developing the interpersonal social, emotional, communication, and problem-solving skills, managing personal living space, grocery shopping, budgeting, paying bills, and time management (developing hobbies and leisure activities) needed for students to make progress in the IEP. Instruction will focus on independent living skills that will facilitate progress in the IEP. This class can be repeated until a student meets graduation requirements or exceeds age eligibility for special education services. This course was formally FAST Social Skills prior to 2015-2016.

TRANSITION/EMPLOYABILITY/VOCATIONAL SKILLS

SS200/201 – Introduction to Transition I and II

Core Credits Possible: 0

Elective Credits Possible: 0.5 or 1.0

Offered During School Year: Yes

Offered in Summer School: No

Offered Externally: No

Credit Recovery Course: No

This course is designed to meet the Transition IEP goal in the area of Post-Secondary Education. It is taught in a community setting and will support students' progress toward IEP Team their individualized post-secondary goals as identified by the IEP and transition plan. These courses assess students' interests and aptitudes while assisting them to explore post-secondary options that include college and employment. Students are also provided an opportunity to research a variety of career options based on their individual interests and aptitudes.

SS202/203 – College and Career Readiness I and II

Core Credits Possible: 0

Elective Credits Possible: 0.5 or 1.0

Offered During School Year: Yes

Offered in Summer School: No

Offered Externally: No

Credit Recovery Course: No

This course is designed to meet the Transition IEP goal in the area of Post-Secondary Education. This course will develop students' college and

career readiness skills. The class will consist of a project based component which will allow students to build a portfolio that will include: information about their employment skills, resume, interview techniques, learning style, and ideal careers for post-secondary life. They will also research colleges that will best support their goals and needs as a learner.

Students in this class will be supported to lead their own IEP meetings and learn self-advocacy skills to drive their own success.

SS204/205 – Community Based Instruction (CBI) I and II

Core Credits Possible: 0

Elective Credits Possible: 0.5 or 1.0

Offered During School Year: Yes

Offered in Summer School: No

Offered Externally: No

Credit Recovery Course: No

This course is designed to meet the Transition IEP goal in the area of Community Experiences. It is taught in a community setting and will support students' progress toward IEP Team their individualized post-secondary goals as identified by the IEP and transition plan. This course provides individualized instruction as identified in the IEP in mobility within the neighborhood community via written instructions and maps. Use of neighborhood resources such as the post office, bank, library, recycling plant, and local stores will also be explored. This class can be repeated until a student meets graduation requirements or exceeds age eligibility for special education services.

APPENDICES

APPENDIX A: ATTENDANCE POLICY

INTRODUCTION (applies to all three campuses)

Attendance is critical to every student's success at E.L. Haynes. Therefore, we expect students to attend school every day, arrive on time, and leave on time. The school will recognize excellent attendance.

If a student is absent with a valid reason, parents or the student must turn in written documentation within 5 days of the student's return. This will show up as an "excused absence" in our system and will allow students to make up work in their classes. If a student has over 10 days of unexcused absences, the family will be referred to Child and Family Services Administration (CFSA) for truancy.

Students with more than 5 total unexcused absences are required to have a family team meeting led by an attendance intervention specialist, grade-level administrator/lead, or Wellness Team member. Students and families may be required to participate in other interventions such as attendance plans, home visits, and frequent check-ins to support their student's attendance.

In alignment with the Office of the State Superintendent of Education (OSSE), and the District of Columbia Public Charter School Board (DCPCSB) maintains a comprehensive attendance policy to ensure students receive the full benefits of in-school instruction. This policy includes specific seat time requirements to determine whether a student is considered present or absent for the school day.

SCHOOL ATTENDANCE EXPECTATIONS

Regular attendance is essential for academic success and student growth. E.L. Haynes requires that all students attend school daily and arrive on time. Frequent absences, tardiness, and early dismissals negatively impact instructional time and students' learning opportunities.

Elementary School Attendance – 60/40 Seat Time Policy

Effective the 2025-26 school year, elementary students must attend at least 60% of the school day to be marked present. A student will be marked legally absent if any of the following conditions are met:

- The student arrives after 11:24 a.m. (Mondays, Tuesdays, Thursdays and Fridays)
- The student arrives after 10:21 a.m. (Wednesdays)
- The student leaves before 12:51 p.m. (Mondays, Tuesdays, Thursdays and Fridays)
- The student leaves before 11:24 a.m. (Wednesdays)
- The student both arrives late and leaves early, and is present for less than 60% of the school day

Secondary School Attendance – 60/40 Seat Time Policy

Secondary school students (middle and high school) are subject to the same 60/40 attendance rule. To be considered present for the day, students must attend at least 60% of their scheduled class periods. Failure to meet this threshold below, will result in a full-day absence.

- The student arrives after 11:10 a.m. (middle school - Mon., Tues., Thurs., and Fri.)
- The student arrives after 11:09 a.m. (middle school - Wed.)
- The student arrives after 11:42 a.m. (high school - Mon., Tues., Thurs., and Fri.)
- The student arrives after 10:42 a.m. (high school - Wed.)
- The student leaves before 12:45 p.m. (middle school - Mon., Tues., Thurs., and Fri.)
- The student leaves before 10:09 a.m. (middle school - Wed.)
- The student leaves before 1:03 p.m. (high school - Mon., Tues., Thurs., and Fri.)
- The student leaves before 11:33 a.m. (high school - Wed.)
- The student both arrives late and leaves early, and is present for less than 60% of the school day.

Students will be permitted to attend their regularly scheduled course upon arrival; however, they will be marked absent for the day if they are not present at least 60% of the school day.

ABSENCES

Attendance will be recorded in each classroom shortly after the beginning of the school day. An absence is defined as attending less than 60% of a school day. If you know your student will be absent, please send an email or send in a note when your child returns to school.

In order to excuse an absence, the school must receive a note or email from the family or a doctor. In the case of an absence longer than three days, a doctor's note is required. Notes and emails must be received within 5 school days of the absence. You may call the school's front office to inform us that your child will be absent; however, this call WILL NOT excuse the absence and is for our information only.

The note/email must include the date of absence, parent name, student name, and the valid reason for absence and be turned into the main office at the student's campus. Forms are available at the front desk. If no documentation is submitted to the Student Engagement and Attendance Coordinator, the absence will be considered unexcused. Reporting the absence does not automatically excuse the absence. Excused absences are granted in accordance with the following school policy. Valid reasons for absence from school include:

- Illness of the student or doctor's appointment;
- Exclusion due to quarantine, contagious disease, infection, infestation, or other condition requiring separation from other students for medical or health reasons;
- Illness or other immediate family emergency which requires the presence of the student outside the school;
- Death in the student's immediate family;
- Necessity for a student to attend any judicial proceeding as a party or witness;
- Observance of religious holy days;
- Suspension or expulsion from school by an administrator pursuant to E.L. Haynes discipline policy;
- Temporary closing of the school facility or suspension of classes due to severe weather, official activities, holidays, malfunctioning equipment, unsafe or unsanitary conditions, or other conditions requiring the closing of the school facility or suspension of classes; and

Extensive absences significantly diminish the ability of the student to learn. Families are expected to schedule recreational activities, school visits and vacations (including extended trips abroad) only during designated school breaks. If you need to schedule an appointment for your child, please try to do so on weekends, or before/after school.

Persistent absenteeism from school will result in the following actions being taken:

Each unexcused absence	After each unexcused absence the parent/guardian of the student will receive an automatic call, text, or email to notify them of the unexcused absence. <i>(Note: Please keep an up-to-date telephone number with your child's campus front desk.)</i>
3 unexcused absences	Once a student accrues 3 unexcused absences, the school will send a formal letter to the student's family regarding their student's unexcused absences explaining the school's attendance expectations. After 3 absences due to illness, the family must provide a doctor's note to excuse the absence.
5 unexcused absences (cumulative)	Once a student has accrued 5 unexcused absences, the student and their family are required to meet with the Attendance Support Team which includes the attendance intervention specialist, teacher/advisor, school administrator, and/or Wellness Team member to create an attendance intervention plan. Other interventions may include: • A letter mailed to the student's family regarding absences; or, • Referral to programs for truancy prevention support.
8 unexcused absences (cumulative)	Once a student has accrued 8 unexcused absences, a school administrator will send a letter to the student's family warning that their student is close to being considered "chronically truant", and the student and family may be required to meet with a school administrator (i.e. attendance intervention specialist, school leader, Wellness Team member) to discuss/revise the student's Attendance Intervention Plan.

	E.L. Haynes staff may conduct a home visit to ensure the safety of the student.
10 unexcused absences (cumulative)	E.L. Haynes will immediately refer all students who are ages 5-13 who have accrued 10 or more unexcused absences to the Child and Family Services Agency (CFSA), as required by D.C. law ¹ . Additionally, the school will send a letter home notifying the family of their student's truancy status.
15 unexcused absences (cumulative)	E.L. Haynes will immediately refer all students who are ages 14-17 who have accrued 15 or more unexcused absences to the Court Social Services Division of the Superior Court of the District of Columbia and to the Office of Attorney General Juvenile Section, as required by D.C. law ² . Additionally, the school will send a letter home notifying the family of their student's truancy status.
20 or more consecutive unexcused absences and withdrawal	If a student is absent 20 or more consecutive full school days without a valid reason or excuse, E.L. Haynes has the discretion to officially withdraw the student from the school ³ . E.L. Haynes will notify the family that the student has been withdrawn. <i>Please note, if a withdrawn student wants to return to E.L. Haynes for the next school year, s/he will need to reapply through the annual lottery process through My School DC.</i>

Students with disabilities will not be treated adversely for absences that are directly caused by their disabilities. As a result, it is important for staff and parents to work together to support student attendance.

ATTENDANCE INTERVENTION AND SUPPORT

Before an intervention meeting, parent(s)/guardian(s) will be notified by their preferred contact method, including calls, text messaging, and/or email. All parents/guardians will receive a notification that reminds them of their scheduled meeting.

Should a parent not respond after multiple attempts to schedule a meeting, teachers or administrators will notify the attendance and engagement coordinator, who will offer outreach support.

We will use the following strategies and interventions to support engaging identified students:

- Advisors, homeroom teachers, and school administrators will be our first line of support. Advisors or homeroom teachers will reach out to students and families on the first day of absence or lack of work completion.
- The attendance coordinator will streamline communication with school staff and community partners to identify and support students with attendance and engagement concerns.

¹ D.C. Mun. Regs. tit 5, § A2103.5(a) (2014).

² D.C. Mun. Regs. tit 5, § A2103.5(b) (2014).

³ D.C. Code § 38-203 (f-2) (2017).

- Attendance and engagement groups and individualized check-ins will be facilitated by the attendance coordinator and outside community agencies.
- Chronically disengaged students will be offered direct academic support and counseling following a facilitated parent-teacher conference with the students' academic team and parents.
- Chronically truant students will continue to be monitored closely by the attendance coordinator and grade-level teams throughout the year.
- Progress monitoring will take place at least weekly in the attendance and engagement meetings and grade level team meetings at each campus.
- Teachers, case managers, related service providers, campus leaders, the attendance coordinator, and community partners will streamline communication around student progress.
- The attendance coordinator will initiate foundational support to all families in the summer with a strong focus on outreach to families with attendance and engagement concerns to promote strong attendance in the upcoming school year.
- The attendance coordinator will email and call home to message attendance expectations for the upcoming school year as a part of our Tier I initiative.
- E.L. Haynes and community partners will recognize and offer incentives and certificates to promote strong attendance for all students.
- Parents will be notified about student progress via direct calls and texts in our parent communication platform (Parent Square). We will also use Infinite Campus messenger services and community-wide emails from our CAO, as needed.

ATTENDANCE, GRADES, AND PROMOTION

Student grading and promotion can be impacted by an accrual of unexcused absences as follows:

- Secondary students with ten (10) unexcused absences in any class shall receive an initial written notice that they are at risk of receiving a grade of "FA" (failure due to absences) in that subject upon accumulating more than thirty (30) unexcused absences unless an exception applies.²
- Secondary students with fifteen (15) unexcused absences in any class shall receive an additional written warning that they are at risk of receiving a grade of "FA" (failure due to absences) in that subject upon accumulating more than thirty (30) unexcused absences.
- Secondary students accumulating more than thirty (30) unexcused absences in a course within a full school year shall receive a failing final grade in that course with a resulting loss of course credit.³
- Any student in any grade accumulating more than thirty (30) unexcused absences within a school year shall only be promoted to the next grade if a written justification is submitted by the Principal to the Chief Academic Officer or designee. The Chief Academic Officer or designee will meet with the school's MTSS team and will make a final determination.

In instances where students may experience extenuating circumstances requiring extended absence from school, parents must provide supporting documentation and schedule a meeting with the grade-level administrator to establish a work plan for their student to make up the work that will be missed during their absence. Students should continue their studies according to their work plan so that they do not fall behind. Students who are not present in school for 20 consecutive days may be withdrawn from the school.

APPENDIX B: EARLY RELEASE AND EARLY DISMISSAL POLICY

I. Purpose and Intent

The purpose of this policy is to establish clear, consistent, and equitable procedures governing the early release and dismissal of high school students during the school day. The policy is designed to maximize instructional time, maintain a stable learning environment, and ensure student safety while complying with District of Columbia attendance requirements.

Early dismissals are limited to legitimate circumstances, including medical appointments, family emergencies, court appearances, or other school-approved reasons. When appropriate, early release may also support participation in approved academic, career-connected, and enrichment opportunities that enhance student learning. By establishing consistent expectations and procedures, this policy promotes accountability, minimizes disruptions to instruction, and safeguards the well-being of all students.

II. Definition of Early Dismissal and Early Release

Early Dismissal refers to a student leaving school before the end of the school day for an occasional, approved reason, such as:

- Medical or dental appointments
- Mental or behavioral health appointments
- Court appearances
- Family emergencies
- School-approved activities

Early Release is a recurring, school-approved schedule adjustment that allows eligible students to leave campus before the end of the school day to participate in approved opportunities such as:

- Dual Enrollment or Postsecondary Coursework
- School-approved Internships or Apprenticeships
- Career-Connected Work-Based Learning
- Verified Employment that supports a student's postsecondary or career goals
- Other school-approved educational or enrichment opportunities

III. Approved Reasons for Early Release or Early Dismissal

Early release or Early Dismissal may be approved only for the reasons listed below and must be consistent with E.L. Haynes Public Charter School's attendance expectations, instructional priorities, and graduation requirements.

1. Internship or Work-Based Learning

- Participation in a school-approved internship, apprenticeship, or

- career-connected learning experience.
- Verification from the host organization is required.
- The experience must align with the student's academic and postsecondary plan.

2. Employment

- Verified paid employment that supports the student's postsecondary or career goals.
- Employment must not interfere with required coursework, assessments, or graduation requirements.
- Documentation from the employer may be required.

3. Dual Enrollment or Postsecondary Coursework

- Enrollment in an approved college or university course that is scheduled during the regular school day.
- Verification of enrollment and class schedule is required.

4. School-Approved Academic, Leadership, or Enrichment Activities

Examples include, but are not limited to:

- Leadership development programs
- Athletic competitions or sanctioned training
- Performing or visual arts conservatories
- Service-learning or civic engagement opportunities
- Other school-sponsored academic or enrichment activities

All activities listed above require prior administrative approval.

5. Medical, Legal, or Family Emergencies

Occasional early release may be approved for legitimate personal circumstances, including:

- Medical or dental appointments
- Court appearances
- Family emergencies
- Mental or behavioral health appointments
- Other circumstances approved by school administration

Whenever possible, appointments should be scheduled outside of school hours to minimize the loss of instructional time.

Early release and early dismissals will not be approved for personal convenience, social activities, transportation arrangements, or unsupervised off-campus time. Approval is granted only for the specific date, time, and purpose requested and may be revoked if program or attendance expectations are not maintained.

IV. Procedures for Requesting and Approving Early Dismissal

To ensure student safety, maintain accurate attendance records, and minimize disruptions to instruction, the following procedures apply to all requests for early release or dismissal.

A. Advance Notification

Whenever possible, a parent or legal guardian must submit a written request for early dismissal before the start of the school day. Requests may be:

- A signed written note submitted to the Student Engagement and Attendance

- Coordinator or Front Desk Receptionist;
- A message sent through the school's approved parent communication platform; or
- Another school-approved written method of communication.

The request must include:

- Student's name and grade;
- Date and requested time of release;
- Reason for the early dismissal; and
- Name of the individual authorized to pick up the student, if applicable.

B. Verification of Requests

For the safety and security of all students, the school will verify early dismissal requests before releasing a student.

- Telephone calls requesting immediate dismissal ("call-outs") will **not** be accepted as the sole authorization for early release.
- School staff may contact the parent or legal guardian to verify a written request.

If the request cannot be verified or the individual requesting dismissal is not authorized, the student will not be released until verification is obtained.

C. Early Dismissal Cutoff

To preserve instructional time and ensure orderly end-of-day dismissal procedures:

- Early dismissals **will not** be permitted during the final **45** minutes of the school day.
- Exceptions may be granted only for documented emergencies or circumstances approved by a school administrator.
- During this period, office staff will not interrupt classroom instruction to facilitate routine early dismissals.

D. Frequency of Early Dismissals

Frequent early dismissals reduce instructional time and may negatively affect academic progress. The school monitors patterns of early dismissal and may implement interventions when excessive dismissals occur.

- Parents or guardians may request occasional early dismissals for approved reasons.
- When early dismissals become frequent or recurring, the school may require supporting documentation, such as a healthcare provider's note, court documentation, or other official verification.
- Excessive or unverified early dismissals may be recorded as unexcused partial absences in accordance with District of Columbia attendance requirements and school attendance policies.

E. Attendance Review and Intervention

When a student's pattern of early dismissals raises concerns regarding attendance or academic progress, the school may implement a graduated intervention process, which may include:

- Notification to the parent or guardian regarding the student's loss of instructional time.
- A conference with the student, parent or guardian, counselor, or administrator to identify barriers and develop an attendance support plan.
- Ongoing attendance monitoring and, when appropriate, referral to the school's

Student Engagement and Attendance Coordinator in accordance with District of Columbia attendance regulations.

V. Procedures for Requesting and Approving Early Release

Early release is a privilege granted by the school, not an entitlement, and must not interfere with graduation requirements or compulsory attendance laws.

A. Eligibility Requirements

To be eligible for early release, a student must:

- Be enrolled in grades 11–12
- Have 85% or higher in-seat attendance rate
- Be in good academic standing (2.5+ Cumulative GPA)
- Be in good behavioral standing
- Submit required documentation and receive prior administrative approval
- Have written parent/guardian consent if under the age of 18

The school reserves the right to deny or revoke early release if eligibility requirements are not maintained.

B. Recurring Early Release Application and Approval Process

Students requesting recurring early release for employment, internships, dual enrollment, or other approved educational opportunities must complete the Early Release Application process.

The following requirements apply:

- A completed Early Release Request Form signed by both the student and parent/guardian.
- Submission of all required supporting documentation, such as:
 - Employer verification;
 - Internship or apprenticeship agreement;
 - College or university class schedule;
 - Program acceptance letter; or
 - Other documentation requested by the school.
- Applications should be submitted by August 15 for the Fall Semester and January 15 for the Spring Semester. Requests submitted after these dates may be considered on a case-by-case basis.
- The High School Counselor/Registrar will review the application to ensure the request supports the student's academic progress, graduation requirements, and postsecondary goals.
- Final approval rests with the Principal or designee.
- Approved early release arrangements will appear on the students schedule and be documented in the student's attendance and educational records.

Students granted early release are excused only for the specific time period and purpose authorized by the school. Any absence beyond the approved release period may be considered unexcused unless otherwise approved in accordance with school attendance policies.

C. Attendance Expectations and Student Accountability

Students approved for recurring early release remain responsible for meeting all academic and attendance expectations.

Students participating in an approved early release program:

- May be approved for up to three (3) hours of early release during the instructional day, as determined by the approved program and student schedule.
- Must attend all scheduled classes outside of the approved early release period.
- Are responsible for completing all coursework, assignments, assessments, and graduation requirements.
- Must maintain satisfactory attendance, academic progress, and behavior to remain eligible for continued participation.

Failure to meet these expectations may result in the modification or revocation of early release privileges.

D. Student Safety and Release Procedures

To ensure student safety and accountability:

- Students must sign out through the school's designated attendance procedures before leaving campus.
- Students may leave campus only during their approved early release period.
- Once a student has been properly released, supervision becomes the responsibility of the parent/guardian or the student, as appropriate.
- Transportation to and from the approved activity is the responsibility of the student and family.
- Failure to follow established sign-out procedures or misuse of early release privileges may result in disciplinary action and/or revocation of early release approval.

E. Review, Modification, and Revocation

Early release approval is a privilege and is subject to ongoing review throughout the school year.

The school may modify, suspend, or revoke approval if:

- Attendance falls below school expectations;
- Academic performance declines;
- Behavioral concerns interfere with student success;
- Required documentation is incomplete, inaccurate, expired, or no longer valid;
- The approved internship, employment, dual enrollment, or other qualifying activity changes or ends; or
- The student fails to comply with the requirements of this policy.

Whenever practicable, the student and parent/guardian will be notified of concerns and provided an opportunity to address them before approval is revoked.

F. Equity and Consistency

Early release decisions will be made in a fair, consistent, and nondiscriminatory manner in accordance with E.L. Haynes Public Charter School's commitment to equity and applicable District of Columbia laws and regulations.

The school will strive to provide equitable access to approved academic, career-connected, and enrichment opportunities while balancing instructional priorities, student safety, and attendance requirements.

