



HIGH SCHOOL COURSE CATALOG

2021 - 2022

E.L. Haynes High School
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Be Kind. Work Hard. Get Smart.

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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. It's imperative you thoroughly review the course catalog and familiarize yourself with the different course offerings as your choices directly impact your transcript you will use to apply to college.

E.L. Haynes offers a wide range of courses from Advanced Placement (AP) classes to prepare you for (and, depending on the results of your AP test, may earn you credit for) college, to a variety of electives spanning from art to music to hone in on your creative side, to skills to prepare you for the real-world. You are encouraged to seek advice from parents and advisors when making course selections to find the right balance of challenging yourself academically and tapping into interests and talents to foster personal growth.

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

Our mission at E.L. Haynes is to provide a well-rounded education to you, our students, so you may reach high levels of academic achievement and be prepared to succeed at the college of your choice. 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 an Academic Administrator or Registrar.

Sincerely,

Emily Hueber-Stoetzer
Principal

STUDENT RESOURCES

College Counseling Office

The College Counseling office at E.L. Haynes is committed to working with students to provide advice and support on choosing colleges, financial aid, and scholarship opportunities. Starting in their junior year of school, students will periodically meet with the College Counseling office about their future plans. Seniors will meet weekly with the College Counseling office and craft their college lists, essays and applications throughout the year. Juniors and seniors meet with the College Counseling office frequently, but all families and students at E.L. Haynes are welcome to meet with the College Counseling team at any point throughout the year.

Registrar

The high school registrar is available to process transcript requests for scholarship and summer programs at any given time throughout the year. Hard copy request forms are available in the front lobby of the school, and families can email registrar@elhaynes.org to request a transcript form. We kindly request that students and families submit their request with at least three days' notice. This is to ensure we can process your request in a timely fashion and to respect the time of others. The registrar can expedite the transcript request process for special circumstances.

The high school registrar also collects and processes community service for all high school students and provide work permits throughout the year.

For any other inquiries, you may email registrar@elhaynes.org to have your question answered.

Requesting Previous Versions of the Course Catalog

Each year, E.L. Haynes produces an updated course catalog to reflect the courses being offered. To reference previous offerings, you may send an email to registrar@elhaynes.org for an older version of the course catalog.

POLICIES

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 below 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.

Promotion Policy

At E.L. Haynes, a grade of D 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, recover credit during the summer or next school year.

Transfer Policy

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 Honors or Advanced Placement courses.

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.

Course	Transfer Credit Requirement(s)
Algebra I	Final grade of D or better in a full-year of coursework or equivalent; and Score of 2.0 or higher on the Algebra I final exam.
Geometry	Final grade of D or better in a full year of coursework or equivalent; and Score of 2.0 or higher on the E.L. Haynes Geometry final exam.
Algebra II/Trigonometry	Final grade of D or better in a full year of coursework or equivalent; and Score of 2.0 or higher on the E.L. Haynes Algebra II final exam.
Spanish I for Beginners	Final grade of D or better in a full year of coursework or equivalent; and Score of 2.0 or higher on the E.L. Haynes Spanish I final exam.
Spanish II	Final grade of D or better in a full-year of coursework or equivalent; and Score of 2.0 or higher on the E.L. Haynes Spanish II final exam.
Chemistry	Final grade of D or better in a full year of coursework or

	equivalent; and Score of 2.0 or higher on the E.L. Haynes Chemistry final exam.
Biology	Final grade of D or better in a full-year of coursework or equivalent.
Physics	Final grade of D or better in a full-year of coursework or equivalent; and Score of 2.0 or higher on the E.L. Haynes Physics final exam.
World Literature, English 9	Final grade of D or better in a full-year of coursework or equivalent.
U.S. Literature, English 10	Final grade of D or better in a full-year of coursework or equivalent.
World History	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.
Any Elective Course	Final grade of D or better in a full-year of coursework or equivalent.

Dual Enrollment Policy

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 their College Counselor to receive guidelines on how to enroll in the Dual Enrollment program.

Academic Waiver Policy

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 School Registrar 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 request 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 School Registrar have 30 days to file an appeal and provide updated supportive documents.
6. Approved and denied waivers will be placed in the student's file.

E.L. HAYNES GRADUATION REQUIREMENTS

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 his or her choice. Every E.L. Haynes student 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.

The graduation requirements of E.L. Haynes High School 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	4
Math	Four (4.0) core credits including Algebra I, Geometry, and Algebra II*	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, D.C. History, and Government	4
Art	One half (.5) credit	.5
Electives	Three and one-half (3.5) credits**	3.5
Health and Fitness	One and one-half (1.5) credits***	1.5
Music	One half (.5) credit	.5
World Language	Two (2.0) credits	2
TOTAL		24

Credit Distribution is as follows:

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

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

***Students who play a team sport can earn up to 0.5 credit toward health/fitness credits for participation in a sport

Students who receive a "D" or higher will be awarded:

- 9th and 10th Grade: 2 credits for English, Math and AP Courses; 1 credit for Science, Social Studies, World Language, Fitness/PE, Art, Music and Electives; 0.5 credits for Advisory (each semester).
- 11th and 12th Grade: 1 credit for English, Math. 2 credits for AP Courses; 1 credit for Science, Social Studies, World Language, Fitness/PE, Art, Music and Electives; 0.5 credits for Advisory (each semester).

In addition to the course requirements, all students are required to successfully complete **one hundred (100) hours** of School-approved community service by graduation. Students must submit documentation of community service to the registrar to be tracked for graduation.

CERTIFICATE OF COMPLETION

Graduation Requirements

Special education students who are not working toward a high school diploma may receive a Certificate of Completion upon graduation from high school. The intent of the Certificate of Completion is to award a document to a special education student who completes the public education program as prescribed in their IEP. Students are awarded this certificate as a part of the high school graduation ceremony. No distinction is made between students receiving a diploma versus those receiving a certificate. Students may fully participate 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 mastered their IEP goals, completed high school coursework, but have not completed the requirements for a standard high school diploma. To earn a Certificate of Completion, students must earn 24.0 credits in specialized courses.

Graduation requirements must be fully delineated in the IEP and mirror the expectations for earning a high school diploma with regard to attendance 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. If the student is 20 years old or younger and 5 credits away from completing a standard Team High School Diploma, a Certificate of Completion is not an option. Goals and objectives are documented in the Quarterly Progress Reports. Students working toward a Certificate of Completion have specific graduation requirements in their IEP beginning in their freshman year and continuing through their senior year.

The decision to allow a student to pursue a standard High School Diploma or a Certificate of Completion may be changed at any time to align with a student's progress. The following courses are eligible to transfer from a Certificate of Complete track to a High School Diploma Track

Certificate Track Courses	High School Track Courses
Applied English 9	World Literature
Applied English 10	US Literature
Applied English 11	English Literature & Composition
Applied Earth & Space Science	Earth & Space Science
Applied Math 10, 11, 12	4th Year Math Course
Applied Social Studies 9, 10, 11, 12	4th Year Social Studies Course
Daily Living	

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

Please refer to page 9 for details on how to request a course waiver.

Subject Area	Credits
Electives <i>(students enrolled in general education electives will receive modified course work, grades, and expectations)</i>	5.5
English	4
Health and Physical Education <i>(modified course work, grades, and expectations)</i>	1.5
Math	4
Science	4
Social Studies	4
Transition	1
TOTAL	24

SAMPLE COURSE PROGRESSION FOR 2023 COHORT

(Applicable for students who started 9th grade at E.L. Haynes in 2019-2020)

Core Classes

Grade	Math	Science	English	History
9th	Algebra I*	Earth and Space Science	World Literature	World History*
10th	Geometry* or Geometry* & Algebra II*	Biology*	U.S. Literature	AP U.S. History or US History*
11th	Algebra II* or Pre-Calculus	Chemistry* (AP Biology†)	Lit & Composition or AP Lit & Composition	AP Gov't or Gov & Civics*
12th	Advanced Quantitative Reasoning or AP Calculus	AP Physics or Advanced Physics	English Lang & Composition or AP Lang & Composition	Sociology and DC History*

*Specific course required †Optional as a second course

Core Classes

Subject	9th	10th	11th	12th
World Language	Spanish for Beginners/Spanish II Honors	Spanish II/III	Spanish IV, AP Spanish	
Art	Drawing I; Painting I; Printmaking; AP Art			
Music	Introduction to Music, Advanced Piano; Vocal Performance; Music Production			
Health and Wellness	Fitness; Fitness 2; Health Education; Phys Ed and Health Concepts; Dance, Anatomy Physiology			
Electives	Reference course catalog for options			
College Level	AP Class	AP Class	AP Class	AP Class; Advanced Quantitative Reasoning; Adv. Physics
Community Service	25 hours	25 hours	25 hours	25 hours

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

COURSE DESCRIPTIONS

ENGLISH

ENG100 – English for English Learners I and II

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 course is designed for English 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.

ENG102 – English Language Development

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

ENG103 – Humanities Support 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

The System 44 is a targeted reading enrichment course dedicated to helping students become confident and fluent independent readers. The Systems 44 directly and systematically teaches students how to fluently and accurately decode and it also thoroughly teaches total word construction and not just phonics. Students learn to encode (spell) as they learn to decode.

ENG105 – Humanities Support 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

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 tools like the Read180 instructional software program, the Read180 rbook which engages students in non-fiction leveled, relevant and exciting texts, and finally, using differentiated activities that include a variety of reading strategies to target student's areas of growth while building vocabulary. Students are also expected to read and annotate 10 to 15 independent reading leveled books per quarter. Students enrolled in this course should plan to read and engage with approximately 60 books per school year.

ENG200 – World Literature

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 first year writing course introduces students to the form and techniques of different writings through a lens of gender. The course balance 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 – US Literature

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

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 race. The course, driven by novels, short stories, fiction and non-fiction will tackle the question of racial identity, challenge racial categories, hierarchies, and perceptions. Students will learn about the human experience through various works including non-fiction, fiction, poetry, science writing, scientific and technical communication and digital media.

ENG400 – English Literature & 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 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: Sherman Alexie, Audre Lorde, Louis Edrich, and Elizabeth Cady Stanton. With knowledge of these texts, students participate in both timed and longer writing exercises and discussion and are accountable for independent reading.

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 lens. 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.

ENG500 – 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 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.

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.

MATHEMATICS

MAT200 – Algebra I

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 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.

MAT300 – Geometry

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 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.

MAT400 – Algebra II/Trigonometry

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

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.

MAT505H – PreCalculus Honors

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.

MAT600 – Advanced Quantitative Reasoning

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

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.

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.

MAT705APBC – AP Calculus BC

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.

MAT800 – Financial Literacy

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 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

SCIENCE

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.

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.

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.

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?

SCI402 – AP Physics

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 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.

HISTORY

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 the American identity, culture, demographic and population shifts, economic trade, the environment, the human rights movements, religion, and slavery.

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.

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 respond 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.

HIS300A – Government

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. Government credit recovery is a semester block or yearlong course.

HIS300B – Civics

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 respond 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. Civics credit recovery is a semester block or yearlong course.

HIS305 – AP Government and Politics: US

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.

HIS400 – DC History/Sociology

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.

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. DC History credit recovery is a semester block or yearlong course.

HIS400B – 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 D.C. Sociology credit recovery is a semester block or yearlong course.

WORLD LANGUAGE

WL100 – Spanish I for Beginners

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

This course is designed for students with no previous knowledge of Spanish. Students will learn basic grammar in an oral/aural context in each class. Students of Spanish I for Beginners are expected to develop the four language skills of speaking, listening, basic reading and writing as well as an appreciation of Latino culture. Students will be exposed to native speakers of Spanish in various formats.

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.

WL200H – Spanish II Honors

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.

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

Students of Spanish III 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.

WL400 – Spanish IV

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

Students of Spanish III 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.

WL505AP – AP Spanish Language and Culture

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

The AP Spanish Language and Culture course provides students with opportunities to develop language proficiency across the three modes of communication: Interpretive, Interpersonal, and Presentational. Students learn about culture through the use of authentic materials that are representative of the Spanish-speaking world. Materials include a variety of different media, e.g., journalistic and literary works, podcasts, interviews, movies, charts, and graphs. AP Spanish Language and Culture is a language acquisition course designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where Spanish is spoken and as such, is an immersion experience requiring almost exclusive use of Spanish, a requirement which class participation grades reflect. Students will be prepared to take the AP Spanish exam at the end of this course.

ART

HSAR100 – Introduction to Art

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 theories, techniques, and practices of representational drawing with an emphasis on the application of design.

HSAR101 – Drawing 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: 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.

HSAR200 – Painting 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

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.

HSAR300 – Printmaking

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 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.

HSAR405AP – AP Art

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

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.

MUSIC

HSMU100 – Introduction to Music

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

This class is an introductory course for students interested in music. This course provides students an overview of music theory, composition and playing instruments.

HSMU200 – Introduction to Piano

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 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

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 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.

HSMU300 – Music Theater

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

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.

HEALTH AND FITNESS

HLT100 – Fitness

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

Fitness 1 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. Evaluation is based upon the fitness assessment, skills, knowledge (written exams), effort, sportsmanship and class participation.

HLT102 – Fitness 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: 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 took Fitness I. Grades are earned using a point system based on students' attendance, participation, cooperation, and completion of assignments.

HLT104 – Physical Education

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

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.

HLT200 – Health Education

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

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

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

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.

HLT300 – Personal Wellness and Fitness

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 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

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.

HLT400 – Dance

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.

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.

HSEL102 – Peer Court

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 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.

HSEL200/201 – Introduction to African American History and Culture I and 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

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.

HSEL203 – Movement for Black Lives

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 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

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.

HSEL300 – Creative Writing

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 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 course's end.

HSEL302 – Ethics

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 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

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.

HSEL400 – Engineering

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

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 – Computer Science

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.

HSEL402 – History of Global Disease

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 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.

SPECIAL EDUCATION ELECTIVES

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

SOCIO/EMOTIONAL SKILLS

SS100 – Life Management and Communication

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

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: 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: 1

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: 1

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: 1

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.

CERTIFICATE OF COMPLETION COURSES

Course Descriptions

CORE ACADEMIC COURSES

FA100 – Applied English Skills 9

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 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

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 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

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 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

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 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

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 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

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 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

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 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

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 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

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

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

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

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.

FA400 – Applied Earth and 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

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

ANTI-BULLYING AND SEXUAL HARASSMENT PROCEDURES

Objectives and Purpose

In the creation and support of school climates that are safe places to learn, there is an evolving recognition that bullying is a very toxic form of abuse among peers. Students who are bullied and those who instigate bullying are at significant risk of experiencing a range of health, safety, and educational risks. At E.L. Haynes, we will do everything possible to create and preserve a safe school climate for all students through proactive anti-bullying education, immediate enforcement to stop bullying behaviors along with well-defined and effective consequences for violations.

Definitions and Examples

E.L. Haynes defines bullying as any severe, pervasive, or persistent act or conduct whether physical, electronic, or verbal that:

1. May be based on a youth's actual or perceived race, color, ethnicity, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, intellectual ability, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, place or residence or business, or any other distinguishing characteristic, or on a youth's association with a person, or group with any person, with one or more of the actual or perceived foregoing characteristics; and
2. Can reasonably be predicted to:
 - a. Place the youth in reasonable fear of physical harm to their person or property;
 - b. Cause a substantial detrimental effect on the youth's physical or mental health;
 - c. Substantially interfere with the youth's academic performance or attendance; or
 - d. Substantially interfere with the youth's ability to participate in or benefit from the services, activities, or privileges provided by an agency, educational institution, or grantee.

3. Some examples of bullying are:
 - a. Pushing, hitting, kicking or throwing things at someone.
 - b. Stealing or damaging another person's property.
 - c. Name calling or teasing, in person or online.
 - d. Threatening to hurt someone, in person or online.
 - e. Leaving someone out on purpose and without good reason.
 - f. Spreading rumors about someone, in person or online.

E.L. Haynes defines sexual harassment as unwelcome conduct of a sexual nature. Sexual harassment can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual harassment includes sexual violence, which E.L. Haynes defines as physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent. Sexual harassment can be carried out by school employees, other students, or third parties. This policy applies to sexual harassment by other students. Complaints about sexual harassment by school employees or third parties should be made pursuant to E.L. Haynes' Grievance Procedures, which can be found in the Family Handbook.

Prohibition against Bullying and Sexual Harassment

Acts of bullying, including cyberbullying, and sexual harassment whether by youth, volunteers or staff, are prohibited:

1. On E.L. Haynes grounds and immediately adjacent property, at E.L. Haynes -sponsored or related events on and off E.L. Haynes grounds, on any vehicle used for E.L. Haynes business, at any transit stop at which youth wait to be transported to E.L. Haynes business, or through the use of any electronic devices owned by the E.L. Haynes, leased by the E.L. Haynes or used for E.L. Haynes business; and
2. At a location unrelated to the E.L. Haynes, through the use of any electronic devices, including those not owned or leased by the E.L. Haynes, if the acts of bullying or cyberbullying create a hostile environment at the school for the victim or witnesses, infringe on their

rights at E.L. Haynes, or substantially disrupt the orderly operation of the school.

Retaliation against a youth, volunteer or staff member who reports bullying/sexual harassment, provides information about an act of bullying/sexual harassment, or witnesses an act of bullying/sexual harassment is also prohibited.

Publication and Contact Information

This policy and a list of anti-bullying/sexual harassment resources will be made available on E.L. Haynes website. The policy will be available to youth and parents of youth in contact with E.L. Haynes at any time upon request, and E.L. Haynes will emphasize that the policy applies to participation in functions sponsored by E.L. Haynes.

The Director of Student Wellness is responsible for coordinating E.L. Haynes bullying/sexual harassment prevention efforts. All questions, comments and concerns about the bullying/sexual harassment policy and E.L. Haynes prevention efforts should be able to be directed to the Director of Student Wellness at (202) 667-4446.

Expected Conduct

E. L. Haynes expects youth to behave in a way that supports E.L. Haynes' objective to provide a safe and welcoming environment for other youth, E.L. Haynes staff, and community members. Youth who are part of the E.L. Haynes community are expected to Be Kind, Work Hard, and Get Smart. The more detailed code of conduct and expectations for behavior can be found in the Student Handbook on our website.

Training

E.L. Haynes will provide to all personnel whose duties consistently bring them into contact with youth by design or incident, training on E.L. Haynes'

prevention curriculum, as well as the procedures for responding to and reporting an incident of bullying/sexual harassment. Staff will also learn to engage with each other and youth reflectively to build an agency-wide atmosphere of respect. This training will be provided regularly to E.L. Haynes staff by the opening of each academic school year, and continued through anti-bullying lessons during advisory.

Reporting Incidents of Bullying/Sexual Harassment or Retaliation (DC Code § 2-1535.03(b)(6))

E.L. Haynes expects all staff members and volunteers to report incidents of bullying/sexual harassment or retaliation they witness or are made aware of. Staff members should immediately record all such incidents in SchoolForce, following procedures for reporting behavior incidents. Any student who believes that they have been bullied/sexually harassed, or who has seen another student being bullied/sexually harassed, should report the problem immediately to a teacher or other adult on campus. Any ELH employee or parent who witnesses a bullying/sexual harassment incident should report it to the campus Principal, social worker, Director of Student Wellness, or any other staff person (contact information is available online at www.elhaynes.org or you may contact either campus via phone). Reports can also be made anonymously through a locked box on each campus or online by e-mailing a detailed description of the incident to bullyreport@elhaynes.org. No formal response will be taken on an anonymous report alone. Such a report may trigger an investigation that results in disciplinary action.

Investigating Incidents of Bullying/Sexual Harassment (DC Code § 2-1535.03(b)(7))

If an incident of bullying, harassment or intimidation is reported, the campus Principal or designated staff member will respond quickly and appropriately to investigate and intervene. Complaints or reports of bullying/sexual harassment will be investigated in an adequate, reliable and impartial manner. Each investigation will include, as necessary, interviewing witnesses, obtaining documents and allowing parties to present evidence. All

documentation related to the investigation will remain confidential. The staff will take steps to ensure the safety of all parties involved and determine whether the incident was one of bullying/sexual harassment. The staff will also take steps to provide the complainant with periodic updates on the status of the investigation. Once bullying/sexual harassment behavior has been determined, the following groups will be notified as needed by E.L. Haynes, making every effort to protect confidentiality of those who report bullying/sexual harassment:

- Parents and guardians: E.L. Haynes will notify the parents or guardians of victims, instigators, and witnesses as appropriate, about the nature of the incident and the steps in place to respond to it. The Principal will determine if parents or guardians should be informed prior to or after the investigation of the incident.
- Schools: E.L. Haynes will notify the schools of all victims and instigators in an incident of bullying/harassment to ensure that youth are not victimized across schools, and that comprehensive service and protection can be provided.
- Law enforcement agencies: If E.L. Haynes determines that the reported incident may involve criminal activity or the basis for criminal charges, information about the incident must be conveyed to the appropriate law enforcement agencies.

Within thirty (30) days of receiving a report of bullying, the Principal will conduct the investigation and respond to the parents of the students involved in writing, summarizing the course and outcome of the investigation and identifying an appropriate resolution. If it is determined that bullying/sexual harassment has occurred, appropriate corrective and remedial action will be taken. E.L. Haynes will make determinations as to whether a reported incident constitutes bullying/harassment based on all of the facts and circumstances surrounding the incident. E.L. Haynes will use a preponderance of the evidence standard (i.e., more likely than not that bullying/sexual harassment occurred) when resolving complaints.

steps will be taken as necessary to protect suspected victims of bullying/sexual harassment during the course of the investigation process.

E.L. Haynes will make every effort to protect confidentiality during the course of the investigation. The individual responsible for conducting the investigation will be responsible for making determinations about confidentiality.

Sanctions and Remedies for Bullying/Sexual Harassment

E.L. Haynes recognizes that for sanctions to be an effective component of a bullying/sexual harassment prevention plan, they must be applied consistently, fairly, and equitably. To this end, E.L. Haynes will ensure that staff follows these guidelines as closely as possible, while allowing for flexibility to adapt sanctions to individual contexts. For violations of the anti-bullying policy, the consequences below will be applied in sequential order and the staff will explicitly state what the consequence will be if bullying/sexual harassment continues. These sanctions and remedies are designed to (a) appropriately correct the bullying/sexual harassment behavior; (b) prevent another occurrence of bullying/sexual harassment or retaliation; (c) protect the target of bullying/sexual harassment; and are flexible and can be varied in method and severity based on: (i) nature of the incident; (ii) developmental age of the person committing the act at issue, and; (iii) any history of problem behavior from the person committing the act at issue. The Principal may apply more than one consequence, or skip a step, depending on the severity and nature of the violation.

First Incidence of Bullying/Sexual Harassment Behavior:

- Student-Teacher/ELH Staff Member Conference
- Parent Contact by phone
- Formal Student Apology to Bullied/Harassed Student
- Tier 1 Discipline Consequence

Second Incidence of Bullying/Sexual Harassment Behavior:

- Student Conference with Restorative Justice Coordinator and/or Administrator
- Student-Parent Conference with Restorative Justice Coordinator and/or Administrator

- Formal Student Apology to Bullied/Harassed Student
- Behavior Plan/Anti-Bullying/Harassment Contract
- Tier 2 Discipline Consequence

Third Incidence of Bullying/Sexual Harassment Behavior:

- Student Conference with Principal
- Parent Conference with Principal, which may include parents of both bullying/harassing and bullied/harassed student
- Review of Behavior Plan/Anti-Bullying/Harassment Contract
- Formal Student Apology to Bullied/Harassed Student and Community
- Tier 2 Discipline Consequence

Fourth Incidence of Bullying/Harassment Behavior:

- Parent-Student Conference with Administrator
- Review of Behavior Plan/Anti-Bullying/Harassment Contract
- Tier 3 Discipline Consequence, which may include suspension

Fifth Incidence of Bullying/Harassment Behavior:

- Parent-Student Conference with Administrator
- Review of Behavior Plan/Anti-Bullying/Harassment Contract
- Tier 4 Discipline Consequence, which may include suspension

Sixth Incidence of Bullying/Harassment Behavior:

- Parent-Student Conference with Administrator
- Review of Behavior Plan/Anti-Bullying/Harassment Contract
- Tier 5 Discipline Consequence, which may include recommendation for expulsion

Identifying At-Risk Youth and Controlling At-Risk Areas

All staff at E.L. Haynes will actively seek out youth who are at risk of being victims or instigators to proactively remedy incidents of bullying/sexual harassment before they occur. If a location on E.L. Haynes premises is

identified by E.L. Haynes' data collection efforts as being particularly prone to hosting incidents of bullying/sexual harassment, the Principal will take steps to improve the safety and security of that location for E.L. Haynes youth by measures such as: reducing traffic to such areas, altering schedules of activity groups, or increasing supervision. E.L. Haynes will take measures to address an at-risk location no more than one month after receiving information on the presence of such an area on E.L. Haynes premises.

Services for At-Risk Youth

The objective of secondary services is to support at-risk youth and address risk behaviors before they become serious safety or disciplinary issues. To this end, remedial measures will be tailored to the youth receiving them to build on youth strengths while addressing skills and behavior deficits. E.L. Haynes uses the system of Positive Behavior Interventions and Supports and restorative practices to build on youth strengths while addressing behavior deficits and harm to the community. Resources will be given directly to youth and may include peer support groups, alternative educational or institutional placement, behavior management plans, parent conferences or service learning experiences. If E.L. Haynes does not have access to services appropriate to a youth's needs, they will refer the youth to an outside agency who can address these needs rather than substituting other services that E.L. Haynes can provide.

Reporting to the Citywide Coordinator

E.L. Haynes will provide a report of bullying prevention and incident metrics to the citywide coordinator annually. The E.L. Haynes report will include the aggregate incidents of bullying and any other information that the Mayor determines is necessary or appropriate. To ensure confidentiality, reports provided to outside agencies will not include identifying information about the parties involved in an incident, and will report data only in the aggregate.

Appeals

Any party who not satisfied with the outcome of the initial investigation and response from E.L. Haynes may appeal in writing to the Chair of the Board of Trustees within thirty days of the date of the response summarizing the outcome of the investigation. The written appeal must contain the person's reasons for not accepting the response from E.L. Haynes. The appeal, in letter form, may be submitted to the Head of School who will relay it to the Chair of the Board of Trustees. E.L. Haynes will complete a secondary investigation within 30 days of receipt of an appeal, unless: (i) circumstances require additional time to complete a thorough investigation; (ii) the higher-level authority sets forth those circumstances in writing, and; the additional time is not to exceed 15 days. Within 30 days from receiving the results of the secondary investigation, the Chair of the Board of Trustees will respond in writing to the person appealing as to the action to be taken. Additionally, all parties may seek further redress under the Human Rights Act.

Resources for Parents

- [Eliminating Bullying](#) - A "Report to Parents" - National Association of Elementary Principals
- [Bullying at School and Online](#) – from education.com
- ["What Every Parent Should Know About Bullying"](#) - from Safe and Supportive Schools
- [Tips for Parents](#) - from author Allen Beane and the "Bully Free Program"
- [What If Your Child Is the Bully?](#) - from the PACER Center
- [A Brief Look at the Differences Between Teasing and Bullying](#) - from author Jeff Dess
- [Bullies and Victims: Information for Parents](#) - from National Ass'n of School Psychologists
- [Bullying Prevention - Recommendations for Parents](#) - from the Safe Communities, Safe Schools
- [Bullying Prevention: Tips for Teachers, Principals, and Parents](#) - Edutopia.org
- [Questions and Answers on Title IX and Sexual Violence](#)
- [U.S. Department of Education- Know Your Rights](#)

Resources for Students

- [Wide Angle Youth Media - Bullying](#) - Videos created by young people in Baltimore
- [Report It - Cyberbullying](#) - Links to abuse reporting sites for social networks
- [Advice for Youth](#) - from Stan Davis, bullying expert and founder of Stop Bullying Now
- [Kids Against Bullying](#) - from PACER's National Bullying Prevention Center

Resources Relating to LGBTQ Students

- [GLSEN](#) - Gay, Lesbian & Straight Education Network
- [It Gets Better Project](#)
- [PFLAG](#) - Parents, Friends and Families of Lesbians and Gays
- [Queer Youth Advice for Educators](#) - Booklet for promoting respect and safety
- [Bullying of LGBT Youth and Those Perceived to Have Different Sexual Orientations](#)

Resources Relating to Students with Disabilities

- [Bullying and Youth with Disabilities and Special Health Needs](#) - from StopBullying.gov
- [National Bullying Prevention Center](#) - from PACER.org
- [Bullying and Learning Disabilities](#) - from the National Center for Learning Disabilities
- [Bully Free World](#) - Special Needs Toolkit from The Bully Project
- [Bullying Resources and Toolkits](#) - from AbilityPath.org
- [Briefing Paper: Bullying and Students with Disabilities"](#) - from the Nat'l Council on Disability
- ["Bullying and Disabled Kids"](#) - from GreatSchools.org
- [Protecting Your Child from Bullying in School](#) - from About.com-Learning Disabilities
- [Vulnerable Targets: Students with Disabilities and Bullying](#) - from Federation for Children with Special Needs

- [Keeping Students with Disabilities Safe from Bullying](#) - Dear Colleagues Letter from the Office of Special
- Education and Rehabilitative Services, U.S. Department of Education

General Resources and Those Relating to School Climate

- [Youth Voice Project](#) - Summary of Research into What Students Report Helped Stop Bullying
- [How Bullying Affects Children](#) - Hazelden Publishing, Olweus Bullying Prevention Program
- [Bullying in Schools: An Overview](#) - Office of Juvenile Justice and Delinquency Prevention
- [Climate Based Strategies for Violence Prevention](#) - Brief Pamphlet from NAESP
- [Infographic - Bullying: What You Need to Know](#) - from stopbullying.gov

Be Kind.
Work Hard.
Get Smart.