

BRIDGING THE PARENT GAP IN EDUCATION

CAROLYN A. PERRY


To the Graduate Council

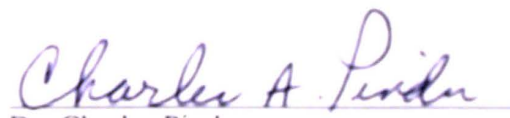
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Dr. LuAnnette Butler, Major Professor

We have read this ^{field study} thesis and recommended its acceptance.


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RUNNING HEAD: BRIDGING THE PARENT GAP IN EDUCATION

Bridging the Parent Gap in Education

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Abstract

The review of the literature in numerous sources demonstrates that with increased parental involvement and communication in the public education system that there is a direct positive correlation to student achievement. When parents become involved in their child's education this increases their child's self perception, motivation, behavior, enhances student attendance, and reduces the student dropout rate. This field study exams laws that governor parental involvement, the parent's perspective, the school counselor's perspective, the teacher's perspective, and the public's perspective on the positive impact on student and parent satisfaction when communication is at the core of the child's education. The impact of communication in the school system and methods to communicating with parents are two vital aspects for student success. This field study offers a solution to the communication problem at Springfield High School. The results from the Robertson County Chamber of Commerce survey in 2004 demonstrated that there was a need for stronger communication in the school. The Springfield High School Handbook was compiled to improve communication, and clearly define policies, procedures, and graduation expectations (see Appendix). This handbook creates a resource where students and parents are empowered to find the answers to the numerous aspects of high school.

Bridging the Parent

Gap in Education

Interacting with parents is one of the most challenging and potentially unnerving tasks that educators deal with on a regular basis (Pierce & Fields, 2003). Parental involvement in a child's education is one of the strongest predictors of students' achievement (Blaney, 2005). The parental audience hardest to reach are those parenting teenagers (Blaney). Only one parent out of nine is involved in their child's school (*Work & Family Newsbrief*, 2004). Research demonstrates that families appear to be crucial ingredient in determining whether a child succeeds in gaining an education (Amatea, Daniels, Bringman, & Vandiver, 2004). Family and school collaboration is essential is a student's academic performance. Family-school collaboration is defined by Amatea, Daniels, Bringman, and Vandiver (2004), "as a cooperative process of planning and problem solving involving school staff, parents, children, and significant others to maximize resources for students' academic achievement and social-emotional development" (p.48).

What is communication?

Good communication is complex. The success of the communication process depends on the clear connections that can be established between the sender's beliefs; style, language choices, perspective and non-verbal cues (Hensley & Burneister, 2004). Other influences on the communication process are the channels for transmitting the message and the receiver's beliefs, attitudes, and perspective (Hensley & Burneister). When communication takes place it is key to remember that there are two beliefs, attitudes, and perspectives that emerge from the communication process and each may be totally

different. To hear different perspectives and reflect on what each party said can greatly influence the outcome of even a difficult situation (Plevyak & Heaston, 2001).

Laws Governing Parent Communication

The call to improve community, parent, and school interaction is being heard throughout the nation. There are several Federal initiatives to encourage and strengthen this relationship. Strong Families, Strong Schools: Building Community Partnerships for Learning (1994), and America Goes Back To School: A Place for Families and the Community (1995) are policies that were implemented to strengthen the relationship (Buttery & Anderson, 1999).

The United States Congress passed a law requiring that “by the year 2000, every school will promote partnerships that will increase parent involvement and participation in promoting the social, emotional, and academic growth of children” (Amatea, Daniels, Bringman, & Vandiver, 2004, p.47). The Improving America’s Strengthening Counselor Connections Schools Act (United States Congress, 1999), required administrators to specify in district plans how they will consult with caregivers (Amatea, Daniels, Bringman, & Vandiver, 2004). Implicit in this legislation is recognition of interdependence of home and school in socializing children and of the importance of consistency and harmony between these two parties (Amatea, Daniels, Bringman, & Vandiver). For schools across the nation to reach these goals, educators, parents, and the community must work together to promote significant relationships and activities that will enhance the effectiveness of the schools (Buttery & Anderson, 1999).

Parents Perspective

Communication between school and home is the very foundation of student's success (Moore, 2002). Communication with parents should be an ongoing process, and not just at the beginning of the school year (Moore). When the school displays a positive, respectful, learning environment this demonstrates to parents that the school wants their child to succeed and draws the parent into the communication process. All families are unique and there are a variety of ways to communicate depending on the parent's preference.

Three decades of research have demonstrated that parental participation significantly contributes to student's learning and achievement (Buttery & Anderson, 1999). This finding remains valid regardless of the age of the student, whether the family is of high or low socio-economic status or whether the parents finished high school (Buttery & Anderson). With parental involvement academic success is not the only positive outcome. When parents are involved this enhances student attendance, reduces the student dropout rate, improves student self perception, motivation, and behavior, increases school advocacy constructs by both students and parents, and increases parent satisfaction with the teacher and student's academic accomplishments (Buttery & Anderson).

The emergence of the two parent working families, the explosion of the one parent families, and families in which one parent or both work more than one job has negatively influenced parent involvement over the years (Buttery & Anderson, 1999). The Families and Work Institute as cited in Buttery and Anderson (1999), reports that 66% of employed parents with children in school indicate that they do not have sufficient time

for their children. When parents already lack the time for their children interacting with them at school becomes virtually impossible.

The National Commission on Children as cited in Buttery and Anderson (1999) suggests that many parents are simply unsure how to help their student learn or achieve. Another observation is that the number of teenage parents has dramatically risen in recent years and many of these parents did not complete their own education (Buttery & Anderson). The self-perpetuating cycle of poverty, lack of education, and teen pregnancy exacerbate the nature of the educational system to educate (Buttery & Anderson). This cycle further interferes with parental involvement in children's education when parents that lack education and live in poverty have little or no positive modeling to support school efforts (Buttery & Anderson).

Parents of teenagers are the hardest audience to reach. School counselors can complain about parents' lack of involvement and connection to school, but in order to gain increased participation from parents of teenagers, we must first understand the parents' viewpoint (Blaney, 2005). Many parents are deeply committed to their child's education. There are many occasions that parents don't know how to support their teenager or the teenager's school. Parents are often reluctant to frequent school, because they feel intimidated by educators or even teenagers (Blaney). Parents can often feel uncomfortable walking into the education system; they are busy, stressed, and often confused about their changing role in the education system. However, the vast majority of parents do place a premium on their child's education. The desire to have one's child succeed in school is one of the few common threads that unites almost all parents in this country (Blaney).

School Counselor's Perspective

School counselors are being called upon to become leaders and advocates in influencing the social, cultural, and political dynamics of schools which promote family-school relationships and promote students' success (Amatea, Daniels, Bringman, & Vandiver, 2004). This approach is being implemented rather than interacting with families on an as needed basis. Counselors and educators are consciously examining the beliefs underlying family-school relations and are proposing a collaborative paradigm to replace the sole-expert model that has traditionally characterized family-school relationships (Amatea, Daniels, Bringman, & Vandiver). The sole-expert model is that educators are the experts on the child's education. School counselors serving as consultants and collaborators with teachers, can be pivotal in teaching and modeling communication skills to both teachers and students (Clark, 2005).

Teacher's Perspective

A survey of teachers and the public conducted by Phi Delta Kappa found that 18% of the teachers thought that more parental involvement would improve the schools where they work (Langdon & Vesper, 2000). However, only 12% of the public surveyed choose parents lack of involvement as an obstacle. Results indicated that the main obstacle to student achievement according to teachers was parental involvement.

When teachers identify the changes they believe are needed to improve student success, parent support and interest is mentioned more often than any other factor (Strom & Strom, 2003). What teachers sometimes fail to realize is that they are the critical link to involving parents in the communication process (Plevyak & Heaston, 2001). Teachers initiate communication and establish the environment, which leads to collaboration

between the parents and the school (Plevyak & Heaston). There is usually a reduction in contact between teachers and parents when students enter high school (Strom & Strom, 2003). The communication process is often made more difficult by the often ineffective methods that schools rely on to contact parents (Strom & Strom). Further, when parents decide to withdraw this encourages teachers to do the same (Strom & Strom). When teachers try to handle issues without effective parental support, they eventually give up. Few teachers routinely include parents in the planning or decision making about their child's learning and development (Amatea, Daniels, Bringman, & Vandiver, 2004).

There is no benefit when teachers and parents become disengaged with the student's education; the student is the one that suffers the greatest consequence. Teachers and families need to remember that they know the student in different contexts and that each may have a totally different view of the child's attitude and behavior in regarding school (Moore, 2000).

Public's Perception

The public recognizes that parents can have a powerful influence on minimizing misconduct in the classroom (Strom & Strom 2003). In a randomly selected national sample of 1,000 adults parental involvement was identified as the single most important thing that could be done to reduce violence and peer abuse (Strom & Strom). The amount of parental involvement and support was perceived as the most important reason why certain schools are able to out perform other schools (Strom & Strom).

Impact of Communication

Communication is the process that links individuals, groups, and organizations (Strickland & Chan, 2001). Schools must eliminate the barriers to communication by

promoting and modeling a communication style that encourages listening, invites and welcomes comments, and respects and appreciates feedback, even when it is negative (Strickland & Chan).

Students with involved parents display more academic motivation and greater commitment to learning after graduation than peers with less involved parents (Strom & Strom, 2003). Research indicates that when parents are involved consistently with their child's academic career the child has less behavior problems, increased achievement, and a lower dropout rate (Plevyak & Heaston, 2001). Although, most parents recognize that student success at school is key to a better future, they often underestimate their influence on their child's positive academic performance (Strom & Strom).

Erosion of communication with parents has negative consequences (Strom & Strom, 2003). When the school does not communicate effectively feelings of hostility, frustration, defensiveness, and misunderstanding emerge (Strickland & Chan, 2001). When parents receive information too late, they cannot respond appropriately, and in most cases the student is the one who suffers the major consequences. Not receiving information can be detrimental, leaving parents with zero ability to respond to misconduct or exemplary academic performance and ignorance to what is actually taking place in the child's school (Strom & Strom). When communication is an ongoing process, each party has a foundation of trust established that will help in resolving problem when they occur (Plevyak & Heaston, 2001).

Most parents, teachers, and students share common goals for education (Strom & Strom, 2003). The goals of each often include a desire to optimize learning by reducing classroom distractions based on misbehavior, to ensure the safety of everyone at school,

and to help students acquire a sense of responsibility and maturity (Strom & Strom). The goals of the education system are to generate productive and mature citizens that contribute to the positive growth of each community throughout the United States. The goals of all parties are more likely attained if methods of school communication are modernized and collaborative efforts become more common (Strom & Strom).

Schools and parents must recognize and appreciate varying degrees of parental participation. The Yale Child Student Center's School Development Program outlined several levels to which parents participate in schools (Buttery & Anderson, 1999). The first level is general support; examples of this are serving on committees, attending conferences, or supporting a fund raising activity. The second level of parent support might including parents working in the library, lunchroom, or sharing personal stories. The third level of parental involvement is holding a set on the local school board, or participating in funding allocations within the school. Realizing that each parent has different potential and strengths parents may function at all or some of these levels within the school.

Methods of Communication

Epstein's Framework of Six Types of Involvement and Sample Practices demonstrates that when schools design effective documents regarding communication this leads to an increase in parental involvement (Epstein, 1995). Other helpful samples suggested to improve communication were newsletters, clear information on choosing courses, programs, list of activities within the school, and all school policies. Epstein's Model suggest that the results from improved communication benefit the students by providing them with an increased understanding of school policies on behavior, attendance,

informed decisions about courses, and awareness of their own role in their education (Epstein). Increasing communication with parents provides them with understanding of school programs and policies regarding their child's education (Epstein).

Students consistently include e-mail as a popular channel of communication used by school staff (Hensley & Burmeister, 2004). Schools must establish clear and efficient communication with parents using useful memos, newsletters, and a calendar of activities for the entire school year (Buttery & Anderson, 1999). These items may be printed in hard copy or online at the school's web site, remembering not all parents have access to computers. Another idea for a structured and cooperative working relationship with the teacher and parent is a written document that outlines the school's policies and procedures (Holliday, 2003). Parents should receive information packets, including school handbooks, procedures, and school numbers (Buttery & Anderson).

Improving communication from home to school is easier when the information is online (Solomon, 2004). According to 2002 data from the National Center for Education Statistics, 99 percent of public schools have access to the Internet, 86 percent of these schools host a Web site, and 68 percent update their web site monthly (Solomon). Useful items to include on a school's web site are administrative items including mission statements, policies and procedures, curriculum guides, materials, and resources (Solomon,). Web pages can include data about the school, handbooks, directions, and how to contact the staff members (Solomon).

Purpose of Field Study

The overall review of literature supports that when efforts are made to improve communication between parents and schools that student's academic progress excels. Several authors including (Amatea, Daniels, Bringman, & Vandiver, 2004; Buttery & Anderson, 1999; Moore, 2002; Blaney, 2005; Langdon & Vasper, 2000; Strom & Strom, 2003; and Epstein, 1995), all stress that communication between school and home is the very foundation for significantly improving student's learning and achievement.

This field study looked at parent participation from a guidance counselor perspective who is the author of this project. Springfield High School was selected because of the large student population, and the fact that four other high schools in Robertson County send students there everyday to participate in classes not offered at their schools. Since there is a large student population and four other schools that come for education at Springfield High School good communication is intensified and imperative so that all students receive the appropriate information and education.

Springfield High School in Springfield, Tennessee located in Robertson County has 4 administrators, 93 faculty and staff members, and 2 school resources officers. With this large population within the school many times faculty members did not know all aspects about Springfield High School. When teachers do not fully understand all the aspects and programs that are offered at the high school level then they cannot effectively communicate with parents.

A survey conducted by Robertson County Chamber of Commerce in May 2004 found that there was a problem with communication with parents and the staff at Springfield High School. Only 11% of the parents at Springfield High participated in the survey,

which obviously demonstrates that there was not even effective communication when distributing the survey. The findings from this survey suggest a need for intensive efforts to improve communication and parent's perceptions. The Springfield High School Handbook has been created to improve communication, address policies, procedures, class descriptions, graduation requirements, class ranking, academic load, and grade level classifications (see Appendix).

Discussion

This document creates a resource where students and parents are empowered to find the answers to many questions regarding classes, graduation requirements, policies, and procedures. This handbook uses Epstein's Framework of Six Types of Involvement, 1995, by designing a document that clearly outlines specific information in the school and improves communication. This handbook is a compilation of a vast amount of information that is necessary for students to become successful in the public education system and to obtain a high school diploma. A Web Page Design class will take the document and publish it on Springfield High School's Web site. The Springfield High School Web site will include all the information provided in the appendix as another way to access and disseminate information. Parental involvement is essential for education, and using technology to improve parental involvement is clearly a step toward the future. Also, realizing that not all parents have access to technology, parents may obtain hardcopies for their student's journey through high school.

Students and parents will not be the only ones to have access to critical and vital information for learning, Administrators, the Special Education Department, Guidance Counselors, and other staff members will also have access to information about the

students they are responsible for educating. Each staff member at Springfield High School will also receive a copy at the beginning of the 2005-2006 school year. This will allow all stakeholders access to information that impacts the learning at Springfield High School.

With such a low participation rate of the Chamber of Commerce Survey this demonstrated to the school that effective communication between the parents and the school is a major problem. The goal of the handbook is to reach the 89% of the parents that did not participate, to generate a better communication system within the school, and build a cooperative relationship that maximizes the resources for student's academic achievement.

The Springfield High School Handbook is a beginning step to the faculty and staff addressing the communication problem or lack there of with parents and students. This handbook clearly outlines policies and procedures regarding all aspects of high school as cited by Holliday, 2003; and Buttery & Anderson, 1999. After reviewing the literature it becomes clear that when students and parents have clearly defined understandings of the school's policies and procedures there is improvement in communication between school and home.

Also, the Springfield High School Career and Technical Center serves students from all five high schools in Robertson County. Their part of the document has been sent to all the high schools in the county for the 2005-2006 registration process, and has received positive comments thus far.

Good communication positively impacts student learning and achievement as cited by Blaney, 2005; Amatea, Daniels, Bringman, & Vandiver, 2004; Buttery & Anderson,

1999; Moore, 2002; Langdon & Vesper, 2000; and Strom & Strom, 2003. This looked at communication from the school counselor's perspective, parents' perspective, and public's perspective, to demonstrate the imperative need for consistent and adequate communication. Keeping parents well informed is just another way to ensure that no child gets left behind. Frequent interaction between schools, families, and communities, send students the message that good communication is important from various aspects and it also helps them to realize that working hard, thinking creatively, and staying in school is important.

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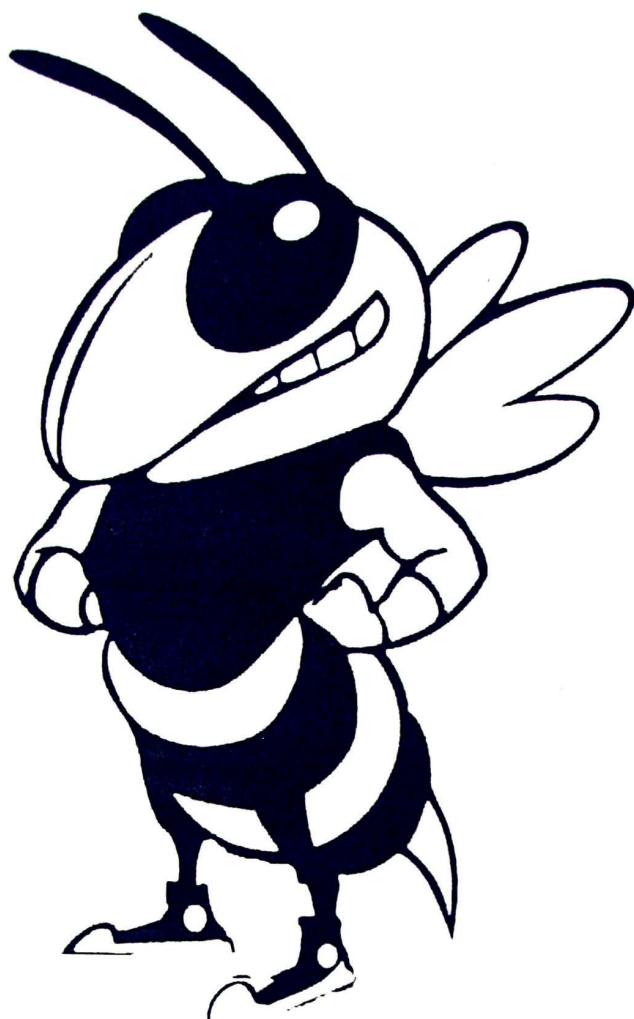
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APPENDIX



Springfield High School Handbook



Handbook 2005-2006 Springfield High School



Principal's Address

Dear Parents and Students:

On behalf of the family that is Springfield High School, we welcome you. This is an exciting time of your lives and we want to do all we can to assist you over the next four years at SHS, you will have opportunities both academically and through extracurricular activities to grow, mature...To get ready for whatever comes next. Make the most of this opportunity; it's yours for the taking.

Mr. Highsmith

Guidance Counselors

Carolyn Perry

Dr. James H. Snider

Whitney Upton

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The Yellow Jackets

Robertson County Schools Mission Statement

*Ensuring each student is prepared to
succeed in life....*

*We contribute to the development of
success oriented and self respecting
citizens by unleashing the power of
knowledge, self-advocacy, and
responsibility within all students.*



Springfield High School Mission Statement

The mission of Springfield High School is to support student needs, celebrate achievements, and provide a safe learning environment.



GENERAL INFORMATION

SCHEDULE CHANGES

The policy on schedule changes is:

1. Students register in the spring for the next academic year's courses.
2. Student initiated changes **will not** be made after the first full day of the school.
3. Prior to the first full day of school, students will have an opportunity to make a schedule adjustment request. After the opening of school, student schedule changes initiated by the school guidance counselor or school administration will be made during the first five days of school. The school will initiate a change if the student has already received credit for a course, if the student is in a course which the teacher and administration believe is too difficult for the student, if the student needs a course for graduation purposes, or other extenuating circumstances exists in the opinion of the administration of the school.
4. The administration reserves the right to assign teachers and change schedules as necessary due to personnel changes and school needs.

DUPLICATING COURSES

Do not register for a course for which you have already received credit. This is your responsibility as a student and must be checked carefully!

For example, if you have taken World History at another school and passed it, do not sign up to take it again.

Duplication of courses results in the loss of credit.

GRADE REPORTING

Report cards will be reported officially to parents and students after each 9 weeks of instruction. Parents will be given progress reports at the mid point of each 9-week marking period. A final exam will be given in each class each term. The exam will count as 20 % of the final term grade. Students will receive 1/2 credit for a passing term grade as long as attendance requirements are met.



Springfield High School

Courses for Freshmen - 2005/2006 Graduation Requirements - 28 Credits*

English – 4 Credits
Science – 3 Credits
U.S. History – 1 Credit
World Geography or World History – 1 Credit
Electives – 14 Credits

Math – 3 Credits
Wellness – 1 Credit
Economics – ½ Credit
U.S. Government – ½ Credit

*To be promoted to a:

Sophomore homeroom: a student needs 6 credits
Junior homeroom: a student needs 12 credits
Senior homeroom: a student needs 20 credits

Students must have a 4-year plan and choose the University, Technical, or Dual Path. Graduating with Honors may be earned by meeting the requirements of one of these paths and having a 3.0 Grade Point Average.

Requirements for the University Path: Algebra I, Algebra II, Geometry, Physical Science, Biology or, Chemistry, 2 credits of the same foreign language, 1 credit in a fine or performing art, plus the other requirements for graduation.

Requirements for the Technical Path: 3 credits in any math (one MUST be Algebra I or the equivalent), 3 credits of any science (one MUST be Biology and one a physical science), 4 credits in the same vocational area, plus the other requirements for graduation.

Requirements for the Dual Path: All the requirements for the university path plus 4 credits in the same vocational area, plus the other requirements for graduation.

Courses for Freshmen – 2005/2006

Required Classes (Select one from each group):

Group 1 - English I or Advanced English I

Group 2 - Math Foundations I, Math Foundations II, Algebra I, Advanced Algebra I, Algebra II, Advanced Algebra II

Group 3 - Life Science or Physical Science

Group 4 - Wellness

Electives (Select any four and 2 alternatives)

Social Studies - World Geography

Language Arts - Speech

Fine Arts - Visual Arts I, Instrumental Music I (Band), General Music, Theatre Arts I, Vocal Music I

Technological Classes - Fundamentals of Agriculture, Family and Consumer Science I, Transportation Core, Art and Design I, Health Science, Carpentry I, Construction Core, Machinery and Manufacturing, Career Management Success, Keyboarding/Software



TEST REQUIREMENTS FOR GRADUATION

STUDENTS ENTERING THE NINTH GRADE DURING SCHOOL

All students entering the ninth grade in 2002-2003 school year, including transfers, must pass the Tennessee Gateway Assessment to receive a diploma; students must pass Language Arts, Science, and Mathematics tests for diploma eligibility.

The Gateway will be administered two times a year (December and May). There is no limit to the number of times a student may take the Gateways in order to pass. Springfield High School will offer Gateway tutoring in each of the subjects. Announcements will be made. Gateway preparatory books for each of the subjects are available in the Guidance office.



MINIMUM ACADEMIC LOAD

All students in grades 9 through 12 will be required to register for 8 classes. A senior must obtain permission from the principal and the Board of Education to be a part time student. A senior in his/her fifth year of high school who is eighteen (18) years of age will be required to take only those courses needed for graduation. Students must have board permission to take more than five classes during the semester. This should be done before registering.

NON-DISCRIMINATION POLICY

It is the policy of the Robertson County School System not to discriminate on the basis of sex, race, national origin, or handicap in its education program or activities. Inquiries should be directed to the Robertson County Board of Education at 384-5588.

QUALITY POINTS AND GRADE POINT AVERAGE

The **OFFICIAL** rank in class is computed at the end of the third term of the student's graduating year. Class rank is determined by grade point averages, which are calculated by using quality points accumulated in terms from grade 9 through the third term of grade 12. The Robertson County Board of Education sets the policy for GPA calculation and the number of quality points awarded for each course grade. The grade point average is used to establish the student's rank. The cumulative grade point average based on all credits attempted will be printed on the academic record (transcript).

The Robertson County high schools operate on a weighted quality point system for the class of 2005 and after. The quality point scale is as follows:

Advance Placement Courses	Advanced Courses	Standard Courses
A-6	A-5	A-4
B-5	B-4	B-3
C-4	C-3	C-2
D-3	D-2	D-1
F-0	F-0	F-0

To rank number 1 or number 2, a student must be enrolled in the high school at least four of the seven semesters preceding the final semester. If a student transfers to a Robertson County high school with less than four of the seven semesters preceding the final semester and is from an accredited high school recognized by the State of Tennessee and has a rank of 1 or 2 earned based on the Robertson County plan for ranking students, the student with the closest rank will share the rank with the student who meets the initial stipulation of residence for four of the seven semesters preceding the final semester. The final term will not be used in determining class standing. Students must be enrolled full time at the home-base school to be eligible for ranking among the top high school seniors.

No transfer course will be awarded honors or advanced credit unless so designated on the transcript. Honors and advanced transfer credit will be accepted only from schools accredited by the State Department of Education or those accredited by agencies approved by the State Department of Education.



COURSE INFORMATION

The following pages contain brief descriptions of the courses offered at Springfield High School. You will need to read these before making decisions. Pay particular attention to the grade level and prerequisites for each course.

It is the responsibility of each student and his/her parent to be certain the student is scheduled for the appropriate courses necessary to meet graduation requirements. This booklet is given for the purpose of providing the information needed to make proper choices. The counselor will work with the student in planning the schedule to meet these requirements, but *the final responsibility of taking all the required courses rests with the student.*

NOTE: Students and parents are advised to select courses with *great care*. The master schedule and teacher assignments will be made on the basis of your requests. *It is essential that parents understand that the student is contracting for these specific classes and will be expected to take them next year without requesting changes.* Changes in courses greatly affect class size and teacher assignments.

Requests for changes in level (for example, honors to standard) will only be considered at the end of the first grading period (4½ weeks progress report). Recommendations must come from teacher.



Springfield High 4 Year Plan

Name: _____ Graduation Year _____ Pathway: Technical Dual University

Requirements	9 th Grade	10 th Grade	11 th Grade	12 th Grade
4 English credits	<input type="checkbox"/> English 9 <input type="checkbox"/> English 9 Adv	<input type="checkbox"/> English 10 <input type="checkbox"/> English Adv	<input type="checkbox"/> English 11 <input type="checkbox"/> English Adv	<input type="checkbox"/> English 12 <input type="checkbox"/> English Adv <input type="checkbox"/> English 12 AP
3 Math credits	<input type="checkbox"/> Algebra I <input type="checkbox"/> Algebra I Adv <input type="checkbox"/> Algebra II <input type="checkbox"/> Algebra II Adv <input type="checkbox"/> Foundations I <input type="checkbox"/> Foundations II	<input type="checkbox"/> Algebra I <input type="checkbox"/> Algebra I Adv <input type="checkbox"/> Algebra II <input type="checkbox"/> Algebra II Adv <input type="checkbox"/> Geometry <input type="checkbox"/> Geometry Adv <input type="checkbox"/> Foundations I <input type="checkbox"/> Foundations II	<input type="checkbox"/> Algebra I <input type="checkbox"/> Algebra II <input type="checkbox"/> Algebra II Adv <input type="checkbox"/> Geometry <input type="checkbox"/> Geometry Adv <input type="checkbox"/> Pre-Calculus <input type="checkbox"/> Foundations I <input type="checkbox"/> Foundations II	<input type="checkbox"/> Algebra I <input type="checkbox"/> Algebra II <input type="checkbox"/> Algebra II Adv <input type="checkbox"/> Geometry <input type="checkbox"/> Geometry Adv <input type="checkbox"/> Pre-Calculus <input type="checkbox"/> Calculus <input type="checkbox"/> Foundations I <input type="checkbox"/> Foundations II
3 Science Credits	<input type="checkbox"/> Physical Science <input type="checkbox"/> Life Science	<input type="checkbox"/> Biology I <input type="checkbox"/> Physical Science	<input type="checkbox"/> Biology I <input type="checkbox"/> Chemistry I <input type="checkbox"/> Environmental Science <input type="checkbox"/> Earth Science	<input type="checkbox"/> Chemistry I <input type="checkbox"/> Environmental Science <input type="checkbox"/> Physics <input type="checkbox"/> Physiology <input type="checkbox"/> Biology II <input type="checkbox"/> Biology AP
1 Wellness credit/ 3 Social Studies credits	<input type="checkbox"/> Wellness <input type="checkbox"/> World Geography		<input type="checkbox"/> US History <input type="checkbox"/> World History <input type="checkbox"/> Economics/Govt.	
Recommended Courses	<input type="checkbox"/> Keyboarding	<input type="checkbox"/> Keyboarding	Elective:	Elective:
4 required Tech Path credits	Tech Area:	Tech Area:	Tech Area:	Tech Area:
2 credits of the same Foreign Language Required For College Path		<input type="checkbox"/> French I <input type="checkbox"/> French II <input type="checkbox"/> Spanish I <input type="checkbox"/> Spanish II	<input type="checkbox"/> French I <input type="checkbox"/> French II <input type="checkbox"/> Spanish I <input type="checkbox"/> Spanish II <input type="checkbox"/> Spanish III	<input type="checkbox"/> French II <input type="checkbox"/> Spanish II <input type="checkbox"/> Spanish III
1 Credit Fine Arts Required for College	Fine Art:	Fine Art:	Fine Art:	Fine Art:
Electives	<input type="checkbox"/> JRTOC-Air force			
Electives				
Electives				

Parent Signature _____ Student Signature _____



Freshmen 2005-2006

Springfield High School for Freshmen Graduation Requirements-28 Credits

Name: _____

Graduation Requirements – 28 Credits

English – 4 Credits
Science – 3 Credits
History – 2 Credit
Electives – 14 Credits

Math – 3 Credits
Wellness – 1 Credit
Economics – ½ Credit
Government – ½ Credit

Must have a 4 – Year Plan and Choose the **University, Technical, or Dual Path**.

Must pass **Gateway Exam** in Algebra I, Biology, and English II.

Technical Path Requirements above with 4 Vocational credits in the same area.

University Path Requirements are same as above but Math has to be Algebra I, Algebra II, and Geometry; two Credits in the same Foreign Language, one credit in Fine Art. Science requirements are Physical Science, Biology, Chemistry or Environmental Science.

Dual Path Requirements University Requirements plus 4 Vocational credits in the same area.

English _____

Math _____

Science _____

Wellness _____

Electives _____

Alternates:

1. _____

2. _____

Parent Signature: _____

Student Signature: _____



NCAA CLEARINGHOUSE CERTIFICATION

1. Graduate from High School

You should apply for NCAA National Clearinghouse certification before graduation. See your counselor for clearinghouse information.

2. Earn a grade point average of at least 2.00

(On a 4.00 scale) in a core curriculum of at least 13 academic courses successfully completed during grades 9 through 12. Only courses that satisfy the NCAA definition of a core course are acceptable. Your core course must include at least:

	Division I	Division II
English Core	4 years	3 years
Math Core*	2 years	2 years
Science Core	2 years	2 years
Social Core	2 years	2 years
From English, Math, or Science	1 year	2 years
Additional Core (English, Math, Science, Social Science, Foreign Language, Computer Science, Philosophy, No doctrinal Religion)	2 years	2 years
TOTAL CORE UNITS REQUIRED	13	13

***IMPORTANT NOTE:** For students enrolling as college freshmen during 1996-97 and thereafter, Division I certification requires 2 years of math, including at least 1 year of algebra and 1 year of algebra and 1 year geometry (or a course for which geometry is a prerequisite).

3. Earn a sum of scores of at least 68 on the ACT or combined scores of at least 820 on the recentered SAT (or 700 on the nonrecentered SAT) on a national test date.

For Division I: the minimum grade-point average in the 13 core courses and required ACT or SAT scores vary according to the Initial-Eligibility Index below.

This index applies to students enrolling as college freshman during 1996-97 and thereafter who wish to participate in Division I Athletics.

Core GPA	ACT*	SAT*	Core GPA	ACT*	SAT
Above 2.500	68	820	2.250	77	920
2.500	68	820	2.225	78	930
2.475	69	830	2.200	79	940
2.450	70	840-850	2.175	80	950
2.425	70	860	2.150	80	960
2.400	71	860	2.125	81	960
2.375	72	870	2.100	82	970
2.350	73	880	2.075	83	980
2.325	74	890	2.050	84	990
2.300	75	900	2.025	86	1000
2.275	76	910	2.000	86	1010

*Best Combined Subscores

4. Complete a NCAA Clearinghouse Students Release Form (available in the Guidance Office). This form is also available on the web @ <http://ncaaclearinghouse.net>



GRADE LEVEL CLASSIFICATIONS

STUDENTS:

Registration is a VERY important process! Decisions made at this time affect not only your high school years, but also your future. Use the following criteria when deciding on the courses of study you wish to pursue:

- Graduation requirements
- Interest in subject
- Career/College plans
- Prerequisites for class
- College requirements
- College bound athlete – NCAA requirements

Register for yourself and not according to what your friends are doing. Your decisions affect your life. Your guidance counselor will be glad to help you.

PARENTS:

Please be involved in this process. Feel free to contact the guidance department with your concerns and questions.

Students will be classified by credits earned; classification is done only at the beginning of each school year, except in the case of juniors who will graduate. First-year high school students will be classified as freshmen, students who have earned 6 credits will be classified as sophomores, students who have earned 12 credits will be classified as juniors, and students who have earned 20 credits will be classified as seniors. Year of entry will be the basis for determining graduation requirements, based on adjusted requirements adopted for block scheduling.



University Admission Requirements

It is the responsibility of each student to select courses required for entrance to the college of your choice. The following units will satisfy minimum course requirements for **admission to ALL** state universities/college. * **NOTE:** Many colleges also require a minimum ACT score. See college catalog for details. If in doubt, check with your counselor.

College Requirements Required Units	Courses Fulfilling Requirements	Courses Not Fulfilling Requirements
English 4 units	English I, II, III, IV	Journalism, Speech, Business Communication
Algebra I and II 2 units	Algebra I Algebra II	Pre-Algebra, Math Foundations I and I Competency Math Accounting I and II
Advanced Mathematics 1 unit of Geometry or a advanced course with Geometry as a significant Component required	Unified Geometry, Trigonometry, Calculus,	
Natural/Physical Sciences 2 units required: 1 course Must Be Biology I or II Chemistry I or II Physics or Principles of Technology II	Biology I & II Chemistry I & II Physics, General Science, Physical Science, Anatomy, Physiology	Earth Science Life Science Environmental Science
United States History 1 unit required	U.S. History	
Social Studies 1 unit required	World History World Geography	Contemporary Issues Economics Sociology Psychology U.S. History
Foreign Language 2 units in the same Language required	French Spanish	
Visual/Performing Arts 1 unit required	Theatre Arts, Visual Arts, Music Theory, Vocal Music, Instrumental Music, General Music	Physical Education Class Drafting

* State Universities/colleges include: Austin Peay University, East Tennessee State University, University of Memphis, Middle Tennessee State University, Tennessee State University, Tennessee Technology University, and all of Tennessee campuses. **Private colleges/ university may have different requirements. PLEASE consult your guidance counselor or college catalog.**



SPRINGFIELD HIGH SCHOOL CLUBS

ART CLUB

BETA CLUB

BUSINESS PROFESSIONALS OF AMERICA (BPA)

BUSY BEES

CHESS CLUB

DISTRIBUTIVE EDUCATION CLUB OF AMERICA (DECA)

DRAMA AND FORENSICS

FUTURE BUSINESS LEADERS OF AMERICA (FBLA)

FELLOWSHIP OF CHRISTIAN LEADERS OF AMERICA (HOSA)

FAMILY CAREER AND COMMUNITY LEADERS OF AMERICA (FCCLA)

FUTURE FARMERS OF AMERICA (FFA)

GIRL TALK

GOVERNMENT CLUB

HISTORY CLUB

HEALTH OCCUPATIONS STUDENTS OF AMERICA (HOSA)

FRENCH CLUB

JUNIOR CIVITAN

KEY CLUB

NATIONAL HONOR SOCIETY (NHS)

PRESS CLUB

PRESS CLUB

QUILL AND SCROLL

SPANISH CLUB

SPEECH AND DRAMA

STUDENT COUNCIL

THE YELLOW JACKET NEWSPAPER



Academic Cooperative Education

Academic Cooperative Education (Co-op) is a method that connects school-based and paid workbased learning. Students are enrolled in a related academic course, which is a part of their focused course of study. Students are also placed in employment related to their course of study and career goal. The school coordinates both experiences so they contribute to the preparation of the students for post-secondary study or to meet immediate career goals. Co-op is designed to meet the needs of students in the university and technical paths. Students receive course credit for their in-class instruction and work component.

Students must be 16 years of age or older and in the eleventh or twelfth grade.

A maximum of three credits may be earned in any one year (block schedule – one WBL method credit plus one class credit). At least one credit must be earned in the related classroom experience, which shall include a minimum of 5 periods per week of classroom instruction. The WBL method also applies to block scheduling.

Students must be enrolled in the related course concurrently (at the same time) with the WBL experience. The WBL experience may not substitute for the 5 hours of instruction per week.

The length of the co-op experience matches the duration of the related class.

Both the classroom performance and the WBL in the job component are to be evaluated in determining a student's composite grade. The same grade should be given for both methods, not two separate grades.

Jobs must relate directly to the course in which the student is earning the additional credit for the WBL experience. All placements will be reviewed for child labor infractions and linkage to the related course. Students cannot receive credit for WBL experience by providing school services.

Businesses are required to carry worker's compensation insurance if they have more than five (5) employees. Paid students learners are covered under this. Insurance coverage must be obtained if students are employed at businesses not carrying worker's compensation.

The following documentation must be completed and on file, both at school and at work-site for each participating student prior to beginning the WBL experience:

- Training Agreement
- Training Plan/Safety Training Record
- Insurance and Emergency Information Form
- Proof of Safety Training

Transporting to and from the jobs is the responsibility of the parent/guardian and the students.



TSSAA ATHLETIC ELIGIBILITY REQUIREMENTS

A student must be enrolled before the 20th school day of the semester, in regular attendance, and carrying at least three full courses during the present semester.

Tenth, eleventh, and twelfth graders must earn six credits the preceding year. All credits must be earned by the first day of the beginning of the school year. Athletes are eligible for the entire year once they have been declared academically eligible.

A ninth grader must have been promoted academically from the eighth grade.

Any student repeating the seventh grade after having passed the seventh grade or repeating the eighth grade after passing the eighth grade shall not be eligible to participate in athletics during their ninth grade year.

Spring athletes (including basketball) may become eligible for the 2nd semester if they pass at least three courses for credit during the 1st semester.



SPRINGFIELD HIGH SCHOOL SPORTS

Athletic Director Greg Bell
Yellow Jackets * Gold Division
Division – 1* Class-AA

Fall Sports

Football
Volleyball
Cross country
Golf
Bowling
Soccer

Winter Sports

Basketball
Wrestling

Spring Sports

Baseball
Softball
Track
Tennis
Soccer



ENGLISH

English 1

1 Credit

Grade Level: 9

Grammar essentials are covered most of the year. Writing skills are stressed in sentence and paragraph development. Some literature will be covered: short story, poetry, Romeo and Juliet. A book will be read each term.

English 1 Advanced

1 Credit

Grade Level: 9

This course is designed for ninth graders who are interested in preparing for college. It is for students who are self-motivated. Language essentials will be covered in the first half of the term. Students will need to purchase *Warriner's Eighth Grammar and Composition-Third Course*, a workbook costing around \$10.00. Much literature and writing will be stressed. Students are required to read the novel Great Expectations before they begin the course.

Gateway English

1 Credit

Grade Level 10

Designed for intervention/remediation to diagnose student weaknesses and help prepare them for success on State Test.

English 2

1 Credit

Grade Level: 10

Mechanics and language usage. Short Story Unit (emphasis on the elements of fiction), *Julius Caesar* (emphasis on character analysis), modern dramas, selected novels-short compositions related to all literature.

English 2 Advanced

1 Credit

Grade level: 10

Writing includes two essays and one research paper. Outside reading includes at least three novels and one epic poem. Writing and research skills emphasized.

English 3

1 Credit

Grade Level: 11

Preparatory Literature: *The Last of the Mohicans*

A study of American Literature with emphasis on the short story. Several novels by American authors will be included. A study of basic grammar is included along with a unit on the research paper.

English 3 Advanced

1 Credit Grade Level: 11

American Literature: 1600s-Present

Preparatory Literature (required reading): *The Scarlet Letter* and *The Crucible*

Students will study a representative number of novels, plays, and African-American literature to include the Harlem Renaissance. Major writing assignments include: Research Projects, Rhetorical Analysis and Literary Criticism(s). Formal Essay writing will include compositional openings and independent research questions. **The Socratic Method** and **Presenting** are major components of the course.

English 4

1 Credit Grade Level: 12

A study of English Literature. Required reading includes **Mythology**, **Hamlet**, **MacBeth**, and several novels. A study of grammar composition, and the research paper are also included.

English 4 Advanced

1 Credit Grade Level: 12

English Literature and Argumentation and Debate are cornerstones of the course.

Required Reading: Hamilton's *Mythology*, the *Sophoclean Trilogy*, *Othello*, *Hamlet*, *King Lear*, *The Taming of the Shrew*, representative novels, poetry, essays and theories will be studies.

Writing, Critical Thinking, Evaluation and Data Sufficiency testing are major components of the course.

English 4 Advanced Placement

1 Credit Grade Level: 12

Advanced Placement English is a fast-paced study of genre from various cultures and involves critical writing based upon the reading. Students may choose to take the Advanced Placement Exam in May and thereby receive appropriate college credit and/or placement. Successfully passing Honors English 9, 10, and 11 is a recommended prerequisite.

English 4 Dual 1 & 2

1 Credit Grade Level 12

Recommended Prerequisite: Successfully passing Honors English 9, 10, and 11.

Seniors may receive freshman English credit from Volunteer State Community College, as well as the English credit from Springfield High School. Writing involves analysis of literary works, argumentation, and the research essay.

Applied Communications

1 Credit Grade Level 12

Special Note: Not Recommended for Students on the University Path

Applied Communications is a course designed to teach English skills in an applied setting, to help students transfer improve reading, writing, listening, speaking, problem solving, visual and non verbal skills to their occupations and personal skills.

Speech

Grade Level 9-12

1 Credit

(A performance class) Includes the study of communication and the construction and performance of different types of speeches. Course also includes oral interpretation with some TV broadcasting and debate.

Journalism 1 / Newspaper

Grade Level: 10-12

1 Credit

This course is for the student who is interested in writing, photography, computers, public relations, and working as a team member to publish a school newspaper. As a small business, the class operates financially with each student selling ads to local businesses. Funds are used for supplies and printing costs. After school hours are a must for computer layout of the paper. Students may request an application from the teacher. Sign up for the class is by permission only. A total of four journalism credits in newspaper production can be earned if the student shows interest and motivation.

Journalism 2 (3, 4) / Newspaper

Grade Level: 10-12

1 Credit

These courses are for students who have completed one or more credits in Journalism/Newspaper and show interest and motivation in their work. The second year student should be ready to assume a leadership position on the staff. Students continue to write more in-depth stories for the paper and become more adept on the computers and with programs QuarkXPress, Photoshop, and Claris Works. With each course, II, III, and IV, the student is expected to demonstrate progress in print journalism, comparative layout and design, and public relations.

Journalism-Annual 1 & 2 (Yearbook)

1 Credit

This class produces the *Gold & White* yearbook. Application must be submitted. Students are then notified as to whether to sign up for the class. Students are involved in selling ads, taking photographs, drawing layouts, etc.

SOCIAL STUDIES

U.S. Government

½ Credit Grade Level 12

An analysis of democratic principles, the U.S. Constitution, and government structure and function.

Contemporary Issues

½ Credit Grade Level 9-12

An analysis of the major social, economic, and political issues in the United States today.

Economics

½ Credit Grade Level 12

A study of economic systems, markets, theories, and analysis

Modern History

½ Credit Grade Level 9-12

From the Renaissance to the present with emphasis on the World Wars.

Psychology

½ Credit Grade Level 11-12

A survey of psychological methods, research, theories, and analysis.

Sociology

½ Credit Grade Level 11-12

A study of groups and group behavior.

United States History

1 Credit Grade Level 11-12

A survey tracing the development of the United States from the Industrial Period to the present

United States History Advanced

1 Credit Grade Level 11

An analysis of major issues and events in the United States from 1870 to the present.

World Geography

1 Credit Grade Level 9-12

A study of countries, cultures, people, and their ways of life

World History

1 Credit Grade Level 10-12

A survey course of World History; covers prehistory, modern day focuses on writing, reading, and critical thinking skills. Course is designed for college bound students

MATHEMATICS

Tech Path Minimum

9th Foundations I and II
10th Algebra I

Tech Path Graduation Requirements: 3 Math credits, including Algebra I and meet requirement for the Gateway Mathematics Test.

Tech Path Minimum

(BEGINNING WITH FRESHMAN ENTERING HIGH SCHOOL IN THE FALL 2005)

The highest level of math for this path must include Geometry or Algebra II.

9th Foundations I and II
10th Algebra I and Algebra II or Geometry

Tech Path Graduation Requirement: 3 Math credits, including Algebra II or Geometry and meet requirement for the Gateway Mathematics Test.

University Path Minimum

Plan A
Foundations I and/or II
Algebra I
Algebra II
Geometry

Plan B
Algebra
Algebra II
Geometry
Pre-Calculus (optional)
Calculus (optional)

Plan C
Advanced Algebra
Geometry
Pre-Calculus (optional)
Calculus (optional)

Plan recommendations will be made by Math and Guidance Departments.

University Path Graduation Requirements: 3 Math Credits, including Algebra I, Algebra II, Geometry, and meet requirements on The Gateway Mathematics Test.

Foundations I

1 Credit Grade Level 9

Designed for students not yet ready for Foundations II. Investigates meaningful integrated and applied problems. A student enrolled in Foundations I must earn a full credit before advancing to Foundations II.

Foundations II

1 Credit Grade Level 9

Designed for students not yet ready for Algebra I. Presents an integrated transition to Algebra and Geometry. A student enrolled in Foundations II must earn a full credit before advancing to Algebra I.

Gateway Algebra

1 Elective Credit Grade Level 9-12

Prerequisite: Requires administrative approval

Designed for intervention/remediation to diagnose student weaknesses and help prepare them for success on State Test.

Algebra I

1 Credit Grade Level 9-12

The traditional study of operations and relations among numbers through the use of variables. Development and application of algebraic skills in problem solving with equations. Strong basic math skills and an understanding of Pre Algebra concepts are necessary for success. A student enrolled in Algebra I must earn a full credit before advancing to a higher-level course.

Advanced Algebra I

1 Weighted Credit Grade Level 9-12

The accelerated study of operations and relations among numbers through the use of variables. Development and application of algebraic skills in problem solving with equations in depth. Department recommendation suggested for admission.

Algebra II

1 Credit Grade Level 9-12

Prerequisite: Algebra I Credit.

Level 3 Course. Emphasizes conceptual understanding of algebraic skills and functions of problem solving. The course integrates concepts from geometry and probability. Applications include graphs of relations and functions. Graphing calculators may be helpful, although they are not required.

Advanced Algebra II

1 Weighted Credit Grade Level 9-10

Prerequisite: Advanced Algebra I Credit and/or Department Recommendation.

An accelerated study of problem solving and concepts of functions and their graphs. The course integrates concepts from geometry and probability, with emphasis on application and virtual representation. Graphing calculator features are integrated into sets of problems.

Geometry

1 Credit Grade Level 9-12

Prerequisite: Advanced Algebra I Credit and/or Department Recommendation.

An integrated approach to traditional Euclidian Geometry, including plane and three-dimensional applications. The link between geometry and algebra is emphasized.

Prerequisite: Algebra I Credit (Algebra II Credit is preferred.)

Advanced Geometry

Credit **Grade Level 9-12**

Prerequisite: Advanced Algebra I (Advanced Algebra II and/or Department Recommendation)
An integrated approach to traditional Euclidian Geometry, including plane and three-dimensional applications with emphasis on deductive and inductive reasoning and proof. The link between geometry and algebra is emphasized.

Pre-Calculus with Trigonometry

Credit **Grade Level 11-12**

Prerequisite: Advanced Algebra II, Geometry, and/or Department Recommendation.
The treatment of algebraic, exponential, logarithmic, and trigonometric functions and their graphs, as well as analytic geometry leading to the study of Calculus.

Calculus

Credit **Grade Level 12**

Prerequisite: Pre Calculus with Trigonometry.
The treatment of differential and integral Calculus and its applications and operations.

Calculus AP

Credit **Grade Level 12**

Calculus for college credit.
Prerequisites: Calculus. This course will be offered second semester following Calculus.

SCIENCE

Sequence of Science Courses

Core Requirements

9th Grade
10th Grade
11th Grade

Plan I

Life Science
Physical Science
Biology

Plan II

Physical Science
Biology or Advanced Biology
Chemistry I

Technical students may follow either path. University path students should follow Plan II.
*Core requirements should NOT be used as electives.

Electives

Students may take any of the following electives once they have completed their core requirements provided the prerequisites have been met.

Course

Physics
Biology II
Biology AP
Environmental
Earth Science
Chemistry II

Prerequisites

Chem. 1, Algebra 2, Geometry
Biology I, Chemistry I
Biology II
Biology I
Any two science classes
Chemistry I

Physical Science

1 Credit Grade Level 9

Introduction to Chemistry and Physics. Math oriented.

Prerequisite: Foundations II or higher math class.

Life Science

1 Credit Grade Level 9

Structure of cells, organs, and tissues. Classification of plants and animals.

Guide: Students who have had difficulty in previous science classes, and have low scores in Reading and English.

Biology

1 Credit Grade Level 10

Prerequisite: Physical Science

Structure of cells, organs, and tissues. Classification of plants and animals.

Guide: Passage of Biology Gateway Exam required for graduation.



Biology Advanced

1 Credit Grade Level 10

Structure of cells, organs, and tissues. Classification of plants and animals.
Prerequisites: B or higher in Physical Science and Teacher Recommendation.

Environmental Science

1 Credit Grade Level 11-12

Explores ways to conserve natural resources and prevent pollution.
Guide: Students who have passed 2 science courses, including Biology I.

Earth Science

1 Credit Grade Level 11-12

General survey of Earth's composition, development, and controlling forces.
Guide: Students who have passed 2 science courses, including Biology I.

Chemistry I

1 Credit Grade Level 11-12

General concepts of matter, its composition, and properties.
Prerequisite: Physical Science, Biology, Algebra I & II.

Chemistry II

1 Credit Grade Level 11-12

Advanced study of matter, its composition and properties.
Prerequisite: Chemistry I

Physics

1 Credit Grade Level 12

Study of the effects of energy on matter. Includes the study of heat, mechanics, optics, electricity, and magnetism.
Prerequisite: Algebra II, Chemistry, Geometry.

Biology II

1 Credit Grade Level 11-12

Preparation for AP Biology.
Prerequisite: Biology I and Chemistry. Biology II must be taken first semester followed by Biology AP second semester.

Biology AP

1 Credit Grade Level 11-12

Biology for college credit.
Prerequisites: Biology II and Chemistry I. This course will be offered second semester following Biology II.



FOREIGN LANGUAGE

Spanish 1

1 Credit

Grade Level 10-12

Prerequisite-Students must pass English I.

This is the first year in the Spanish language. Basic vocabulary includes the colors, numbers, food, weather, and telling time. Basic grammar places an emphasis on the present tense.

Spanish 2

1 Credit

Grade Level 10-12

Prerequisite- Students must pass Spanish I and English II.

The second year of the language includes a review of basic vocabulary and grammar. Additional tenses and more complex grammatical constructions are presented.

Spanish 3- Advanced

1 Credit

Grade Level 11-12

Advanced grammar, including the subjunctive mood, will be presented. There will be an emphasis on communication skills, and students will read a book by a Spanish author. Spanish III students should have a C or better in Spanish II.

French 1

1 Credit

Grade Level 9-12

First year studies in French include the following: Introduction to the alphabet and sound system, numbers, verb conjugation in present tense of regular verbs, emphasis on common irregular verbs and vocabulary, telling time, weather, interrogatives, translation techniques, culture and a history outline of France (beginning with the development of France as a civilization). Some project work is used to emphasize language acquisition along with lectures, textbook assignments, drills, and French readers.

French 2

1 Credit

Grade Level 9-12

Second year studies in French are a continuation of first year studies with emphasis on past tenses (the "passé"- compose and the imperfect), common vocabulary related to everyday events, a continuation of the history outline from the Middle Ages to present day events in all French speaking countries. A research project is required on an assigned French speaking country with an oral presentation to class members. Lectures, drills, advanced readers and textbook assignments reinforce the language and culture acquisition.



FAMILY AND CONSUMER SCIENCE

Family and Consumer Sciences

1 Credit Grade Level 9-12

In this course students can learn to make decisions and set priorities, understand physical and emotional development during adolescence, cope with pressures, manage personal resources, use consumer information, develop positive interpersonal relationships, establish a satisfying living environment, plan for a healthy lifestyle, meet clothing needs, explore career options, and study basic food preparation.

Family Dynamics

½ Credit Grade Level 10-12

In this course students can understand the purpose and context of the family unit, develop a philosophy for family life, prepare for marriage and parenthood, maintain healthy family relationships, balance home/family/work responsibilities, manage family resources, and understand the responsibilities of parenthood.

Child Development

½ Credit Grade Level 10-12

In this course students learn to understand the development of children, provide for optimal care and development of children, keep children healthy and safe, provide a nurturing environment for children, and guide children. Carrying a computer-controlled doll is a requirement in this course.

Housing and Interiors

1 Credit Grade Level 10-12

In this course students can learn to meet family housing needs; relate housing concerns to social, cultural, and economic impacts; use design principles within the environment; select care for furnishings; and investigate trends and developments in housing and furnishings.

Adult Living

1 Credit Grade Level 11-12

In this course students learn to plan and set goals for a career, manage home/family/work interactions, maintain effective interpersonal relationships, realize responsibilities of parenting, cope with stress and crisis situations, provide for health and well-being, function as informed consumers, and make decisions as responsible young adults.



Nutrition and Foods I

Grade Level 11-12

1 Credit

****Must fill out an application and be approved****

Meal planning, table service, quick breads, meat cookery, simple desserts; laboratory experience in foods kitchen. Creative foods, cake baking and cake decorating, pastry, food preservation, party foods and Busy Bee Bake Shop.

Consumer Foods Economics

Grade Level 11-12

1 Credit

****Must fill out an application and be approved****

Prerequisite: Nutrition and Foods I during same year

Meal planning, table service, quick breads, meat cookery, simple desserts; laboratory experience in foods kitchen. Creative foods, cake baking and cake decorating, pastry, food preservation, party foods, and preparing food on a budget.

Class projects:

Prepare Teacher Luncheons

Busy Bee Bake Shop



AGRICULTURE

Fundamentals of Agriculture

1 Credit Grade Level 9-12

Fundamentals of Agriculture is designed to develop the basic theories and principles involved in animal science, agribusiness, agricultural mechanics, and natural resource management. The standards prepare students to choose among agricultural careers for the 21st Century.

Livestock Management/Crop Science

1 Credit Grade Level 10-12

Prerequisite: Fundamentals of Agriculture

Livestock Management will help prepare students for further courses of study in animal science. The effective management of livestock requires an applicable knowledge of animal anatomy, nutrition, health genetics, facilities, and the effects of livestock production on the environment. This course further prepares students to apply these principles

Crop Science is designed to challenge students interested in the fundamental of soil use, land management, environmental conservation, and the efficient production various field crops, fruits, berries, and vegetables. The 21st Century will see the need for improved management of these natural resources and an increased production of the food commodities produced on our limited amount of soil.

Forestry/Wildlife Management

1 Credit Grade Level 10-12

Prerequisite: Fundamentals of Agriculture

Forestry is designed to develop student knowledge of forestry technology as it progresses into the 21st Century. The student will develop skills in producing, harvesting, marketing, and developing forestry products. Forests are one of the state's most valuable resources. If we are to enjoy their products in the future, they must be conserved today.

Wildlife Management emphasizes the awareness of conservation and preservation management practices utilized to ensure the sustainability of our outdoor resources. Integrated academics and experiential learning will build conservation awareness among students. This will, in turn, generate career interests and more responsible land ownership in the community as we enter the 21st Century.

Agriculture Mechanics and Maintenance

1 Credit Grade Level 10-12

Prerequisite: Fundamentals of Agriculture

Agriculture Mechanics and Maintenance includes standards to prepare students for operational procedures for a shop or a home environment. Students learn basic skills in areas ranging from welding and electricity to land measuring and plumbing. As students enter the 21st Century, they need to have skills that can be used in a rural or an urban environment.



Agriculture Power and Equipment

1 Credit Grade Level 11-12

Prerequisite: Fundamentals of Agriculture and Agriculture Mechanics and Maintenance
Agriculture Power and Equipment includes basic information and laboratory activities on small engines, tractors and agricultural equipment maintenance, repair, and overhaul. The standards address competencies for electrical motors, hydraulic systems, and fuel powered engines.

Advanced Principles of Agriculture

1 Credit Grade Level 10-12

Prerequisite: Fundamentals of Agriculture

Advanced Principles of Agriculture the student will analyze career opportunities, record keeping and leadership, basic principles of animal science, soil management and crop production, and mechanics involved in the field of Agriculture.

Greenhouse Management/Nursery Production

1 Credit Grade Level 10-12

Prerequisite: Fundamentals of Agriculture

Greenhouse Management the student will learn the career opportunities, safety practices in the use of pesticides, types of soil media, plant structures, function and propagation, proper watering and nutrition of greenhouse crops, and identification of common plants used in greenhouse production.

Nursery Production the student will evaluate plant physiology and growth, soil and environmental needs, propagation, weed and disease control, water and nutritional needs, sales, and marketing at the retail and wholesale levels, and landscape design and maintenance.

****Greenhouse Management/Nursery Production course is dependant on the construction of a greenhouse.****

Agriculture COOP

1 Credit Grade Level 12

Prerequisite: Fundamentals of Agriculture, another Agriculture Class, and concurrent enrollment in an Agriculture Class.



THEATRE

Theatre Arts 1

1 Credit Grade Level 9-12

Appreciation and performance class. Students will perform and also study to improve voice and diction, their use of body language, and their knowledge of every facet of drama from its structure to its history.

Theatre Arts 2

1 Credit Grade Level 9-12

Prerequisite: Theatre Arts I.

Students must apply to take this class before registering. Sign up for this class is by permission only with theatre instructor. Application forms may be picked up from Theatre instructor. The course includes scriptwriting, performance, and production. Tournament involvement is also required.



MUSIC

Instrumental Music

1 Credit **Grade Level 9-12**

Prerequisite: Teacher's Recommendation

Special Note: Grades are determined in part by participation in after school events not limited to but including after school rehearsals, football games, band contests, and parades.

An instrumental music course for band and color guard encompassing instrumental technique, music history, movement, musical styles, and general music knowledge. A display of knowledge and understanding is required through the medium of performance. Activities outside the school day are required. **Prerequisite:** Teacher's Recommendation

General Music

1 Credit **Grade Level 9-12**

Prerequisite: A general course for those students interested in increasing their musical knowledge.

A general study of musical styles, music history, composers, literature, musical terms, and listening.

Theory and Harmony

1 Credit **Grade Level 9-12**

A course in music fundamentals including advanced concepts of aural and written elements of music and basic harmony.

Music History/ Jazz Emphasis

1 Credit **Grade Level 9-12**

Prerequisite: Teacher's Recommendation

Special Note: Grades are determined in part by participation in after school events not limited to but including after school rehearsals, football games, band contests, and parades.

Study of music history in jazz and jazz performance. Activities outside the school day are required.

Vocal Music

Department Head; Lisa Jernigan

1 Credit **Grade Level 9-12**

Group singing, beginning instruction in vocal production, music reading, and movement. One public performance required per term. No audition required for admission.

Women's Show Choir

1 Credit **Grade Level 10-12**

Prerequisite: Vocal Music. Audition required for admission.

Student must exhibit a comprehension of rhythmic and melodic notation as well as adequate timed movement skills. One public performance required per term. Students must maintain an overall 2.0 academic average to compete.

Home of the Yellow Jackets



Sound System

Grade Level 10-12

Credit *Prerequisite: Audition required for admission.*

Term 1 and 2: Survey and performance of standard Classical Choral Literature.

Term 3 and 4: Vocal production and choreography combined for competition team.

Student must maintain an overall 2.0 academic average to compete. Two public

performances required per term.



BUSINESS AND INFORMATION TECHNOLOGY

Business Courses

Keyboarding

Grade Level: 9-12

½ Credit

Prerequisite for all business classes

Required for entry in any business-related course. Develops skills using the touch method for operating the computer keyboard. Provides for an introductory level of word processing, using Microsoft Office basics.

Computer Productivity Applications

Grade Level: 9-12

½ Credit

This course is designed to develop skills for applications needed to use computer software. Emphasis is given to, but not limited to four major applications: word processing, database, spreadsheet and presentation design. Students will use the tools of the electronic desktop in completing applications. Skills developed will facilitate efficient production, accurate analysis, management of information, and oral and demonstrative presentation skills

Accounting I

1 Credit Grade Level: 10-12

Accounting I is designed to provide the students with fundamental accounting skills and theories. Students are introduced to accounting terms, the accounting equation, general and subsidiary ledgers, worksheets and financial statements. Sole proprietorships and partnerships are also taught.

Workbook Required

Accounting II

1 Credit Grade Level: 10-12

In order to take Accounting II, you must successfully complete Accounting I. Accounting II expands on topics learned in Accounting I while adding new topics about management accounting, cost accounting, not-for-profit accounting, and financial analysis.

Workbook Required

Business Finance

½ Credit

Grade Level: 10-12

Business Finance is a course designed to develop skills in the use of financial principles in making business decisions. Students will research job qualifications and employment opportunities in finance. The course includes a study of the allocation of financial resources, the effects of the finance and credit institutions on the business community, and the impact that financial decisions have on the consumer market.



International Business/Business Management

1 Credit Grade Level: 11-12

International Business is designed to provide students the opportunity to develop skills needed to live and work in a global market place. The student will acquire the attitudes, knowledge and skills for entry-level international business. This will include but is not limited to political, legal, financial, economic, and social/cultural considerations.

The study of Business Management will provide students the foundation needed to appreciate the importance of the many activities, problems, and decisions necessary to successfully manage an ongoing business entity. Areas to be examined include business organization, careers available, ethical and legal responsibilities, communication and decision-making, personnel safety and professional development. By gaining an understanding of these tasks, students will be better prepared to enhance the business decisions of tomorrow.

Information Management Systems

1 Credit Grade Level: 9-12

Prerequisite: Keyboarding

This course allows for students to attain proficiency level in document creation design, desktop publishing, database, spreadsheets, graphic design, and multimedia presentations using Microsoft Office 2000. Students work toward the attainment of high-level employable competencies in computer systems, computer applications, communications systems, ethical issues, human relations, and management. The Internet will also be used.

Document Creation Design/Desktop Publishing

½ Credit Grade Level: 10-12

Prerequisite: Keyboarding / Keyboarding Applications

Emphasis placed on production of business applications including design and layout, speed and accuracy. Student will design a correspondence portfolio, perform Internet searches, and apply document design skills to complete simulated and real projects using Microsoft Word. Proficiency will lead to Software Certification.

The student will develop skills in electronic publishing design, layout, composition and paste-up. The techniques will be applied in creating and formatting various publications that require imported data/graphics using resources such as the Internet, scanner, etc. The student will research and apply copyright laws, ethical practices and language arts skills with reference to electronic publishing.



Internet Navigation

Grade Level: 10-12

1 Credit

Prerequisite: Keyboarding/Keyboarding Applications

Internet Navigation Communication Systems is the study of oral, written and electronic communication in a global society. Components of communication include the sender, the message, the receiver, the feedback, and the channel. The purposes of communication are to build goodwill, persuade, obtain or share information and build self-esteem.

The course will address the use of the Internet developing concepts, particularly those related to Web browsers, navigators, search engines, on-line communication methods, home and Web site design concepts, transfer of data, downloading files, security procedures and Internet navigational tools. Emphasis will be placed on electronic research, business report writing, business correspondence, enhancement of oral presentations with electronic media and communications applying current technology.

Business Academic Co-op

Grade Level 12

1 Credit

Academic Co-op is a structured method of instruction whereby students coordinate their academic studies with a paid job in a field related to their academic courses. The student receives one credit per semester on work experiences, training, and evaluation plans agreed to by the Academic school coordinator (Mrs. Sholar) and the employer.



CAREER EDUCATION

Career Management Success Credit **Grade Level 9-12**

Career Management Success is a core course for all vocational career clusters. The class is designed to help students develop an understanding of the career opportunities available in those career clusters and develop the personal and professional skills and knowledge to be successful at school, work and in their personal lives. Among the concepts taught are study skills, listening skills, teamwork, conflict resolution and the basics of searching for and maintaining that first job. There are no prerequisites for the course.



COMMUNICATIONS

Media Concepts

1 Credit Grade Level 9-10

This course is offered for students interested in either the Audio and Video Technologies sub-cluster or the Journalism and Broadcasting sub-cluster of the arts and communication cluster. The overlap in these industries is extensive as can be witnessed in television, film, music, radio, newspaper, Web-cast, and entertainment just to name a few. This course is an entry level course to prepare students for the media industry. Course content provides a broad-based exposure to audio, video, and journalism and broadcasting within the media industry. Upon completion of this course, students will be prepared to pursue advanced coursework in either audio and video technology or journalism and broadcasting.

Electronic Media Production

1 Credit Grade Level 10-11

Prerequisite: Media Concepts

This course is offered in the audio and video technology sub-cluster to students who have completed Media Concepts or obtained instructor's approval. Course content focuses on electronic media production (EMP) technologies utilizing simulated and/or real-life commercial, news, music, interactive, and industrial programming. The student will gain valuable insight into the many facets of EMP production, including, but not limited to concept creation, scripting, sound design, visual design, engineering, editing, budgeting, and producing, as well as exploring some of the latest advances in industry technology.

Electronic Media Management

1 Credit Grade Level 11-12

Prerequisites: Media Concepts and Electronic Media Production

This course is offered in the Journalism and Broadcasting sub-cluster to students who have completed Electronic Media Concepts and Electronic Media Production or obtained the instructor's approval. This course focuses on simulated real-life electronic broadcasting media production and management activities and programming. The student will gain valuable insight into both audio and video sides of electronic media industry. Course content is composed of scripting, broadcasting, reporting, directing, editing, budgeting, and producing, as well as, cameras, lights, sound, and set design. This course will explore the latest digital technology and application, research and future trends in the electronic media industry. Upon completion of this course students will be prepared to pursue post secondary education or enter the electronic media industry in an entry level position. The educational laboratories will assimilate broadcast facilities in the electronic media industry.



WELLNESS

Lifetime Wellness

1 Credit **Grade Level: 9-12**

Students shall complete a unit of lifetime wellness, a planned program to promote a lifelong process of positive lifestyle management that seeks to integrate the emotional, social, intellectual and physical dimensions of self for a longer, more productive, and higher quality of life, as a requirement for graduation.

Participation in marching band or interscholastic athletics shall not be substituted for this requirement.

The following topics shall be included as part of the lifetime wellness course to help students reach the specified goals in the curriculum framework:

- 1) Disease Prevention and Control
- 2) Safety and First Aid
- 3) Mental Health
- 4) Nutrition
- 5) Substance Use/Abuse
- 6) Sexuality and Family Life
- 7) Personal Fitness and Related Skills

PE 1- 4 Credits – Restricted to the following sports

Girls – Basketball
Volleyball
Boys- Basketball
- Football

PE 2- 4 Credits – Restricted to the following sports

Girls – Basketball
Volleyball
Boys- Basketball
- Football

Physical Education 1 (Weights and Conditioning)

1 Credit **Grade Level 10-12**

Special Note: Students that are enrolled football, basketball, and volleyball are not allowed to enroll.



AIR FORCE JUNIOR RESERVE OFFICERS TRAINING CORPS (AFJROTC)

AFJROTC 1

Grade Level 9-12

1 Credit

Basic instruction in Aerospace Science is military history, personal responsibility, citizenship, drill and ceremonies and leadership education. Uniform wear mandatory 1 day per week. Participation in civic functions such as parades as required by the instructor staff.

AFJROTC 2

1 Credit

Grade Level 9-12

Prerequisite of AFJROTC 1.

Basic instruction in the science of flight, advanced leadership training advanced citizenship training and advanced drill and ceremonies. Students will learn the physiological and physical requirements of flight as well as the basics of space exploration.

AFJROTC 3

1 Credit

Grade Level 10-12

Prerequisite of AFJROTC 1 and 2.

Advanced instruction in the science of flight and exploration of space. Students will study the solar system, space travel and modern rocketry techniques. Basic instruction in outdoor survival skills, advanced leadership techniques and basic personnel management skills.

AFJROTC 4

1 Credit

Grade Level 11-12

Prerequisite of AFJROTC 1, 2 and 3.

Instruction in Air Force Policy and Organization, principals of management, world geography and advanced survival skills. Other special instruction provided based on student and instructor needs assessment.



SPECIAL EDUCATION

The following courses have individualized instruction. Students must have PRIOR approval before taking these classes. Each student should refer to his or her individualized Education Plan for course expectations.

Resource Subjects

1 Credit (per subject)

Grade Level: 9-12

English (Resource)

English (Extended Resource)

Math (Resource)

Math (Extended Resource)

Life Skills Math- Designed for students with very low math skills

Government/Economics

U.S. History

General Science

Reading/Language

Keyboarding/Keyboarding Applications

Life Skills (Transition to Work)

Shop (Wood)

CDC-Student Coach: Peer Training Program (Applications to be obtained)

1 Credit Grade Level: 11-12

This course is designed to enable regular education students to develop peer relationships, be a positive role model, and learn how to successfully work with and teach students with special needs. This will include class and outside work for grades, working with students in class, and in the community.

Requirements: Adequate GPA, Good Attendance, & Teacher Recommendation.



VISUAL ARTS

Visual Art 1

1 Credit

Grade Level 9-12

Art I stresses creative expression and studio production in drawing, painting, and 3-D construction. This course integrates art criticism, art history, and aesthetics. Students are introduced to the basic language of art.

Course Content

Art I students are presented with detailed, step-by-step, skill building activities to give them an understanding of the elements and principles of art. Students learn how to look at, appreciate, and criticize art through more than 50 artworks that represent a wide range of cultures, artistic styles, and art media. These art experiences are sequentially planned, building on previous concepts and providing learning opportunities that incorporate a variety of media, artistic styles, and historical periods.

Art fee is \$12.00

Visual Art 2

1 Credit

Grade Level 10-12

Prerequisite: Must have passed Art I

Art II will be mainly a studio class with advanced drawing, painting, computer art, pottery and some glass fusing. Students will enter many contests and exhibit their artwork in the Spring Art Show at the Center. Art awards will be given out each semester for the best students.

These students apply their learning from Art I about the elements and principles of art as they increase skill in a variety of media. Emphasis shifts from the understanding of ideas to the learning of skills and techniques so that the student can begin to create their own works of art.

Art fee is \$12.00

Visual Art 3

1 Credit

Grade Level 11-12

Prerequisite: Must have passed Art 2

Course Content

Art III is a studio art course, where students experience advanced studio projects in all media. Students are encouraged to enter art contests, keep a portfolio, do computer art, and learn how to apply for art scholarships.

Art fee is \$12.00

SPRINGFIELD HIGH SCHOOL



CAREER and TECHNICAL CENTER



Springfield High School Career and Technical Center

Early Childhood Education/Culinary Arts

Early Childhood Education Careers I
Early Childhood Education Careers II
Early Childhood Education Careers III
Culinary Arts I
Culinary Arts II
Culinary Arts III

Health Science Education

Health Science Education
Medical Therapeutics
Emergency Medical Services
Rehabilitative Therapy
Health Care Management
Anatomy and Physiology
Forensic Medicine
Medical Diagnostics

Marketing Education

Marketing and Management Principles I
Marketing and Management Principles II-Advanced Strategies
Cooperative Education

Arts and Communication

Visual Art and Design
Graphic Communications
Graphic Communication Production
Engineering/CAD A
Engineering/CAD B
Computer-Aided Design
Digital Design and Imaging

Interactive Communications Path

Web Page Fundamentals (Web Page I)
Web Page Site Design (Web Page II)
Web Page Design E-Commerce (Web Page III)
Interactive Multimedia Presentation



Auto Mechanics

Transportation Core
Automotive Brake Systems
Automotive Suspension and Steering

Construction Technology

Construction Core

Carpentry I A

Carpentry I B

Carpentry II A

Carpentry II B

Manufacturing Area

Principles of Machining and Manufacturing A

Principles of Machining and Manufacturing B

Principles of Engineering

Manufacturing Application

Jobs for Tennessee Graduate



EARLY CHILDHOOD EDUCATION/CULINARY ARTS

Early Childhood Education Careers I **Grade Level 9-12**

1 Credit

Students will receive an overview of the physical, intellectual, social, and emotional characteristics of young children. Using this information students will plan and carry out games, music, storytelling, and art activities for children ages 3, 4, and 5. Students will also work with preschool age children and operate a childcare center for approximately five weeks.

Early Childhood Education Careers II **Grade Level 9-12**

1 Credit

Prerequisite: Early Childhood Education Careers I

Students will become familiar with a variety of types of early childhood programs. Students will learn practical techniques for disciplining and guiding young children. Planning classroom curriculum and learning experiences such as math, science, and social studies will be studied. Students will operate a childcare center with preschool age children for approximately five weeks.

Early Childhood Education Careers III

1 Credit **Grade Level 9-12**

Prerequisite: Early Childhood Education I Early Childhood Education Careers II

Special Note: Instructor's approval is necessary for enrollment. This class is an independent study.

Students will apply the marketable early childhood education knowledge and skills previously acquired in increasingly responsible positions in the areas of administration, management issues, and special needs children. Students should spend 30% to 50% of instructional time in a child care practicum, laboratory nursery school, or cooperative education experience (COOP).

Culinary Arts I

1 Credit **Grade Level 9-12**

Students will be introduced to the food service industry and numerous career possibilities. Individuals will learn basic skills needed by members of the food service team including standard measurements, utensils, and tools, commercial equipment, safety and sanitation, and customer service. Students will receive hands on experience in the commercial foods lab preparing and serving a variety of fast food items.

Culinary Arts II

1 Credit **Grade Level 9-12**

Prerequisite: Culinary Arts I

Students will learn how to succeed on the job. They will learn techniques of organization, production and management. Students will spend time in the commercial foods lab preparing such food items as appetizers, salads, entrees, desserts, beverages, and more.



Culinary Arts III

Grade Level 9-12

Credit Culinary Arts I and Culinary Arts II

Prerequisite: Instructor's approval necessary for enrollment. This class is an

Special Note: Independent study.

Students will apply culinary knowledge and skills previously acquired in increasingly responsible positions in the areas of supervision and food management. Students should spend 30% to 50% of instructional time in a food service workplace or cooperative education experience (COOP)



HEALTH SCIENCE EDUCATION

Health Science Education

1 Credit Grade 9-12

This class is designed to introduce students to health careers; develop leadership skills; provide an understanding of the essentials of nutrition/diet; provide an understanding of the medical application of the metric system. Other areas covered in the class are: growth and development, medical terminology, legal and ethical practices, cultural diversity, OSHA standards, safety. Job shadowing is offered. CPR – a fee is required.

Medical Therapeutics

1 Credit Grade 9-12

Prerequisite: Health Science Education

This course includes developing client/patient interaction skill; planning, implementing, and analyzing care based on age, physical, and psychosocial needs; implementing assessment skills; understanding the normal pathophysiology and recognizing the abnormal; creating and implementing a Community project; researching traditional and alternative treatments and medicines; demonstrating basic skills. Job-shadow, CPR – a fee is required.

Emergency Medical Services

1 Credit Grade 10-12

Prerequisite: Health Science Education

This course provides an understanding of the components of Emergency Medical Services systems; differentiates the roles/responsibilities of the First Responder from other health care providers; defines Tennessee's status and regulations. It provides knowledge about equipment; strengthens assessment and communication skills. Job-shadow. CPR – a fee is required. Lab fee for workbook. Will complete CPR certification of the Health Care Provider.

Rehabilitative Therapy

1 Credit Grade 9-11

Prerequisite: Health Science Education

This course allows the student to understand the various areas of rehabilitative therapy. Upon completion of this course the student should be able to demonstrate communication skill; recognize legal responsibilities, limitations, and implications of their actions within the rehabilitation setting; recognize existing and potential hazards to rehab patients, evaluate the purpose and components of the treatment plan and assist in planning procedures; assist in the evaluation of patient's status and implement proper treatment to achieve rehab goals. The student will demonstrate the use of medical terminology. Job-shadow.



Health Care Management

1 Credit **Grade 11-12**

Prerequisite: Health Science Education

This course is designed to introduce students to the area of medical records, medical transcription, unit clerks, and coders. Computer software program allows the student to develop a patient list, create appropriate health histories, physical exam and lab information, to demonstrate medical billing, prepare various insurance forms. The student will acquire an in-depth understanding of medical terminology of all body systems. Job – shadow.

Anatomy and Physiology

1 Credit **Grade 11-12**

Prerequisite: Chemistry

Upon completion of this course the student should be able to demonstrate knowledge of the normal body defenses against disease processes; discuss the effects of abnormal factors of the normal body defenses against disease processes; discuss the effects of abnormal factors on the normal functions of the body; differentiate health problems associated with the stages of growth and development; compare the anatomical structures and physiological functions of each body system. Job- shadow, Labs, CPR-fee required.

Medical Diagnostics

1 Credit **Grade 10-12**

Prerequisite: Health Science Education

The students will learn the ways diagnostic medicine creates a picture of an individual's health at a single point in time. This could include but is not limited to cardiology, imaging, medical laboratory, radiology and other forms of diagnostic medicine. Job shadowing offered.

Clinical Internship

1 Credit **Grade 11-12**

Prerequisite: Rehabilitative Therapy, EMS, or Medical Therapeutics.

Must apply and receive permission from instructor. The students will complete orientation and training in the classroom before rotating through area hospitals, clinics, physician's offices, home cares and nursing facilities. Students will be exposed to a variety of health careers as well as exercise in professional behavior and ethics. Reliable transportation is required. Uniform, evidence of TB/hepatitis B vaccinations required. Clinical liability insurance available for a fee. Must be scheduled fourth block. Must be approved by instructor prior to scheduling.

Forensic Medicine

1 Credit **Grade 10-12**

Prerequisite: Health Science Education

Forensic science plays a crucial role in the criminal justice system. The student will understand the knowledge and skills as well as integration necessary in the examination, analysis, interpretation, reporting and testimonial support of physical evidence.



MARKETING EDUCATION Springfield High School Students Only

Marketing and Management Principles I

1 Credit Grade 11-12

This course focuses on the study of marketing concepts and their practical application. Students will examine risks and challenges marketers face to establish a competitive edge. Marketing I is designed to introduce and provide an overview of marketing and management, as well as employment opportunities available in these fields. Students will explore important marketing concepts, functions, personality traits, and communication and interpersonal skills necessary for marketing and management careers. Subject matter includes economics, marketing foundations/functions and human resource leadership development.

Marketing and Management Principles II-Advanced Strategies

1 Credit Grade 11-12

Prerequisite: Marketing and Management Principles I

This course emphasizes marketing concepts and management functions performed by professionals. Students will examine challenges, responsibilities, and risks managers faced in today's workplace. Marketing and Management Advanced Strategies emphasizes the development of decision-making skills so that students understand the impact of management-oriented challenges. Subject matter includes finance, entrepreneurship, risk management, marketing information systems, purchasing, human resource skills, and leadership development. Communication, interpersonal and mathematics skills are reinforced in this course.

Sports and Entertainment Marketing

1 Credit Grade Level 11-12

Sports and entertainment marketing is a specialized course designed to offer students an opportunity to gain knowledge and develop skills related to the growing sports and entertainment industry. Students will develop skills in the areas of facility design, merchandising, advertising, public relations/publicity, event marketing, sponsoring, ticket distribution, and career opportunities as they relate to the sports and entertainment industry.

Cooperative Education

1 Credit Grade 11-12

Students enrolled in Marketing Education can receive additional Co-op credits. Co-op is a method that connects school based and paid work based learning. Co-op is designed to meet the needs of students in the university and technical paths. Students receive course credit for their in class instruction and work component.



ARTS AND COMMUNICATION

Visual Communication

1 Credit Grade Level 9-12

Application of artistic skills necessary to enter careers in visual arts, design, printing, and photography.

Graphic Communications

1 Credit Grade Level 10-12

Opportunity to acquire marketable skills for a career in Graphic Design. Lab experiences will simulate those found in the Graphic Arts Industry. Focus is on printing, layout, and finishing.

Graphic Communication II

1 Credit Grade Level 10-12

Prerequisite: Graphic Communications

Third course of Visual Art and Design to explore graphic design and digital imagery to gain proficiency to move into the work place or enter into post-secondary education in Graphic Arts. Work based learning opportunities will enhance the student's learning experience.

Digital Design and Imaging

1 Credit Grade Level 10-12

Exploring the creative aspects of Graphic Design

Computer Aided Drafting (CAD)

1 Credit Grade Level 9-12

In the first 18 weeks learn basic scale drawings and orthographic projections by making simple 2 & 3 dimensional drawings both manually and with computer aided drafting.

Advanced Computer Aided Drafting

1 Credit Grade Level 11-12

Prerequisite: Computer Aided Drafting (CAD)

This course consists primarily of individual drawing projects, with some group project. Emphasis is on drawing projects of increasing complexity. Can take CMS or Principles of Engineering to complete a cluster.



INTERACTIVE COMMUNICATIONS PATH

Web Page Fundamentals (Web Page I)

1 Credit **Grade Level 10-12**

Prerequisites: Keyboarding

In this course, which is the first level of Web Page Design, students will work with HTML and web page creation software to develop web pages, learn basic of site layout and design, and have the opportunity to work on existing websites in the community. Students will also learn the dynamics of networking/internetworking, web hosting and web design in e-commerce. Further, this course provides for and directly maps to the Certified Internet Webmaster "Foundations" national certification examination.

Web Page Site Design (Web Page II)

1 Credit **Grade Level 10-12**

Prerequisite: Keyboarding and Web Page Fundamentals (Web Page I)

This course, which is the second level of Web Page Design, exposes students to basic and advanced web design, web graphics, web animation, dynamics of web hosting, and web design in E-commerce. Students will use HTML as well as other leading software programs to create web pages, and work on existing websites in the community. Further, this course provides for and directly maps to the Certified Internet Webmaster "Site Designer" national certification examination.

Web Page Design E-Commerce (Web Page III)

1 Credit **Grade Level 11-12**

Prerequisites: Web Page I and Web Page II

This course corresponds to the CIW certification "Web eCommerce" which is the third level of Web Page Design. This course prepares students with work-related skills for advancement into post secondary education or industry. Course content includes exposure to web design in eCommerce with marketing, customer relations and commercial web site publication.

Interactive Multimedia Presentation

1 Credit **Grade Level 10-12**

Prerequisite: Keyboarding

The student will be proficient in using interactive multimedia tools to develop digital communication presentations. Creative design, persuasive communication, and language arts skills are applied. Typography, layout and design guidelines are applied. Copyright laws and ethical practices are reinforced in creating and formatting various presentations that require imported data/graphics, digital, audio, and video clips.



AUTOMOTIVE TECHNOLOGY

Transportation Core

Grade Level 9-12

1 Credit

This course prepares students for entry into all subsequent transportation courses. Students explore career opportunities and requirements of a professional service technician. Content emphasizes beginning transportation service skills and workplace success skills. Students study safety, tools, equipment, shop operations, and basic technician skills.

Automotive: Suspension and Steering

Grade Level 9-12

1 Credit

Prerequisite: Transportation Core

This course prepares students for entry-level positions or advanced training in automotive suspension and steering systems. Course material covers the principles of automotive suspension/steering systems and four-wheel suspension alignment.

Automotive: Brake Systems

Grade Level 9-12

1 Credit

Prerequisite: Transportation Core

This course offers training in the diagnosis and repair of hydraulic, mechanical, and electrical systems used in standard and anti-lock brake systems.



CONSTRUCTION TECHNOLOGY

Construction Core

Grade Level 9-12

1 Credit

This course is the first course in the Construction Technology area path. It is a course that will introduce students to basic skills and knowledge applicable to all construction trades.

Carpentry I A and B

Grade Level 9-12

2 Credits

Prerequisite: Construction Core

We are creating and A and B to distinguish the difference when registering students. It will introduce students to basic skills and knowledge related to residential and commercial carpentry. Includes an introduction to the skill and knowledge base typical required for apprentice carpenters.

Carpentry II A and B

Grade Level 11-12

2 Credits

Prerequisites: Carpentry IA and Carpentry IB

Topics covered include stairs, installation and trim of windows and doors, installation and repair of gypsum wallboard, advanced site layout, exterior, finish work, thermal and moisture protection, and an introduction to welding.



MANUFACTURING

Principles of Machining and Manufacturing A and B

2 Credits **Grade Level 9-12**

Since Principles of Machining and Manufacturing has 2 credits, we are creating an A and B to make it easier to make the distinction when registering students. It focuses on the concepts and practices that support careers in manufacturing, industrial maintenance, metrology automation, industrial design, or industrial support.

Principles of Engineering

1 Credit **Grade Level 10-12**

Prerequisites: Principles of Machining and Manufacturing A and B

This course allows students to explore the nature of engineering and the skills fundamental to all engineering fields. The student expands their skills in Engineering/CAD by integrating computer automation into the manufacturing process.

Manufacturing Application

1 Credit **Grade Level 12**

Is a 12th grade course for students interested in entering the workforce or pursuing higher education in the manufacturing area. The course requires students to solve problems in a real-world manufacturing context.



JOBS FOR TENNESSEE GRADUATE

for Tennessee Graduates

Grade Level 11-12

edit
class is designed to help selected high school students graduate and prepare for the
ities of the workplace. Students undergo a curriculum promoting personal and
employability skills that meet the needs of today's employers.



ROBERTSON COUNTY BOARD OF EDUCATION



POLICIES FOR SECONDARY EDUCATION



Robertson County Schools

Mr. Ronnie L. Meador, Director of Schools
Dr. Danny L. Weeks, Supervisor of Secondary Education
P.O. Box 130
Springfield, Tennessee 37172
Telephone (615) 384-5588 Fax (615) 384-9749

REQUEST FOR APPROVAL OF CORRESPONDENCE COURSE {Robertson County Board Policy IDCB}

STUDENT _____ SCHOOL _____

DATE OF BIRTH _____ GRADUATION DATE _____

COURSE REQUESTED _____

INSTITUTION _____

CREDIT REQUESTED _____

REASON FOR REQUEST _____

FINAL EXAM TO BE GIVEN BY _____ ON _____

☐ Request approved as proposed

☐ Request approved with condition(s) _____

☐ Request denied

Guidance Counselor Signature _____

Principal's Signature _____

Director of Schools/Designee Signature _____

Robertson County Schools

Ronnie L. Meador, Director of Schools
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(615) 384-5588 (615) 384-9749 [fax]

REQUEST FOR APPROVAL OF DUAL OR JOINT ENROLLMENT COURSE {Roberson County Board Policy IDCH}

STUDENT _____ SCHOOL _____

DATE OF BIRTH _____ GRADUATION DATE _____

DUAL _____ JOINT _____

COURSE REQUESTED _____

INSTITUTION _____

REASON FOR REQUEST _____

____ Student meets guidelines outlined in policy IDCH. (3.0+ GPA, ACT>19, college accepted)

____ Student is enrolled in a minimum of two high school credit courses and two college/university courses.

____ Request approved as proposed

____ Request approved with condition(s) _____

____ Request denied

Guidance Counselor signature _____ Date _____

Principal's signature _____ Date _____

Director of Schools/Designee signature _____ Date _____

Approval must be granted prior to beginning classes

ROBERTSON COUNTY SCHOOLS
Dr. Danny L. Weeks, Supervisor of Secondary Education
2121 Woodland Street
Springfield, TN 37172
Phone (615) 384-5588 Fax (615) 384-9749
e-mail: weeksd@k12tn.net

MEMORANDUM

To: Secondary Principals
Guidance Counselors

From: Dr. Danny L. Weeks

RE: Early Graduation

A student requesting early graduation should follow this process:

1. Make written application to the principal. The student and parent/guardian should sign the request.
2. Obtain a written recommendation from the principal and guidance counselor.
3. Review Board Policy IHG and sign the attached sheet.
4. Request that the guidance counselor send the signed application, recommendation, a current transcript, and a current class schedule to the Office of Secondary Education.

I will review the request and notify you if the student is a candidate for early graduation.

Note: The deadline for requesting December graduation is the end of the first term.

Early Graduation Requirements Checklist:

Student Name: _____

School: _____

1.

Letter to Principal from student and parent/guardian

2.

Recommendations from:

_____ Principal

_____ Guidance Counselor

3.

Completed Application

4.

Transcript

5.

Current Class Schedule

Note: The deadline for requesting December graduation is the end of the first term.

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EARLY GRADUATION

I, _____, have read and understood the
(Student Name)
expectations for early graduation as outlined in the packet and in Board of Education
Policy IHG.

Student Signature

Date

Parent/Guardian Signature

Date

Guidance Signature

Date

Principal Signature

Date

Copy to be filed in student's cumulative record.

ROBERTSON COUNTY SCHOOLS
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MEMORANDUM

To: Secondary Principals
Guidance Counselors

From: Dr. Danny L. Weeks

RE: **Partial Student Status**

A student requesting partial student status should follow this process:

1. Make written application to the principal. Include all necessary information regarding hardship and/or employment including place of employment, work schedule, phone number, and name of immediate supervisor. The student and parent/guardian should sign the request.
2. Obtain a written recommendation from the principal and guidance counselor.
3. Review Board Policy IHC and sign the attached sheet.
4. Request that the guidance counselor send the signed application, recommendation, a current transcript, and a current class schedule to the Office of Secondary Education.

I will review the request and notify you if the student is a candidate for partial student status.

Partial Student Status Checklist:

Student Name: _____

School: _____

- _____ 1. Letter to Principal from student and parent/guardian including the following information:

_____ Explanation of hardship

and/or

_____ Employment information (place of employment, work schedule, name of immediate supervisor, and phone number)
- _____ 2. Recommendations from:

_____ Principal

_____ Guidance Counselor
- _____ 3. Completed Application
- _____ 4. Transcript
- _____ 5. Current Class Schedule

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PARTIAL STUDENT STATUS

I, _____, have read and understood the
(Student Name)
expectations for Partial Students as outlined in the packet and in Board of Education
Policy IHC.

Student Signature

Date

Parent/Guardian Signature

Date

Guidance Signature

Date

Principal Signature

Date

Copy to be filed in student's cumulative record.

Robertson County School Board Policy

Descriptor Term:

Advanced Placement

Descriptor
Code:

IDCI

Issued Date:

7/22/2002

Rescinds:

{Rescinds}

Revised
Date:

{Issued}

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Each secondary school shall establish a mechanism for acquainting students with the Advanced Placement Program and the procedures for Advanced Placement testing. As much as practical, schools shall provide classes that prepare qualified students for Advanced Placement testing. All costs incurred for such testing shall be the responsibility of the student.

Legal Reference(s):

References}

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Director of Schools

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Robertson County School Board Policy

for Term

Attendance

Descriptor
Code:

JB

Issued Date:

8/12/1996

Rescinds:

{Rescinds}

Revised
Date:

10/14/2002

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Description:

Attendance is a key factor in student achievement and therefore, students are expected to be present each day school is in session.

The attendance supervisor shall oversee the entire attendance program which shall include:

1. All accounting and reporting procedures and their dissemination;
2. Alternative program options for students who severely fail to meet minimum attendance requirements;
3. Ensuring that all school age children attend school;
4. Providing documentation of enrollment status upon request for students applying for new or reinstatement of driver's permit or license; and
5. Notifying the Department of Safety whenever a student with a driver's permit or license drops out of school or becomes ineligible.

The principal shall be responsible for ensuring that:

1. Attendance is checked and reported daily (secondary schools should report at each class change);
 2. Daily absentee sheets contain sign in/sign out sheets and indicate students presence or absence for the majority of the day;
 3. All student absences are verified;
 4. Written excuses are submitted for absences and tardiness;
 5. System-wide procedures for accounting and reporting are followed.
- Excuses shall be classified as either excused, unexcused or suspended by the principal or his/her designee.

excused absences shall include

1. Illness of student (after three (3) consecutive days, or repeated absences, a note from a physician may be required;
2. Illness of family member which required the student's help at home;
3. Death of a family member;
4. Medical appointments which cannot be scheduled outside school time;
5. Religious holidays; or
6. Circumstances which in the judgment of the principal create emergencies over which the student has no control.

The following may be excused when request is made in advance of the absence:

1. Seasonal work in a family business
2. Taking driver's test, college visitation, and military examination
3. Applying for a job
4. Court appearances
5. Family vacations

Schools may require an official verification of any appointment prior to excusing the absence. Schools may limit the excused absences.

excused absences shall include:

1. Car trouble;
2. Cleaning house;
3. Shopping;
4. Baby-sitting;
5. "Personal business";
6. Tractor pulls, implement shows, etc.
7. Hair appointments, errands, etc.
8. Working jobs (other than jobs included in Board approved programs)

Excused or unexcused absences apply to all cases of truancy. Truancy is defined as an absence for an entire school day, a major portion of the school day or the major portion of any class, and hall or activity during the school day for which the student is scheduled.

Requests for absences or tardiness and requests for early dismissal before the close of school must be submitted in writing or in person by the parents or guardians. If an early dismissal is unexcused, the student shall make personal contact with the parent/guardian prior to dismissal.

Students participating in school-sponsored activities whether on-or off-campus shall not be counted as absent. In order to qualify as "school sponsored", the activity must be school-planned, school-directed, teacher supervised, or a program for out of school credit. Mass exodus or early dismissal or late arrival of all students or any segment of students shall not be permitted for any reason except for emergencies such as inclement weather or other unavoidable situations, unless instructional time is made up in full. Exceptions may be approved at the discretion of the Director of Schools.

All missed class work or tests may be made up when the excused truancy is verified by a note or contact from parent, guardian, or physician and the student makes the request immediately upon returning to school. Students who have received excused absences must have at least time equal to the number of days missed plus one day to make up missed assignments or test. (Exceptions to this include pre-announced tests and term assignments which will be due upon return). School work and tests missed for suspensions may be required to be made up.

Students may be denied the privilege of making up work missed as a result of an unexcused absence or suspension.

Schools are encouraged to provide make-up time through extended day and/or Saturday programs and may require time/work to be made up for both excused/unexcused absences and suspensions.

The principal of each school shall form an attendance review committee. Students missing five (5) or more days (or same class) in a grading period will receive no grade and no credit in those courses until the attendance committee has reviewed the circumstances of the absences as they apply to the attendance policy. The committee shall make a recommendation to the principal. Such recommendations may include, but shall not be limited to, denial of grade and credit due to unsatisfactory attendance.

All elementary schools (K-8) shall participate in the Truancy/Grade Review Program and shall follow all guidelines set forth by this program related to attendance.

Student attendance records shall be given the same level of confidentiality as other student records. Only authorized school officials with legitimate educational purposes may have access to student information without the consent of the student or parent/guardian.

Legal Reference(s):

References }

Robertson County School Board Policy

1st Term

Class Ranking

Descriptor
Code:

IHC

Issued Date:

1/12/2004

Rescinds:

{Rescinds}

Issued:

{Issued}

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DESCRIPTION:

Students must be enrolled full time at the home base school to be eligible for ranking among the top high school seniors.

Grades earned in grades 9, 10, 11 and the first semester of grade 12 and the first term of the second semester will be counted toward the grade point average and the rank in class.

To become valedictorian or salutatorian, a student must be enrolled in the high school at least four (4) of the seven (7) semesters preceding the final semester. The final term of the second semester will not be used in determining class standing.

For purpose of class rank, a student's average will be calculated on weighted quality points. The following scale will be used.

1 Credit

	Dual AP	Honors and Advanced Level	Standard
	6	5	4
A		4	3
B	5	3	2
C	4	2	1
D	3	0	0
F	0		

Each school will submit a list of honors and advanced level courses to the director of schools/designee for approval. This policy will be in effect for students entering the 9th grade for the 2001-2002 school year.

FOR INCOMING FRESHMEN 2004

Class Ranking

A four-point Quality Point System will be used for determining student grade point averages (GPA's)

Rank in class will be computed at the end of the 3rd term of the senior year. Students must be enrolled full time at the home base school to be eligible for ranking among the top 100 school seniors. Credits earned prior to entering the 9th grade will not be included in the computation of GPA and class rank. No transfer course will be awarded advanced credit unless an equivalent course is taught at the receiving school and unless the course is so designated on the transcript. Such transfer credit will be accepted only from schools accredited by the Tennessee State Department of Education. Students who choose to graduate early will not be ranked.

Selection of Valedictorians & Salutatorians

To be ranked as valedictorian or salutatorian, a student must be enrolled in the high school at least four of the seven semesters preceding the final semester. In the event that multiple students have the same GPA, students who have taken at least 5 officially recognized *advanced courses will be ranked above students who have not taken advanced courses. Students' GPA's shall not be adversely affected by taking more or fewer classes than other students. If after considering advanced courses, the final scores of the required Gateway tests and the high school TCAP Writing Assessment will be used to determine final ranking; (at present English II, Biology I, and Algebra I). In the event that multiple students have the same calculated test scores, then students highest composite ACT score (at the time of calculation) will be used to determine final ranking. In the event that multiple students are equal on all of these outlined criteria, multiple valedictorians will be recognized.

*Advanced courses are those courses which have been designated as such by the Director of Schools Designee and have a quantitative and qualitative difference from the regular course.

Legal Reference(s):

References }

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Robertson County School Board Policy

Descriptor Term:

Course Offerings and Awarding of Credits

Descriptor Code:

ID

Issued Date:

10/14/2002

Rescinds:

{Rescinds}

Revised Date:

{Issued}

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Description:

The student will earn one-half (1/2) credit for successful completion of each nine-week course. The maximum amount of credit issued is one (1) credit for courses listed in the state-approved Course Code Book.

Credits earned by special education students will be determined by the student's IEP.

Non-traditional courses [see policy IDCB] 2 credits

The following are exceptions to the one (1) credit limit.

Journalism	4 credits
Creative Writing	4 credits
Gateway Remediation	6 credits
Voluntary Experience Programs	2 credits
Vocational/Academic Co-Op	4 (per state guidelines)
*Theory & Harmony	4 credits
*Instrumental Music	4 credits
*Vocal Music	4 credits
*Band/Orchestra	4 credits
<i>*No student shall earn more than a maximum of 8 credits for this section</i>	
Physical Education I	4 credits
Physical Education II	4 credits
Vocational:	
Administrative Mgmt. Systems	2 credits
Intl. Business/Marketing	1 + 2WBL
Agricultural Power & Equip	2 credits
Crop Science	2 credits
Green House Management	2 credits

Principles of Agricultural Engineering	2 credits
Supervised Agricultural Experience	1/2 per year, 2 maximum
Leisure Craft: Systems	2 credits
Leisure Craft: Engine & Performance	2 credits
Automotive: Engine Performance	2 credits
Automotive: Electronic Systems	2 credits
Carpentry I	2 credits
Carpentry II	2 credits
Principles of Welding	2 credits
Welding Applications	2 credits
Engineering Design/CAD	2 credits
Computer Aided Design	2 credits
Information Technology Infrastructure	2 credits
Graphic Communications Production	4 credits
Graphic Design & Digital Imaging	2 credits
Electronic Media Production	2 + 1 WBL
Electronic Media Management & Operation	2 + 1 WBL
Principals of Machining & Manufacturing	2 credits
Manufacturing Applications	2 credits
Principles of Welding	2 credits
Welding Applications	2 credits
Principles of Cosmetology	2 credits
Design Principles of Cosmetology	3 credits
Chemistry of Cosmetology	3 credits
Early Childhood Education Careers I	2 credits
Early Childhood Education Careers II	3 credits
Early Childhood Education Careers III	3 credits
Culinary Arts I	2 credits
Culinary Arts II	2 credits
Culinary Arts III	2 credits
Marketing & Management II- Principles	1 + 2 WBL
Marketing & Management II- Advanced	1 + 2 WBL
Travel & Tourism Operations	1 + 2 WBL
Services Marketing	1 + 2 WBL
Entrepreneurship	1 + 2 WBL
Financial Services Marketing	1 + 2 WBL
Technology in Marketing	1 + 2 WBL

International Business & Marketing	1 + 2 WBL
Advertising & Public Relations	1 + 2 WBL
Marketing Information Management	1 + 2 WBL
Sales Management	1 + 2 WBL
Wholesale Operations	1 + 2 WBL
Retail Operations	1 + 2 WBL
Sports & Entertainment Marketing	1 + 2 WBL
Lodging Operations	1 + 2 WBL
<i>A maximum of four (4) credits may be earned in any combination of WBL experiences.</i>	

Legal Reference(s):

{References}

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Robertson County School Board Policy

Descriptor Term:

Driver's License Revocation

Descriptor
Code:

JCCF

Issued Date:

11/11/1996

Rescinds:

{Rescinds}

Revised
Date:

{Issued}

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Any student fifteen (15) years of age or older who becomes academically deficient or deficient in attendance shall be reported to the Department of Safety for driver's license revocation. A student shall be deemed academically deficient if he/she has not received passing grades in at least three (3) full unit subjects or their equivalency at the end of semester grading. Students enrolled in block schedules must earn two (2) credits each semester to remain eligible for a driver's license.

A student shall be deemed deficient in attendance when he/she drops out of school or has ten (10) consecutive or fifteen (15) days total unexcused absences during a single semester. Suspensions shall be considered unexcused absences.

The principal shall be responsible for notifying in writing the Supervisor of Attendance and the parents of the student of any such action taken by the school. The Director of Schools or Supervisor of Attendance shall notify the Department of Safety. (1)

Legal Reference(s):

1. TCA 49-6-3017; TCA 55-50-502; TCA 55-50-511 through 514.

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Robertson County School Board Policy

Descriptor Term:

Dual Enrollment and Joint Enrollment

Descriptor
Code:

IDCH

Issued Date:

7/22/2002

Rescinds:

{Rescinds}

Revised
Date:

{Issued}

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Joint enrollment is permissible for high school seniors who take a minimum load of two (2) high school academic credits at the high school campus and enroll through a participating college/university. In order to be eligible for joint enrollment, the student must have a GPA of 3.0 or better in the subject area of enrollment and have an ACT subscore of 19 or better, and be accepted by the college/university.

Requests for joint enrollment must be made on the appropriate form, approved by the counselor, principal, and the Director of Schools or his/her designee prior to the beginning of the course.

Students may receive credit for joint enrollment courses provided the course sufficiently covers the state curriculum standards, and does not duplicate a previously earned credit.

Dual enrollment is permissible for high school students during the school day and may be conducted on the high school campus. Successful completion of these courses will allow the award of both college credit and high school credit. The Board will enter into an agreement with the college/university to offer dual enrollment courses. Qualifying students must be juniors or seniors with a GPA of 3.0 or better in the subject area of enrollment and have an ACT subscore of 19 or better, and be accepted by the college/university.

Beginning and ending dates of these courses will be coordinated in a manner as to be nondisruptive both to the college and the school system. The Board of Education shall not be responsible for any fees or textbooks for students enrolled for college credit. The college shall be responsible for the collection of any fees related to dual enrollment. Students who do not pay fees may be dropped from the program and readmitted to high school courses.

Legal Reference(s):

{References}

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Robertson County School Board Policy

Descriptor Term:

Early Graduation

Descriptor
Code:

IHG

Issued Date:

6/23/2003

Rescinds:

{Rescinds}

Issued:

{Issued}

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Description:

Students who will meet all graduation requirements at the end of the first semester of their senior year, may apply for early graduation status. Application will be made on the appropriate forms and submitted to the Office of Secondary Education according to established guidelines.

Students approved for early graduation status will be awarded their diplomas and be officially graduated at the end of the first semester. Upon graduation, these students are no longer eligible for participation in school-sponsored activities as a student. (Examples excluded, but not limited to, athletic programs, extracurricular activities, baccalaureate, prom, and second term graduation).

The School System will sponsor graduation exercises at the end of the first semester. Guidelines will be approved by the Director of Schools/Designee.

Legal Reference(s):

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Robertson County School Board Policy

Descriptor Term: Grading System	Descriptor Code: IHA	Issued Date: 10/14/2002
	Rescinds: {Rescinds}	Revised Date: {Issued}

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Description:

Each school shall develop grading procedures which shall be approved by the Director of Schools and followed by all teachers within the school and which shall reflect the following:

Academic grades shall reflect the student's progress toward the attainment of the knowledge and skill in the subject area. Academic grades shall not be reduced as punishment for inappropriate behavior except in such incidents where the student's grade is affected by cheating or failure to complete work. Attendance shall not be a factor in determining academic grades, except that credit for assignment may be denied or the value reduced for unexcused absences.

Conduct grades shall be based upon criteria developed within each school and shall be recorded at a levels as follows:

- E = Excellent
- S = Satisfactory
- U = Unsatisfactory

In grades K-3, academic grades shall reflect the student's progress toward the mastery of basic skills and knowledge.

The following system shall be used to record progress in grades 1 - 3.

E = Excellent	The student is performing significantly above average expectations
G = Good	The student is performing as expected on grade level
S = Satisfactory	The student is making satisfactory progress at his/her functional level
N = Needs to Improve	The student is performing below expectation
U = Unsatisfactory	The student is falling to make adequate progress

Grades 4-12, academic grades shall be expressed by the following:

- A = 93-100%
- B = 85-92%
- C = 75-84%
- D = 70-74%
- F = Below 70%

Grades may include a plus or minus except that no plus or minus shall be added to the final grade in any course.

The grade of a student who has made satisfactory progress but has failed to complete assigned work may be recorded as incomplete (I). If the work is not completed within the time designated by the teacher, the grade for that work will then become an "F". The value of the assignment may be reduced for late work.

All assignments required of the student shall be graded or corrected by the teacher or other qualified personnel and feedback shall be given in a timely manner. No student shall grade another's work. Each student's academic record shall be confidential.

Grades given at the end of each six- or nine-week period will be determined from daily work, homework, written assignments and tests. The teacher will weigh the value of grades given for various assignments and tests within the applicable period in computing the grade. This procedure will enable the teacher to allow for individual student differences in the grading process. Any assignments and tests required of a student must be considered in the computation of the grade.

Legal Reference(s):

{References}

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Robertson County School Board Policy

Descriptor Term:

Graduation Activities

Descriptor
Code:

IHFA

Issued Date:

8/12/1996

Rescinds:

{Rescinds}

Issued:

{Issued}

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Students who have met all graduation requirements on the day of graduation and students who are within two (2) or fewer credits of meeting all requirements ⁽¹⁾ and can complete the requirements during the summer may participate in graduation activities. If extenuating circumstances exist at any school, the matter shall be presented to the Board prior to graduation activities.

Graduation apparel shall be determined by the administration of each school and shall be the personal expense of each student, except for students who are eligible for fee waivers. ⁽²⁾ In such cases, the school shall assume responsibility for payment of fees, provided, however, that the school shall not be responsible for the expenses of graduation apparel if it consists only of the student's personal clothing.

Graduation ceremonies shall be physically accessible to all students, their parents and/or guardians, and other interested citizens. ⁽³⁾

Students who do not wish to participate in graduation activities shall make this known to the school principal at least five (5) days prior to the day of graduation. Non-participating students will receive their diplomas, or certificates, from the principal's office on the day following graduation ceremonies.

There shall be no sponsorship of a baccalaureate service or other activity which is religious in nature by the Board or its employees, and no school funds, including paid staff time, will be used for such activities. ⁽⁴⁾

Legal Reference(s):

1. TCA 49-6-405.
2. TCA 49-2-114.
3. Public Law 101-36; U.S.C. 12101.
4. *Lee v. Weisman*. 505 U.S. 112 Ct. 2649, 120L. Ed 2d 467 (1992).

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Robertson County School Board Policy

Descriptor Term:

Graduation Requirements

Descriptor Code:

IHF

Issued Date:

8/12/1996

Rescinds:

{Rescinds}

Issued:

{Issued}

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To meet the requirements for graduation, a student shall have attained an approved attendance, conduct and subject matter record which covers a planned program of education, and this cumulative record shall be kept on file in the high school.

The program of studies shall include areas and content in these areas within State Board of Education Regulations and shall be flexible enough to facilitate progress from one stage of development to another, thus providing for more effective student adjustment.

The pattern of courses which shall be required of all students in grades nine (9) through twelve (12) shall be in accordance with the Rules and Regulations of the State Board of Education and the Board of Education. A passing score on the state mandated proficiency/competency test shall be required as a prerequisite for receiving a regular high school diploma.

Seniors may be excused five (5) school days prior to the last day of regular school but must be counted absent if not in attendance.

Students who are certified and verified as handicapped, but who desire a regular diploma, must pass the examination. Students who are certified and verified as handicapped at the beginning of the school year and who are in special education programs shall not be required to take the test when in the judgment of the M-Teams the test is inappropriate. These students shall be awarded the Special Education Diploma.

Students who have completed all graduation requirements will be awarded the Regular Diploma; students who complete all graduation requirements but who have not passed the proficiency test will be awarded a Certificate of Attendance. (1)

STUDENT LOAD AND PROMOTION

All students in grades nine (9) through twelve (12) shall be enrolled each semester in subjects that will produce a minimum of five (5) units of credit for graduation per year. Hardship or gifted cases may be appealed by the student to the director of schools with further appeal to the Board. (2)

In order to be promoted to the next grade, students must complete the proscribed minimum number of credits per grade level designated by the Robertson County Board of Education:

- 6 credits or more at the end of the ninth (9) grade,
- 12 credits or more at the end of the tenth (10) grade,
- 20 credits or more at the end of the eleventh (11) grade,

- 28 credits or more at the end of the twelfth (12) grade.

STUDENTS WITH LIMITED LOAD OFFERINGS (Approved 11/8/1999)

Students who are limited by the number of courses they may enroll in during the regular school day shall meet graduation requirements by:

1. earning a minimum of four credits less than the maximum credits possible during the student's high school career; and
2. earning not less than 22 credits.

As an example, a student on the six period day for two years and on the eight period for two years could earn 28 credits.

This student would be required to have a minimum of 24 credits (28 - 4) to meet graduation requirements for credits.

Legal Reference(s):

1. TRR/MS 0520-1-3-.06(1)(a).
2. TRR/MS 0520-1-3-.05(3)(6).

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Robertson County School Board Policy

Descriptor Term:

Honors

Descriptor
Code:

IDCD

Issued Date:

6/23/2003

Rescinds:

{Rescinds}

Revised
Date:

{Issued}

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Any student who completes all requirements of either the college, technical, or dual path with a minimum grade point average of 3.5 shall graduate with honors.

Legal Reference(s):

{References}

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Robertson County School Board Policy

Descriptor Term:

Interscholastic Athletics

Descriptor Code:

JI

Issued Date:

9/10/2001

Rescinds:

{Rescinds}

Issued:

{Issued}

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Interscholastic athletics shall be administered as a part of the regular school program and shall be the principal's responsibility. The principal or his/her designee must accompany an athletic team on trips.

School athletics shall be coached only by regularly employed personnel or those approved under TSSAA guidelines.

Bylaws of the Tennessee Secondary School Athletic Association shall regulate the operation and control of secondary athletics.

There shall be a complete annual physical examination of every student prior to his/her participation, including practice, in interscholastic athletics. (1) Cost of the examination shall be borne by the parent or guardian of the student. These records shall be on file in the principal's office.

It shall be the responsibility of the parent(s) or guardian to provide health and hospitalization insurance for all students participating in interscholastic athletics.

No principal or teacher of any school under the control of the board shall dismiss his/her school or any group of student for the purpose of permitting them to practice or play baseball, football, basketball or any similar game within the regular school hours of any school day of the week without written permission from the Board. This does not prevent the inclusion of regular physical training lessons in the daily school program. (2)

Participation in interscholastic athletics, marching band or R.O.T.C. Military Science shall not be substituted for the life time wellness graduation requirement. (3)

Students shall not be disqualified from participation on a school athletic team solely on the basis of participation in another sport. Principals shall ensure that practices are confined to established seasons and that school regulations regarding participation in a sport are reasonable.

Seniors who move out of their school area but who wish to continue attendance in the original school may continue to participate in athletics. The Board specifically forbids the recruitment of students in any fashion.

Athletic schedules shall be filed in each school principal's office.

Transportation of teams to athletic games is approved by the Board, provided the team's school reimburse the Board for mileage.

Only schools embracing any combination of grades 7-12 shall engage interscholastic athletics.

All teachers receiving coaching supplements must be recommended by the principal for each sport coached and approved by the director of schools.

No principal may serve as a coach. No assistant principal may serve as a coach without the approval of the director of schools.

All coaches or persons not employed by the Board of Education working with children must be recommended by the Principal and approved by the director of schools.

Camps or clinics cannot be held for personal gain. All monies must be deposited to the schools athletic fund. The use of school buildings or property may not be used for private profit.

Schools may not petition the TSSAA to play in a higher classification for varsity sports without Board approval.

All middle school teams shall abide by the RCMGAA constitution and by-laws.

No middle school basketball games shall be scheduled prior to November 1.

No middle school games shall be played when school is not in session because of inclement weather without the approval of the director of schools.

Coaches and other employees of the school district shall not encourage, permit, condone or tolerate hazing activities as apt of the athletic program. (4)

Legal Reference(s):

1. TRR/MS 0520-1-3-.08(2)(b).
2. TCA 49-6-1002.
3. TRR/MS 0520-1-3-.05(6)(e)(2)(ii).
4. TCA 49-2-120.

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Robertson County School Board Policy

Descriptor Term:

Nontraditional Courses

Descriptor
Code:

IDCB

Issued Date:

7/22/2002

Rescinds:

{Rescinds}

Revised
Date:

{Issued}

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Non-traditional courses are defined as, but not limited to: correspondence courses, online-computer courses, and independent study courses. All nontraditional courses must be approved through an accredited institution. Students may be granted credit for nontraditional courses under the following guidelines:

1. Nontraditional courses may be approved only for juniors with less than sixteen (16) credits at the mid-term of their junior year or for graduating seniors.
2. Nontraditional courses may not be taken to allow for early graduation.
3. A student may receive a maximum of two (2) nontraditional credits unless a program has been determined to be appropriate for a student through an individualized plan of educational services or an alternative placement.
4. Requests to take nontraditional courses must be made on the attached form, approved by the counselor, principal, and the Director of Schools or his/her designee prior to the beginning of the course.
5. Evidence must be provided to the principal that the course sufficiently covers the state curriculum guide.
6. The principal must verify that the course cannot be scheduled within the system prior to the student's normal graduation date.
7. The student must pass the final exam with a minimum score of 70% that covers all objectives of the state curriculum standards.

Legal Reference(s):

{References}

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Robertson County School Board Policy

Descriptor Term:

Student Use of Cellular Telephones

Descriptor
Code:

JCBJ

Issued Date:

08/09/2004

Rescinds:

{Rescinds}

Revised
Date:

{Issued}

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Students in grades 7 - 12 may possess a cellular telephone in school, on school property, at after-school activities and at school-related functions for use in emergencies or unforeseen situations. During school hours and on the school bus, the cellular telephone must remain turned off and concealed.

Violations of this policy may result in confiscation of the cellular telephone and consequences as outlined in the Student Discipline Policy JCC.

Possession of a cellular telephone is a privilege that may be forfeited by any student who fails to abide by the terms of this policy.

The student who possesses a cellular telephone shall assume responsibility for its use and care. At no time shall the school be responsible for preventing theft, loss or damage to phones that are brought on school property.

Legal Reference(s):

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Robertson County School Board Policy

Descriptor Term:

Students Enrolling from Home School Programs

Descriptor
Code:

JBCF

Issued Date:

10/14/2002

Rescinds:

{Rescinds}

Revised
Date:

{Issued}

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Description:

Home school students entering public schools are treated as students entering from other non-approved schools and are subject to State Board of Education rules.

Elementary School Level [K - 8]

- The principal will place students transferring from a state-approved program at the grade level indicated by official transcripts.
- The principal will place students transferring from an independent program or non-state-approved program, place at the assumed grade level, but will reserve the right to test and reassign the student as may be necessary.

Secondary School Level [9 - 12]

- The principal will accept transfer credit from a state-approved program, as from an approved school.
 - Transfer credit may be accepted from a non-state approved or independent program, only after the student is given a written comprehensive test for each credit desired. [It is recommended that a comprehensive final exam be used to measure proficiency. The minimum acceptable passing score is 70%. Students must meet all state-mandated testing standards. No credit should be awarded unless the school has appropriate documentation.
- any examinations administered to students in grades 1 - 8 shall cover only the last grade completed. The examinations administered to students in grades 9 - 12 shall cover the individual subjects appearing on the official transcripts. Scores from a recognized standardized test may substitute for a required comprehensive written examination.

Additional Reference(s):

References}

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Robertson County School Board Policy

Descriptor Term:

Summer School

Descriptor
Code:

IDCE

Issued Date:

10/14/2002

Rescinds:

{Rescinds}

Revised
Date:

{Issued}

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Description:

Summer schools shall be organized and operated as a part of the public school program, shall be under the control and management of the Board, and shall comply with rules and regulations of the State Board of Education.

The summer school program, subject to annual approval by the Board, shall provide opportunities for remedial instruction at the elementary level, review and limited regular courses at the secondary level, and special enrichment programs.

The following shall be required for all grades 9-12:

1. A minimum of 133 contact hours shall be required in order to earn one (1) unit of credit.
2. State curriculum standards shall be used for all courses.
3. Summer school teachers shall be licensed and hold endorsements in the subject area(s) in which they are teaching.

No class shall be taken for the first time credit during a summer school session unless the student has maintained a cumulative grade point average of at least 2.0 or its equivalent and has obtained the recommendation of the principal of the school which the student regularly attends.

All summer school classes shall meet on school property, and any exceptions must be approved by the Board. The library, laboratories, and other facilities shall be made available to all students enrolled in the summer school program.

More than three (3) absences per semester in any course offered during summer school renders a student ineligible to receive credit in that course. Exceptions may be granted and time made up in circumstances which in the judgment of the principal/designee create emergencies over which the student has no control.

The Board will establish fees annually. Non-resident students will pay an amount equal to twice the Robertson County resident fees.

Robertson County School Board Policy

Descriptor Term:

Use/Possession of Tobacco

Descriptor Code:

JCBB

Rescinds:

{Rescinds}

Issued Date:

8/12/1996

Revised Date:

10/4/2004

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The use and possession of tobacco products or tobacco paraphernalia by students is prohibited in school buildings or on school grounds, in school vehicles or buses, or at any school-sponsored activity at any time, whether on or off school grounds.

Violations of this policy within an academic year shall result in the following disciplinary actions:

First offense: A warning would be given to the student and a letter would be sent to the parent or guardian explaining the violation and what would happen if the offense was repeated.

Second offense: One-day suspension

Third and subsequent offenses: Three-day suspension

In addition, effective July 1, 1999, state law requires law enforcement officials and/or school principals to issue a juvenile court citation for students under 18 who unlawfully possess tobacco products. At the time of the issuance of the citation, the law enforcement officer or school principal shall seize the tobacco product. A violation of this section shall be a civil offense, the penalty for which is a civil penalty of not less than ten dollars nor more than fifty dollars. The juvenile court may in its discretion also impose community service work not to exceed fifty hours for a second or subsequent violation within a one year period. (1)

Legal Reference(s):

1. TCA 39-17-1505

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Robertson County School Board Policy

Descriptor Term:

Weapons & Dangerous Instruments

Descriptor Code:

JCBE

Issued Date:

8/12/1996

Rescinds:

{Rescinds}

Revised Date:

08/09/2004

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Students shall not possess, handle, transmit, use or attempt to use any dangerous weapon (1) in school buildings or on school grounds at any time, or in school vehicles and/or buses or off the school grounds at a school sponsored activity, function or event.

Upon information that a student is suspected of violating this policy, the principal of the school shall notify the student's parent or guardian and the appropriate law enforcement officials as required by law. (2)

Any weapon or instrument which is deemed to be hazardous shall be immediately confiscated. Those items not required by law to be turned over to law enforcement officials may only be returned to the student's parent or guardian. (5)

Instruments, including tools and clips and unaltered nail files, used solely for the preparation of food, instruction, and maintenance must be approved by the building principal and used under the direct supervision of the teacher.

The Robertson County Board of Education identifies the following items to be a hazard to the safety of the school population and a detriment to a positive educational environment. The Board prohibits the possession of these items. After inquiry and obtaining the facts of the accusations, the principal shall take appropriate action.

ITEM

#1 Fire Arms-

as defined by Gun-free School Act

#2 Possession of other weapons

#3 The threatened use or use of any weapon

#4 Knives-possession (less than 4") not defined in TCA 39-17-1307 and TCA 39-17-1309

#5 Toy guns - used in a threatening manner

AUTHORITY SCHOOL/BOARD ACTION

Federal Law (4)

Expulsion for one year.

State Law (3)

Suspension to discipline committee subject to expulsion for one year.

Board Policy

Suspension to discipline committee subject to expulsion for one year.

Board Policy

1st Offense - in school suspension and notification of parent.

2nd Offense - out of school suspension.

3rd Offense- suspension to discipline committee.

Suspension to discipline committee-

#6 Toy guns-possession
Students in grades K-3

Board Policy

subject to expulsion

1st Offense-confiscation/parent conference.
2nd Offense - in school suspension.
3rd Offense-out of school suspension.

Board Policy

Minimum-in school suspension.
Maximum-suspension to discipline committee.

#7 Toy guns-possession
Students in grades 4-12

Board Policy

Possession--Grades K-3
1st Offense-confiscation and parent conference.
2nd Offense-in school suspension.

#8 Ammunition, fireworks and other
explosives - devices

Grade 4-12
1st Offense-in school suspension.
2nd Offense-out of school suspension.

Use--Grades K-12
minimum-in school suspension.
maximum-suspension to discipline committee.

#9 Pagers, beeper (1, 6) (Exemptions may be granted by the Board for extenuating circumstances)

Board Policy

1st Offense-confiscation and notify parent.
2nd Offense-in school suspension.
3rd Offense- suspension to discipline committee.

Legal Reference(s):

1. TCA 49-6-4202.
2. TCA 49-6-4209.
3. TCA 39-17-1309.
4. Gun Free School Act 1994.
5. TCA 49-6-4210.
6. TCA 49-6-4214.

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