

FHSD

Middle School

Enrollment Guide

8th Grade

**Francis Howell
School District**



LEARNING TOGETHER

2025 – 2026

Francis Howell School District
801 Corporate Centre Dr.
O'Fallon, MO 63368
636-851-4000

<https://www.fhdschools.org>

FRANCIS HOWELL SCHOOL DISTRICT

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O'Fallon, MO 63368
Phone: (636) 851-4000
Dr. Kenneth Roumpos, Superintendent

Barnwell Middle School

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Dr. Dan Harmon, Principal

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5201 Highway N Cottleville, MO 63304
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Dr. Amie Bemke, Principal

Mission Statement

Empowering students to be lifelong learners prepared for the future.

Vision Statements

Empowering students today so they are prepared for the future requires the District to:

- Maintain high expectations so students continuously grow and experience success as they prepare themselves for college and career.
- Equip students with necessary life skills including collaboration, communication, critical thinking, creativity, citizenship, and character.
- Provide authentic and engaging real-world learning experiences in a technology rich, flexible, and inclusive environment.
- Prepare students to take responsibility for their learning.
- Develop collaborative, resourceful partnerships where families and our community unite to be responsible for sustaining high quality schools.

District Policy Against Discrimination

It is the policy of the Francis Howell School District not to discriminate on the basis of race, sex or disability status in its educational activities or employment practices.

Inquiries related to race or sex discrimination should be referred to the District's designee for Title VI and Title IX compliance. Inquiries related to disability status should be referred to the Director of Alternative Learning. Their offices are in the Francis Howell Administration Building, 801 Corporate Centre Dr. O'Fallon, MO 63368 (636) 851-4000.

Alternative Learning

The Francis Howell School District offers a broad range of services to accommodate the educational needs of students in the community that are identified with an educational identification.

Prior to a student receiving special education services, an individual comprehensive evaluation in the areas of intelligence, behavior and related areas must be completed. Eligibility must first be determined through the evaluation process, an individual education program must be developed, and then parent permission secured before placement is final.

EIGHTH GRADE COURSE SELECTIONS

The middle school day consists of **seven** courses. Five of the courses are required. The following **five** full-year courses are required of all eighth-grade students:

1. English Language Arts 8 or Honors English Language Arts 8
 1. Math 8, Algebra I, or Honors Geometry (for a very small number of students)
2. Physical Science 8 or Physical Science 9th Grade
3. US History 8
4. Physical Education and Health 8

This leaves **two** periods in a normal day to complete the student's schedule. This can be accomplished by selecting option **A**, **B**, or **C**:

- A. Select two year-long electives.
- B. Select one year-long elective **and** two semester-long electives.
- C. Select four semester-long electives.

NOTE: In order for a student to achieve their greatest potential academically and socially, a student may be placed in a reading or math intervention. This course will take the place of options A, B, or C. Parents will be notified by letter before the end of the year if their student has been placed in one of these courses.

YEAR-LONG ELECTIVES COURSES

Must register for both semesters

Beginning Band Semester 1: 7871331 - Semester 2: 7871332

Band 8 Semester 1: 0871101 - Semester 2: 0871102

Choir 8 Semester 1: 0871201 - Semester 2: 0871202

French I Semester 1: 0616001 - Semester 2: 0616002

Spanish I Semester 1: 0616501 - Semester 2: 0616502

German I Semester 1: 0616251 - Semester 2: 0616252

Spectra (must qualify) Semester 1: 0873001- Semester 2: 0873002

SEMESTER-LONG ELECTIVES COURSES

1.	Art 8	0871003
2.*	Family and Consumer Sciences 8A	0871503
3.*	Family and Consumer Sciences 8B	0871603
4.	Industrial Technology 8	0872003
5.	Music Production & Technology 8	0872201
6.	Speech and Drama 8	0872403
7.	Innovative Technology Design 8	0872113
8.	PLTW App Creators/Automation and Robotics	0872123

*Family and Consumer Sciences 8A and 8B are stand-alone courses that can be taken in any order.

HIGH SCHOOL CREDITS EARNED WHILE IN MIDDLE SCHOOL

Students who successfully complete a high school course while in middle school will have the course recorded on their high school transcript for G.P.A. and credit notation. These courses include, but are not limited to, the following:

- Algebra I
- Honors Geometry*
- Physical Science 9
- French 1
- German 1
- Spanish 1

*When applied to the high school transcript, Honors Geometry will carry a weighted honors point. An "A" will be worth 5.0 points, a "B" will be worth 4.0 points, and a "C" will be worth 3.0 points. All other high school classes offered in high school will carry a standard weight of 4.0 for an "A," 3.0 for a "B," 2.0 for a "C," 1.0 for a "D," and 0.0 for an "F."

SCHEDULE CHANGE POLICY FOR HIGH SCHOOL COURSES

Please make your choices of courses for next year very carefully. ONCE THE ENROLLMENT PROCESS HAS BEEN COMPLETED, STUDENT-INITIATED SCHEDULE CHANGES WILL BE CONSIDERED ONLY WITH PRINCIPAL APPROVAL. We request that parents review their student's course selections prior to the completion of enrollment.

8TH GRADE REQUIRED COURSE DESCRIPTIONS

ENGLISH LANGUAGE ARTS 8

This course is designed to ensure college and career readiness by providing students with the opportunity to read and write in order to explore enduring understandings that characterize the literature they read. Fiction categories will include short stories, novels, poetry, and drama. Non-fiction categories will include auto/biography, essays/speeches, newspapers/magazines, print/electronic resources and poetry. They will also demonstrate their comprehension of these understandings by writing formally and informally – including argumentative, narrative, and informational writing - with an emphasis on the development of writing, formats, and thesis development with support.

Students will further develop active listening skills and practice effective speaking skills incorporating media and/or technology. Students will expand informational as well as digital literacy skills by planning research, gathering and evaluating information, taking notes, and documenting sources.

HONORS ENGLISH LANGUAGE ARTS 8

This course is designed for students to engage in studies that have a greater degree of differentiated instruction and self-direction than the regular communication arts course and ensure college and career readiness. Students will explore – through specific genres of fiction, non-fiction, and media – enduring understandings that characterize the literature they read with increased focus on analysis, synthesis, and evaluation. Students will demonstrate the ability to write formally and informally - including reflective/creative, argumentative, and analytical writing, with an emphasis on the development of various formats of writing. Students will use and analyze media in oral and visual presentations. Students will become confident speakers and active listeners in small and whole group settings. They will also continue to develop research skills and the citing of sources using MLA format.

Students must meet a select criteria to be placed in this course. This course is not a prerequisite for high school Pre-AP or AP courses, nor does it automatically qualify a student for those courses.

MATH 8

This course is the third of a three-year sequence of courses designed to prepare students for a rigorous college preparatory high school mathematics course. On a daily basis, students in Math 8 use problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. Under teacher guidance, students learn in collaboration with others while sharing information, expertise, and ideas. The course helps students to develop multiple strategies to solve problems and to recognize the connections between concepts.

Upon completion of this course, students should be able to: Represent a linear function with a graph, table, rule and context and create any representation when provided one of the others. Solve systems of equations by using tables and graphs. Symbolically manipulate expressions to solve problems including those with fractional coefficients. Solve contextual word problems using multiple strategies, including making tables, looking for patterns, drawing diagrams, and creating a table of guesses to assist with writing and solving a variable equation. Describe various geometric transformations on a coordinate grid. Represent data using scatterplots and describe associations. Collect and analyze data and make predictions based on the trend of the data. Compare ratios and calculate unit rates and slope ratios. Analyze the slope of a line graphically, numerically, and contextually. Recognize and solve problems involving proportional relationships. Graph and analyze non-linear functions. Recognize and use the properties of similar figures to solve problems. Use the Pythagorean Theorem and its converse to solve problems in two and three dimensions. Use square roots and cube roots. Represent and simplify expressions using positive and negative exponents. Represent and compare large and small numbers using standard and scientific notation. Perform operations with numbers represented in scientific notation, and use the relationships between angles created by parallel lines with transversals and the Triangle Angle Sum Theorem to solve problems, and compute the volume of a variety of solids.

ALGEBRA I

Algebra I is the first course in a four-year sequence of college preparatory mathematics. This course includes some of Math 8 and all of Algebra I content. This course aims to deepen and extend student understanding built in previous courses by focusing on developing fluency with solving linear equations, inequalities, and systems. These skills are extended to solving quadratic equations, exploring linear, quadratic, and exponential functions graphically, numerically, symbolically and as a sequence, and by using regression techniques to analyze the fit of models to distributions of data. Algebra I students will use problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking.

Under teacher guidance, students learn in collaboration with others while sharing information, expertise, and ideas. This course is well balanced among procedural fluency (algorithms and basic skills), deep conceptual understanding, strategic competence (problem solving), and adaptive reasoning (extension and application).

Students who meet the criteria will be notified. This course will count towards the student's high school G.P.A. and credit will be awarded to their high school transcript. Students must successfully complete Pre-Algebra as a prerequisite for this course.

HONORS GEOMETRY

Geometry is the second course in a four-year sequence of college preparatory mathematics courses that starts with Algebra I and continues through Pre-Calculus. It aims to formalize and extend the geometry that students have learned in previous courses. It does this by focusing on establishing triangle congruence criteria using rigid motions and formal constructions and building a formal understanding of similarity based on dilations and proportional reasoning. It also helps students develop the concepts of formal proof, explore the properties of two and three-dimensional objects, work within the rectangular coordinate system to verify geometric relationships and prove basic theorems about circles. Students also use the language of set theory to compute and interpret probabilities for compound events. Geometry students will use problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking.

Students who meet the criteria will be notified. This course will count towards the student's high school G.P.A. and credit will be awarded to their high school transcript. Students must successfully complete Algebra as a prerequisite for this course.

PHYSICAL SCIENCE 8

This course will allow students to investigate and apply scientific processes through inquiry, research, and hands-on activities. Students will have the opportunity to use technology and experimentation in the study of the following areas: scientific inquiry, process skills, properties of matter, forms of energy: light, sound, heat, and electricity and magnetism, energy and transformations, force and motion, Newton's Laws, work and simple machines, and the history and scientists that have contributed to these areas of study.

PHYSICAL SCIENCE 9TH GRADE

Physical Science 9th Grade is an introductory course in which students use science and engineering practices and cross cutting concepts to investigate and understand the principles that govern the physical and chemical systems of the universe including energy, force and motion, and the properties and interactions of matter. This course serves as a foundation for the study of other sciences. Physical Science 9th Grade is a rigorous course that combines Physical Science 8 and Physical Science 9th Grade into one year of study.

Prerequisite: Students must meet a select criteria to be placed in this course. Students who meet the criteria will be notified. This course will count towards the student's high school G.P.A. and credit will be awarded on their high school transcript.

U.S. HISTORY 8

Students will study United States history from Native American cultures through the American Civil War. Topics covered include European exploration, the colonial period, the American Revolution, the U.S. Constitution, westward expansion, reform movements, and the Civil War. By its very nature, this course will be a people's history of the United States, allowing for extensive exploration of the vast multicultural nature of our country.

PHYSICAL EDUCATION AND HEALTH - 8

Eighth grade physical education will focus on the development of fundamental motor skills, manipulative skills, and movement experiences. Students will explore the different ways their bodies move in relationship to themselves, others, and with objects. Students will recognize that participation in moderate to vigorous activity has both temporary and lasting positive effects on the body and know that exercise contributes to improved health. They will discover the joy of playing with friends and how social interaction can make activities more fun.

Eighth grade health education will focus on making choices that lead to living a safe and healthy life. Students will recognize some of the decisions they make can lead to living a life that is free from illness, injury, and disease.

YEAR-LONG ELECTIVES COURSES

BEGINNING BAND

7871331 Semester 1

7871332 Semester 2

This course is designed for any middle school student without previous band experience. Students will work with others to learn how to play an instrument and perform in at least two concerts during the school year. Through the exploration of a new instrument, students will learn how to read and perform music, and will develop lifelong skills such as responsibility, personal goal-setting, and teamwork. Contact the school's band director if you have questions about instrument selection and how to sign up.

BAND 8

(Previous band and/or private lessons and teacher approval required.)

0871101 Semester 1

0871102 Semester 2

This course is designed as a performance course comprised of students who have had at least two years of instruction and have attained an average or above level of proficiency on their instrument. These students have developed a good background in rhythms, music reading and playing fundamentals necessary for performing more advanced material. Class work will include reviewing, reinforcing and expanding music fundamentals and techniques through concert literature and instrumental method books. All bands will perform at least two concerts during the school year.

CHOIR 8

0871201 Semester 1

0871202 Semester 2

This course is designed as a performance course where techniques of tone production, posture, diction, breathing, and intonation will be emphasized and the ability to match pitch is recommended. In addition, reading of pitches, rhythms, and score markings will be a significant portion of the class. Part singing, musicianship qualities of interpretation, style, dynamics, phrasing, balance, and group consciousness will be introduced. Music will include unison and two, three, and four part harmony. Students will be evaluated on singing ability, active class participation, written work, tests, and participation in concerts. Students are expected to perform in at least two concerts during the school year. Special concert attire may be required by the instructor.

FRENCH I

0616001 Semester 1

0616002 Semester 2

World Language Level 1 is designed to introduce students to the fundamentals of the target language. Emphasis is placed on acquisition of vocabulary and basic grammar through reading, writing, speaking, and listening. The study of people, culture, customs, and geography of the target-language countries is integrated throughout the course. This course is a prerequisite for Level 2 and, eventually, the AP World Language class in which students are encouraged to achieve the Seal of Biliteracy as goal and accomplishment.

This course will count towards the student's high school G.P.A. and credit will be awarded on their high school transcript.

GERMAN I

0616251 Semester 1

0616252 Semester 2

World Language Level 1 is designed to introduce students to the fundamentals of the target language. Emphasis is placed on acquisition of vocabulary and basic grammar through reading, writing, speaking, and listening. The study of people, culture, customs, and geography of the target-language countries is integrated throughout the course. This course is a prerequisite for Level 2 and, eventually, the AP World Language class in which students are encouraged to achieve the Seal of Biliteracy as a goal and accomplishment.

This course will count towards the student's high school G.P.A. and credit will be awarded on their high school transcript.

SPANISH I

0616501 Semester 1

0616502 Semester 2

World Language Level 1 is designed to introduce students to the fundamentals of the target language. Emphasis is placed on acquisition of vocabulary and basic grammar through reading, writing, speaking, and listening. The study of people, culture, customs, and geography of the target-language countries is integrated throughout the course. This course is a prerequisite for Level 2 and, eventually, the AP World Language class in which students are encouraged to achieve the Seal of Biliteracy as a goal and accomplishment.

This course will count towards the student's high school G.P.A. and credit will be awarded on their high school transcript.

SPECTRA

(For those enrolled in gifted program)

0873001 Semester 1

0873002 Semester 2

This course is designed as a daily elective course for middle school students in the gifted program. Students further develop and refine communication, collaboration, creative thinking, and critical thinking. Students learn about the U.S. legal system and how it applies to them as citizens; culminating in a mock trial. Students will study Psychology (the brain and human behavior) and advertising strategies present in the media as well as other hands-on challenges. The course also supports social-emotional needs that are common in gifted adolescents. After completing 8th grade, students are expected to be autonomous learners and leaders in their education journey.

SEMESTER-LONG ELECTIVES COURSES

ART 8

0871003

This course is designed to expand and build upon learning experiences developed in the 6th and 7th grade Exploratory Art courses. However, an Explo course is not a prerequisite. Students will create, respond to, present, and connect their ideas visually and verbally in traditional and new media. Creativity and aesthetic thinking skills will be developed for real world applications. Students will have opportunities to explore diversity and innovation by demonstrating a willingness to experiment and take risks and to pursue meanings that emerge in the art-making process. Media may include graphite, pastels, paint, or clay. Growth will be measured through active participation, studio work and portfolio production.

FAMILY AND CONSUMER SCIENCES 8A

0871503

In this course, students will discover Family and Consumer Sciences through experiences in food preparation and nutrition. Students will prepare a variety of foods using proper techniques, a variety of equipment following all safety guidelines. While practicing cooking skills, students will also understand the nutritional impact of the foods they cook and will design meals that meet USDA nutritional guidelines.

Students will begin to develop an understanding of the roles and responsibilities of a consumer and personal finance. They will learn how to earn income, understand the importance of saving, be introduced to the concept of credit, and practice creating a budget based on needs and wants. This course will encourage students to become responsible citizens and leaders within their family, community, and school settings.

FAMILY AND CONSUMER SCIENCES 8B

0871603

In this course, students will have the opportunity to utilize the sewing machines to complete a variety of sewing projects. Students will get an introductory look at the field of interior design and will create some basic designs for spaces that follow the principles and elements of design. In the child development portion of the course, students will be introduced to the stages of growth in children, with a focus on ages 0-5. They will use this knowledge to identify ways to interact properly with young children, design safe play spaces and create activities that address specific areas of development. This course will encourage students to become responsible citizens and leaders within their family, community and school settings.

INDUSTRIAL TECHNOLOGY 8

0872003

This course introduces students to foundational knowledge and skills used in the construction and manufacturing industries. Students will learn how to apply concepts in hand tools, power tools, design, measuring and problem solving to safely and accurately complete increasingly complex woodworking projects. Students will apply mathematical and engineering concepts through product testing and evaluation.

MUSIC PRODUCTION AND TECHNOLOGY 8

0872201

This course is designed to investigate music production in a more in-depth manner, allowing students to develop or build upon previous skills to produce more sophisticated compositions (see 7th grade course description). Differentiating to multiple skill levels, students will examine composition, songwriting, and recording to create, present and perform works through various multimedia projects, such as combining audio with images or creating a podcast. Students will continue to expand their knowledge of basic musical concepts, and apply them to technology-based projects.

SPEECH & DRAMA 8

0872403

This course is designed to improve the students' abilities to present themselves in front of an audience through oral reports, class presentations, and class discussions. Students will learn drama, speaking, and listening skills. Topics include types of communication, acting, public speaking, mass media, electronic communication and performance production. Speech & Drama performances teach presentation techniques for persuasive speeches, pantomimes, improvisations, skits and scenes. The students' training will develop critical and creative thinking ability. Techniques taught in Speech and Drama 8 are beneficial in many core classes.

INNOVATIVE TECHNOLOGY DESIGN 8

0872113

This course is designed to investigate activities in a more in-depth manner to problem solve, create, explore current social trends and career awareness. Activities will include coding, web design, and advanced 3D modeling. This course will prepare students for high school and beyond who want to advance themselves in technology skills.

PLTW APP CREATORS/AUTOMATION AND ROBOTICS

0872123

PLTW APP CREATORS

App Creators introduces students to the field of computer science and the concepts of computational thinking, through the creation of mobile apps. Students are challenged to be creative and innovative, as they collaboratively design and develop mobile solutions to engaging, authentic problems. Students experience the positive impact of the application of computer science to society as well as other disciplines, particularly biomedical science. The unit provides students opportunities for self-expression. Teams identify a personal or community problem of interest to them that can be solved with a mobile app solution. The problem can address issues such as health and wellness, the environment, school culture, emergency preparedness, education, community service—the options are endless!

PLTW AUTOMATION AND ROBOTICS

Design, build, and program a robot! Students use tools such as the engineering design process, an engineering notebook, and VEX Robotics® programming software to invent and innovate. Learn how

creative thinking and problem solving can change your world! Automation and Robotics (AR) allows students to trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics® platform to design, build, and program real-world objects such as traffic lights, toll booths, and robotic arms.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) PROGRAM

The ESOL program at the middle school level supports English Learners (ELs) acquiring skills to communicate effectively in English in the areas of reading, writing, speaking, listening, viewing, and presenting. Students study curriculum-based content while focusing on English language learning. Students who qualify for ESOL services may receive ESOL instruction and support based on their needs. Students attend regular content area classes with their age-appropriate peers.

ESOL Support

This class is designed to help English Learners to improve their academic language skills. Students will receive direct instruction in the structures of writing, reading strategies, and vocabulary building, as well as their listening and speaking skills. The ESOL teacher collaborates with regular classroom teachers to also provide academic support and homework help for the English Learner to be successful while acquiring proficiency in English.

MIDDLE SCHOOL SUMMER SCHOOL READING AND MATH ASSISTANCE

Parents of students entering grades 6-7-8 needing assistance in Reading and Math will be contacted about the middle school summer school program. Students who are identified as needing additional assistance in reading and/or math will have the opportunity to enroll.

For additional information about the Middle School Summer School, please contact FHSDsummerschool@fhdschools.org or call (636) 851-4012.

MISSOURI COURSE ACCESS PROGRAM (MOCAP)

The Francis Howell School District participates in the Missouri Course Access Program (MOCAP). Virtual instruction can be an effective option for some students. There may be courses available either through a district-provided virtual option or through the Missouri Course Access Program (MOCAP). More information about virtual courses can be found on our website at: <https://goo.gl/TmFoSu>.

The District will accept all MOCAP course credit earned in grades 9-12. In awarding credit and assigning grades, the District will apply the same standards for awarding credit and grade assignments that are applied to courses completed in the District's traditional curriculum. Students and their parent(s)/guardian(s) should meet with their school counselor if interested in MOCAP courses.

Once a semester has begun, it is very difficult to facilitate a change in format between in-person and virtual instruction or vice versa. For this reason, students and families may request a change in format within the first ten (10) days of the semester.

Full-Time Virtual Students

With the passage of Missouri House Bill 1552, state law now mandates that under certain conditions, full-time virtual students must withdraw from Francis Howell and enroll in the district that hosts their virtual program. This only applies to a handful of "hosted" virtual programs. These "hosted" programs are listed below. Current FHSD students must complete the enrollment process for the district that hosts the virtual program and will then be withdrawn from the Francis Howell School District. This only applies to full-time virtual students.

Hosted Virtual Programs

Full time virtual enrollment requires withdrawing from FHSD and enrolling in the host district.

- **At Home Virtual Program** (Mehlville School District)
- **Greenways Academy** (Boonville R-I School District)
- **LAUNCH** (Springfield Public Schools) – *Through the FHSD partnership with LAUNCH, students may remain in FHSD if they take a full-time course load. They may also choose to withdraw from FHSD and enroll directly with Springfield Public Schools.*
- **Missouri Connections Academy -** (Louisiana R-II School District)
- **Missouri Connections Academy – "MOCA"** (Sturgeon R-V School District)
- **Missouri Digital Academy – "MODA"** (Laquey R5 School District)
- **Missouri Virtual Academy – "MOVA"** (Grandview R-II School District)
- **Mizzou Academy** (University of Missouri)
- **R7 Online Academy** (Lee's Summit R-7 School District)
- **Virtual Prep Academy of Missouri** – (Atlanta C-3 School District)

The above list of DESE-approved host programs is routinely updated and can be found at <https://mocap.mo.gov/>. Current FHSD students who are interested in being a full-time virtual student in one of the hosted programs listed above (with the exception of LAUNCH) must withdraw from FHSD and enroll as a student in the identified district. New students who reside in FHSD and who wish to attend one of the above-listed programs as a full-time virtual student must first enroll as a student in FHSD to become established as a student in the State of Missouri. Thereafter, they must withdraw from Francis Howell and enroll in the Missouri district that hosts that virtual program.

Full-time virtual students who wish to maintain enrollment in the FHSD must choose courses from other vendors with whom FHSD has virtual partnerships, including EdOptions Academy, Edgenuity, LAUNCH (due to the District partnership), Imagine Learning, Florida Virtual School, or Michigan Virtual. Alternatively, if a full-time virtual student takes courses from multiple virtual vendors, then the updated law mandates that they remain students in FHSD. Students interested in this option should contact their school counselor.

Part-Time Virtual Students

Lastly, students who wish to take some, but not all of their courses in a virtual environment will remain enrolled in FHSD. They can take courses from any of the above-listed vendors or any DESE-approved and accredited vendor. Students interested in taking virtual courses should contact their school counselor.