



2025-2026
STUDENT
HANDBOOK



2025-2026 SCHOOL BOARD MEMBERS

Josh Hager - President Donnell Preskey - Vice President

Jon Lee Amanda Peterson Dan Eastgate

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MICHELLE DEHNE - Teacher, Social Studies

TANIKA JOHNSON - Administrative Assistant

SCOTT KINNISCHTZKE - Teacher, English

SHAWN MITTLESTADT - Head Custodian

SHELLY OSBORN - School Social Worker

MAREA REINICKE - Reading Strategies

BRITANIE SCHAFER - Custodian

AUSTIN SCHMALTZ - Teacher, Art

CHRIS SCHMIDT - Teacher, Special Education

DARNELL SCHMIDT - Instructional Aide

BRUCE SCHUMACHER - Teacher, Mathematics

VIC SONNEMAN - Counselor

CORY VOLK - Teacher, Science

STEPHANIE WEBB - Instructional Aide

JORDAN WILLIAMS - Teacher, Physical Education

SOUTH CENTRAL HIGH SCHOOL

406 S Anderson St

Bismarck, ND 58504

(701) 323-4520

Fax: (701) 323-4525

<https://www.bismarckschools.org/SCHS>

Office Hours: Monday-Friday 8:00 a.m.- 4:00 p.m.

Welcome Message from the Principal

South Central High School – Home of the Phoenix

Dear Students,

Welcome to South Central High School! We are proud to have you here as part of a community that believes in rising together—stronger, wiser, and ready to face each new challenge. As the Phoenix symbolizes renewal, strength and second chances, we hope your time at SCHS will be filled with growth, discovery, and pride.

At the heart of our school culture is **The Phoenix Code: Acceptance, Respect, Integrity, Safety, and Effort**. These core values guide how we treat one another, how we learn, and how we lead. We expect each of our students, staff, and visitors to rise by living these values every day.



This handbook is your resource for understanding our school expectations and the many opportunities available to help you succeed. Let's work together to make this a great year—one marked by commitment, achievement, and Phoenix pride.

Sincerely,
Joe Kalvoda
Principal, South Central High School

Colors: Black and Gold **Mascot:** Phoenix

MISSION STATEMENT

The mission of South Central High School is to educate, support and care for every student.

SCHOOL VISION STATEMENT

The vision of South Central High School is to develop lifelong learners in an environment of educational excellence and continued improvement that fosters personal growth and responsible citizenship.

IMPROVEMENT GOALS

1. Students will become self-directed learners by monitoring their progress in their classes as well as their progress towards graduation.
2. Students will access mental health services to help them better succeed academically.

ENTRANCE REQUIREMENTS

1. Students enrolling at SCHS must be 16-21 years of age.
2. Only students who live in Bismarck will be allowed to attend a Bismarck Public School.
3. All potential South Central High School students must be referred by their current school counselor. (Bismarck, Century, or Legacy High Schools). There must be an academic reason to transfer.
4. Students new to the Bismarck area must first register with our Central Office 701-323-4110, or visit bismarckschools.org and click on the registration tab at the top. After your registration is completed, you will be pointed to one of the main high schools (Bismarck, Century, or Legacy High Schools) according to your current address. Contact will need to be made with a counselor from that high school to get the referral process started for the student to attend SCHS.

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DIRECTIVE FOR THE PHOENIX CODE

South Central High School has adopted the **PHOENIX CODE**. The Phoenix Code is a code of conduct for students, staff, teachers and parents. In order to work most effectively as a team, helping a student be successful in their educational career, all team members need to have a common strategy. The Phoenix Code is designed to address five key areas of conduct, as seen in our acronym **ARISE**. All team members must practice **Acceptance, Respect, Integrity, Safety and Effort**. In order to provide the structure and support needed to help your student arrive at graduation we have clearly outlined classroom expectations, school grounds expectations and everyday life expectations. Not only do we hope to see a student succeed in our building, we want to help them on their path to success in life. If a student does not follow the Phoenix Code, a process will start where we will work as a team to problem-solve how we can support them in getting back on track. This problem-solving includes all team members: students, parents, teachers and staff. All team members' involvement and commitment is vital to making a student's educational journey a success.





SOUTH CENTRAL HIGH SCHOOL

PHOENIX CODE



Classroom Expectations

School Grounds Expectations

Every Day Life Expectations

A

Acceptance

- .Every student is welcome
- .Encourage learning
- .Have patience with others

- .Understand this is every student's school
- .Recognize we are all an important part of the school
- .Celebrate accomplishments

- .Every person matters
- .Practice acceptance
- .Understand where people are coming from

R

Respect

- .Allow teachers to teach
- .Allow students to learn
- .Use good manners

- .Refrain from inappropriate displays of affection
- .Show consideration for people and property

- .Believe in yourself!
- .Treat others as you want to be treated

I

Integrity

- .Show reasonable progress
- .Set a good example for others

- .Handle problems non-violently
- .Practice problem-solving skills
- .Behave maturely

- .Make sound choices
- .Be a positive leader
- .Be trustworthy

S

Safety

- .Follow the Phoenix code
- .Be in the classroom during class time
- .Recognize teachers are in charge of their classroom

- .SCHS is a tobacco-free, alcohol-free, drug-free environment
- .SCHS is a weapon-free zone
- .SCHS is a place free of harassment, intimidation, threats or bullying

- .Every person has the right to feel safe and healthy in their environment
- .Respect authority figures

E

Effort

- .Take pride in your work
- .Work through the entire class
- .Meet your deadlines/weekly goals

- .Show Phoenix pride
- .Help make SCHS a better place

- .Be open to learning new things
- .Ask for and accept help
- .Help make your community a better place



2025-2026 Calendar

Aug. 2025 (9 days)						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24 31	25	26	27	28	29	30

Sept. 2025 (20 days)						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Oct. 2025 (20 days)						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Nov. 2025 (17 days)						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23 30	24	25	26	27	28	29

Dec. 2025 (17 days)						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Jan. 2026 (18 days)						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Feb. 2026 (18 days)						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026 (20 days)						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2026 (20 days)						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026 (15 days)						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24 31	25	26	27	28	29	30

June 2026						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

2025

Aug. 14 – Teacher Work Day
Aug. 15, 18 – Staff Development Days
Aug. 19 – First day of school

Sept. 1 – Labor Day, no school
Sept. 22 – Staff Development Day, no school

Oct. 16-17 – Admin Convention Days, no school

Oct. 31 – Staff Development Day, no school

Nov. 11 – Veterans Day, no school
Nov. 27 – Thanksgiving Day, no school
Nov. 28 – Teacher Conference Day, no school

Dec. 23 – Last day before break
Dec. 24 – Christmas Eve, no school
Dec. 25 – Christmas Day, no school
Dec. 31 – New Year's Eve, no school

2026

Jan. 1 – New Year's Day, no school
Jan. 5 – Staff Development Day, no school
Jan. 6 – First day of school after break
Jan. 19 – Martin Luther King Day, no school

2026

Feb. 16 – Presidents' Day, no school
Feb. 17 – Staff Development Day, no school

Mar. 13 – Parent-Teacher Conference Day, no school
Mar. 16 – Storm Make-Up, no school

April 3 – Good Friday, no school
April 6 – Storm Make-Up, no school

May 21 – Last Day of School
May 21 – ALC Graduation, 4pm, Career Academy
May 21 – SCHS Graduation, 7pm, Career Academy
May 22 – Teacher Work Day
May 24 – CHS Graduation, 1pm, Event Center
May 24 – BHS Graduation, 4 pm, Event Center
May 24 – LHS Graduation, 7pm, Event Center
May 25 – Memorial Day

May 26-June 10 – High School Summer School 1
May 28-June 26 – Camp Adventure Elem. Summer School
June 1-26 – Middle School Summer School
June 11-26 High School Summer School 2
July 3 – 4th of July Break, no summer activities
July 4 – 4th of July, no summer activities

<input type="checkbox"/>	First & Last Day of School
<input type="checkbox"/>	No School For All Students
<input type="checkbox"/>	Teacher Work Day
<input type="checkbox"/>	Staff Development Day
*March 13 and April 6 – Storm Make-Up Days	

Grades K-5

Nov. 14, 2025.....End of 1st Trimester
Feb. 20, 2026.....End of 2nd Trimester
May 21, 2026.....End of 3rd Trimester

Grades 6-12

Oct. 24, 2025.....End of 1st Quarter
Jan. 9, 2026.....End of 2nd Quarter
Mar. 20, 2026.....End of 3rd Quarter
May 21, 2026.....End of 4th Quarter

2 Teacher Work Days.....BPS
6 Staff Development Days.....2 ND, 4 BPS
3 Paid Teacher Holidays.....ND/BPS
2 Parent/Teacher Conferences.....ND
2 Storm Make-Up Days.....ND
174 Classroom Instruction Days.....ND

CALENDAR - 2025-2026

August 15 SCHS Open House 2 - 3:30 pm

August 19 First Day of School

September 1 Labor Day, No School

September 22 Staff Development Day, No School

October 2 Parent/Teacher Conferences, 3:30 - 7:15 PM

October 16-17 Administrator Convention Days, No School

October 31 Staff Development Day, No School

November 6 Parent/Teacher Conferences, 3:30 - 7:15 PM

November 11 Veteran's Day, No School

November 27 Thanksgiving Day, No School

November 28 Teacher Conference Day, No School

December 23 Last Day of School Before Holidays

December 24 Christmas Eve, No School

December 25 Christmas Day, No school

December 31 New Year's Eve, No School

January 1 New Year's Day, No School

January 5 Staff Development Day, No School

January 6 School Starts After the Holidays

January 19 Martin Luther King Day, No School

February 16 President's Day, No School

February 17 Staff Development Day, No School

March 10 Parent/Teacher Conferences, 3:30 - 7:15 PM

March 13 Parent/Teacher Conference Day, No School

March 16 Storm Make-Up, No School

April 3 Good Friday, No School

April 6 Storm Make-Up, No School

April 9 Parent/Teacher Conferences, 3:30 - 7:15 PM

May 21 Last Day of School

May 1 SCHS Graduation, 7 PM, Career Academy

June 1- June 26 SCHS Summer School

BISMARCK PUBLIC SCHOOL GRADE SCALE

A = 100-92
B = 91-83
C = 82-74
D = 73-65

SOUTH CENTRAL HIGH SCHOOL STUDENT INSTRUCTION COLLABORATION

Early Bird 7:35 - 8:25 a.m. online courses

Session 1 8:30 - 10:00 a.m.

Session 2 10:05 - 11:30

Lunch 11:30 - 12:10 p.m.

Session 3 12:10 - 2:15 p.m.

Late Bird 2:30 - 3:30 p.m. online courses

**Best times to
contact
teachers:**
7:30-8:25 a.m.
Monday-Friday;

2:15-3:30 p.m.
Monday-
Thursday.

GENERAL INFORMATION

POSITIVE ATTENDANCE PLAN

SCHS follows a positive attendance plan policy. We give students credit for the time they are in class and working on their curriculum. As such, it is our school's philosophy to focus on the student progress in the class. It is the student's responsibility to get to their classes and, working with the teachers, make progress in the course work. Students who do not attend class very often and/or do not use their class time productively will not be very successful in any school, so attendance is very important. Poor attendance will be evident in a lack of progress and may result in removal from a class due to lack of significant progress.

ATTENDANCE EXPECTATIONS

Students are encouraged to attend each class for 100 minutes per day. As SCHS students move into young adulthood, SCHS fosters an educational atmosphere that encourages responsible decision making and good communication skills. Students are given considerable flexibility to make positive and realistic choices when creating their daily study plans. Students have ownership over their long term educational and career plans. **With this flexibility it is critical that students communicate regularly with their advisors if they must be absent.** With the advisor's help, they can make adjustments to their daily work plan or overall goals.

CLASS STRUCTURE

- Classes are scheduled to be completed in **36 or 42 days** to receive .5 credit. Homework is a privilege earned by making adequate progress during class time.
- No zeroes are taken as a grade, no "Inc." (incompletes) are accepted. All assignments will be reworked to a passing grade and to the teacher's satisfaction.
- Students who complete all the required work and have an 83% or better may finish a class early.
- Regular progress in the classroom is necessary for students to be successful at SCHS. Due to this, teachers will set a 18 or 21-day minimum goal for course work with students when they start the class. If students are not at or beyond that point by their 18th/21st day, they may be removed from the class and receive an "Inc." in the course. All incompletes will become F's at the end of the year if the course is not completed.
- Students who have not completed all their class work before the 36/42 days are up, may receive an "Inc." and be removed from their class. If a student has had good attendance and shown significant effort, they may qualify for an extension of days at the discretion of the teacher.
- Students may re-enroll back into a class after receiving an "Inc." by going to the front office and obtaining a green re-enrollment slip. This slip will need to be filled out appropriately and be signed by the classroom teacher, student advisor, and principal/counselor before re-enrollment is approved.
- Students coming back into a class after receiving an "Inc." are back on a probationary basis. Teachers will set goals and expectations. Students who do not meet those expectations can, at the discretion of the teacher, be dropped from their class.

EARN BACK OPTION

It is the intention of SCHS faculty and staff that every student be making progress toward graduation. If at any time a student has earned three (3) or more "Incompletes" during a school year, a time-out is called and a meeting is held to determine why the student is not succeeding at our school. The meeting will be held with student, parent, principal, and any other appropriate parties. At that meeting the student, along with the support team, will create a plan for the student's success. During this process the following options will be explored:

- 1) Additional educational interventions/supports

- 2) Scale back course load
- 3) Time off to resolve outside issues
- 4) Group participation
- 5) Edgenuity Strategies for Academic Success Class
- 6) Referral to an outside agency like Youth Works or the Police Youth Bureau
- 7) Adult Learning Center/GED

ADVISOR/ADVISEE PROGRAM

Every student will be assigned to an **“advisor”** who will support and guide students in organizing their work pace, setting goals and monitoring their attendance.

Each day when a student arrives at school, the student must **“check in”** with his/her advisor to:

1. Obtain a **classroom ticket (aka golden ticket)** for the day to take with them to classes.
2. Write out a **daily plan** on the ticket.
3. **Sign** the ticket.
4. Have their **advisor sign** the ticket.
5. Discuss goals, pace, or attendance as needed.

Before leaving for the day, the student will **return the ticket** to their advisor.

POWER SCHOOL

SCHS recognizes that parent/guardian involvement and encouragement increases the student's likelihood of graduating with a high school diploma. Power School is an important tool that lets parents and students know about their daily class progress, grades, classes completed and attendance. Both students and parents can go to bismarckschools.org to sign up on Power School so that it can be accessed regularly. Student ID information can be obtained from the SCHS administrative assistant at 323-4520.

PARENT/TEACHER CONFERENCES

During the school year, SCHS will have four Parent/Teacher Conferences giving parents or guardians an opportunity to discuss and celebrate the successes of your student.

Parent/Teacher Conferences will be held from 3:30 - 7:15 p.m. on Thursdays on the following dates:

October 2nd, November 6th, March 10th, and April 9th

STUDENT SERVICES

Student services are provided by a school counselor, a school social worker, a clinical psychologist, a transition facilitator, and a career counselor. Services include, but are not limited to:

1. Educational guidance, including consultations for completing and reviewing education plans and choosing appropriate classes.
2. Career guidance, including assistance in career and college exploration, applying for jobs, applying for scholarships and financial aid, and applying for post-secondary educational programs.
3. Individual counseling.
4. Various educational groups.
5. Providing connections between home, school, and community, and advocating for students by supporting the physical, emotional, psychological, and educational needs of students through trauma-informed practices.

SCHOLARSHIP OPPORTUNITIES

SCHS has scholarships available to eligible seniors who attend college after graduation. These include:

SCHS Lisa Kraft Scholarship (\$700) and the Rotary Club Scholarship (\$2,500). See the counselor for other scholarship opportunities.

EXPECTANT MOTHERS OR YOUNG PARENTS

South Central High School strives to be a supportive program/environment for expectant mothers and young parents. A Student Support Plan for expectant parents/young parents will be completed. Support will be determined on an individual basis, involving a team decision. Possible team members may include principal, school social worker, counselor, teachers, parents/guardians and the student.

Parenting Options at SCHS:

Parenting Leave: this would be discussed at the Student Support Meeting, giving parents a chance to take a specific amount of time off for medical needs surrounding pregnancy, birth, healing and bonding.

Infants at School:

- ◆ The Nest Program allows students to bring their infant to school until the infant reaches 6 months old. Bringing your baby to school and using The Nest Program is a privilege.
- ◆ Parents are the caregiver for the child in the school setting, as we do not provide daycare services. The intent is to ease the return to school once becoming a parent. This will also allow parents to bond and attach with their infants.
- ◆ Both male and female students can request to bring their infant to school.
- ◆ A private changing area and a private feeding area will be available. Parents will be expected to bring their baby into the classroom the remainder of the day.
- ◆ Be aware that bringing your baby into the school could expose them to different illnesses. We depend on parents to make appropriate choices in keeping their babies safe and cared for while at school. We recommend you check with your baby's medical provider before bringing them to school. If your own child is not feeling well and could make others sick, please keep them home.

****The Nest will be available during the regular school year, not during summer school.**

SOUTH CENTRAL HIGH SCHOOL POLICIES

ACCIDENTS AND INSURANCE

The Bismarck School District no longer carries accident/injury coverage for students. Therefore, parents are responsible for all costs associated with a school-related injury. In the event of a school-related accident or injury, it is the responsibility of the injured student to report to the teacher/coach and main office.

BOOKS

Basic textbooks, non-consumables, and science laboratory materials will be furnished by the district for all course work grades 9-12. Lost or damaged books (beyond reasonable wear) will be charged to parent/guardian at replacement cost.

BREAKFAST/LUNCH ACCOUNTS

South Central High School Qualifies for the North Dakota Department of Public Instructions Community Eligibility Provision (CEP). Due to this, all students who attend SCHS are eligible to receive one (1) breakfast and one (1) lunch for free every day they are a current student at our school. Breakfast is served in the Gym from 8:00 to 8:50am. Late breakfast is served from 9:45 to 10:00am. No preordering is necessary for this meal. Lunches will need to be ordered by the student at the first class they attend and must be ordered prior to 10:00am. Meals will be served in the Gym starting at 11:30am. Any extra meals beyond that will be charged to the students account. The student must have an account established with the school using the LINQ Connect portal and have sufficient money in the account to pay for the extra meal before the extra meal will be ordered.

CHANGE OF ADDRESS

Any student moving to a new address within or outside the school district is asked to report such a change of address immediately to the Central Registration, 323-4110. School notices and alerts are communicated through phone calls, texts and emails. If your information is not updated there is a good chance you will miss important school information such as school closings. Address changes cannot be made at SCHS's office. Phone numbers can be updated through the Parent Portal in PowerSchool.

COMMENCEMENT

Students must have completed the required course of study as determined by district policy for graduation prior to the ceremony in order to participate in commencement exercises. Also, all students who participate must wear appropriate cap and gown. Graduation exercises are held each year in the spring for all graduates. Seniors who participate will comply with the school's procedures and regulations pertaining to commencement exercises.

EARLY GRADUATION

Students who have earned 24 credits and have met all graduation requirements may be able to graduate early. If graduating more than a semester early, students must obtain an early graduation form from the counselor and receive approval from the assistant superintendent of secondary schools.

FIELD TRIPS OR OTHER SCHOOL SPONSORED ACTIVITIES

All school rules and regulations fully apply to students while participating in field trips.

OUTSIDE FOOD/DRINK POLICY

All food and drink brought into the school is open for staff inspection.

BISMARCK PUBLIC SCHOOL POLICIES

South Central High School follows all policies set up by the Bismarck School Board. For a complete list and description of Bismarck Public School policies, go to <https://www.bismarckschools.org/school-board/district-administrative-policies>

ALCOHOL, TOBACCO AND OTHER DRUGS POLICY

Students are not permitted to use or possess alcohol, tobacco or any other non-prescription drugs on the school premises. This includes e-cigarettes or any other nicotine delivery device. See **BPS School Board Policy FFA** for further details.

BULLYING/HARASSMENT

Harassment of students in the Bismarck School District is prohibited. It is the Bismarck School District's policy to provide students an environment free from any form of harassment and to maintain a safe, supportive, nurturing, non-punitive school environment highly conducive to learning. Intimidation by virtue of the display of gang colors, gang paraphernalia, gang signing, gang gestures, and other gang-related actions is also prohibited. See **BPS School Board Policy ACEA** for further details.

SOUTH CENTRAL HIGH SCHOOL BULLYING TIP LINE schstips@bpsapps.org

SPORT ELIGIBILITY

Students may be eligible for sports at their home school (school district in which they reside). To be eligible, a student needs to be in class at least 20 hours per week (full-time enrolled) and needs to earn at least 2.5 credits per semester. Eligibility at SCHS is determined by being enrolled in 3 classes for at least two weeks and at the sport home school's eligibility checkpoint (2 week window), the student must be on pace to complete all three courses on time. Students must be in attendance 300 minutes the day of a scheduled event in order to be eligible to participate (excluding administrative approved absences).

DRESS CODE

BPS recognizes the value of allowing individual student expression, protecting student health and safety, and maintaining an atmosphere conducive to education. Items approved to be worn or displayed must adhere to health and safety codes and comply with applicable law. When items on display can be reasonably forecast to either materially disrupt the educational environment or infringe upon the rights of other students to access and participate in a safe and welcoming educational environment, they will be prohibited. Items (worn or displayed on school grounds or at school sponsored activities) which fall under this prohibition include, but is not limited to, attire/symbols/messages depicting, implying, or reasonably perceived as promoting intolerance, hatred, and/or a hostile education environment. See **BPS Policy FFH** for further details.

WEAPONS POLICY

The Bismarck School Board determines that possession and/or use of a weapon by a student is detrimental to the welfare and safety of the students and school personnel within the district. Carrying, bringing, using or possessing any dangerous or deadly weapon in any school building, on school grounds, in any school vehicle or at any school-sponsored activity without the authorization of the school or the school district is prohibited. See **BPS Policy FFD** for further details.

RESPONSIBLE USE OF TECHNOLOGY POLICY

Requirements for Students Education:

The District shall provide education to students about appropriate online behavior, including interacting with other individuals on social networking websites and cyberbullying awareness and response.

Prohibitions: Administration or designee may take disciplinary measures when any of the following actions occur while students are using technology tools as defined under “Scope.” Disciplinary action associated with improper use, negligence, or loss of equipment may include being billed for repair or replacement costs or reducing or revoking technology use privileges.

- Using obscene language;
- Accessing, creating, requesting, or distributing pornographic files or sites and/or other inappropriate material;
- Harassing, insulting, threatening, alarming, or attacking others;
- Damaging computers, computer systems, or computer networks;
- Violating copyright, trademark, trade secret, or other intellectual property laws;
- Using or participating in personal and/or non-curricular uses when that use is in violation of stated or written rules or regulations;
- Using another’s password or representing oneself as another;
- Trespassing into another’s folders, work, or files;
- Intentionally wasting network resources;
- Employing the network for political purposes as defined by state law, financial gain, and/or commercial purposes;
- Revealing anyone’s personal information such as, but not limited to, an address or phone number without appropriate consent;
- Other activities or actions deemed inappropriate and not in the best interest of the District, its employees, and students.

PERSONAL ELECTRONIC COMMUNICATION DEVICE

In compliance with N.D.C.C. § 15.1-07-41, the Bismarck Public Schools prohibits students from using personal electronic communications devices during instructional time.

Prohibited devices include the following:

- a. Smartphones**
- b. Cell phones**
- c. Tablets**
- d. Smartwatches or other wearable devices**
- e. Gaming devices**
- f. Any other devices as defined under N.D.C.C. § 15.1-07-41**

All personal electronic communication devices identified above must be:

- a. Silenced or turned off, and**
- b. Securely stowed away, and**
- c. Inaccessible to students during instructional time.**

ELECTRONIC DEVICE POLICY VIOLATION CONSEQUENCES:

First violation – The device is confiscated and turned into the front office. Return to student at the end of day after re-teach/conversation with principal or designee.

Second violation – The device is confiscated and turned into the front office. Required in-person parent meeting with principal or designee prior to returning device to parent at the end of the school day. Device will not be returned until a parent meeting has been completed.

Third violation – The device is confiscated and turned into the front office. Required in-person parent meeting with principal or designee prior to returning device to parent at the end of the school day. Device will not be returned until a parent meeting has been completed. ***Student will be required to turn device in to office daily for 10 school days.***

Fourth violation – The device is confiscated and turned into the front office. Required in-person parent meeting with principal or designee prior to returning device to parent at the end of the school day. Device will not be returned until a parent meeting has been completed. ***Student required to turn device in to office for remainder of school year.***

The District may develop additional administrative regulations or rules, which outline the specific procedures each school building will follow to ensure all three legal requirements are met during instructional time.

See **BPS Policy FFI** for further details and also <https://www.bismarckschools.org/families/cell-phones>

BISMARCK PUBLIC SCHOOLS
GRADUATION REQUIREMENTS

Credits required for graduation from Bismarck Public Schools: **24**

CORE CREDITS

Required (15)

Grade Status:

ENGLISH 4 credits

English 9 1 credit
 English 10 1 credit
 English 11 1 credit
 English 12 1 credit

Freshman	0-4.9 credits
Sophomore	5-9.9 credits
Junior	10-16.9 credits
Senior	17-24 credits

MATHEMATICS 3 credits

(a minimum of 1 credit of Algebra is required.)

Algebra I 1 credit
 Algebra I (Introduction) ... 1 credit
 Algebra I (Conclusion) 1 credit
 Informal Geometry 1 credit
 Geometry 1 credit
 Consumer Math 1 credit
 Algebra II 1 credit

SCIENCE 3 credits

Physical Science 1 credit
 Biology 1 credit
 Remaining 1 credit can be from:
 Applied Bio Chemistry ... 1 credit
 Ecology 1 credit
 Chemistry 1 credit

SOCIAL STUDIES 3 credits

Global Studies 1 credit
 United States History 1 credit
 Government5 credit
 Economics5 credit
 Passing ND Civics Test required
 for graduation.

PHYSICAL EDUCATION 2 credits

PE 95 credit
 PE 105 credit
 PE 115 credit
 PE 12 *or*5 credit
 Health *or* Parenting *or* Family Living

ELECTIVES 9 credits

Required in:

Foreign/Native American languages
 Fine Arts
 Career & Technical

Education Courses 3 credits
 General Electives 6 credits



2025-2026 Class Schedule							
Room	Early Bird	Session I	Session II	Lunch	Session III	Late Bird	
	7:35-8:25	8:30-10:00	10:05-11:30	11:30-12:10	12:10-2:15	2:20-3:30	
105		English Scott			English Scott		
109		Math Bruce			Math Bruce		
110		Social Studies Michelle			Social Studies Michelle		
108a/111a		Edgenuity Steph/Darnell			Edgenuity Steph/Darnell		Edgenuity Darnell
111		Applied Topics Chris			Applied Topic Chris		
112a		Reading Immersion Marea			Reading Immersion Marea		
108		FACS Sem 1: 8:30 -10:50 Sem 2: 8:30 - 11:30			FACS Sem 1: 1:00-2:00 Sem 2: 12:10 - 1:20		
112		Art *8:30 - 9:30 Austin	*Art <u>END</u> time changes to 10:30 Jan 2026				
114		Science Cory			Science Cory		
Gym			PE:10:00-11:30 Jordan		Health: 1:15-2:15 Jordan		

ART

(42 DAYS)

ART I (02021) Credit : 1/2 or 1

This beginning class explores the elements and principles of art through the study of different media. This class also prepares students for advanced classes. It allows students to investigate color theory, art history and techniques in drawing, painting, and sculpture. Students will reflect on their art through verbal and written interpretation. Artists will have an opportunity to exhibit their art.

DRAWING & PAINTING I (02020) Credit: 1/2 Prerequisite: Semester I and II of Art I

This introductory course is designed to help students develop their drawing and painting skills even further. Emphasis will be placed on exploring original ideas, craftsmanship, and art history. Students will have the opportunity to critique works of art. Some mediums that will be covered throughout this semester include, but are not limited to, are following graphite, charcoal, pastel, oil pastel, acrylic, watercolor. Exploration may include these subject matters: figures, still-life, landscapes, portraits, etc. Artists will have an opportunity to exhibit their art.

DRAWING & PAINTING II (02025) Credit: 1/2 Prerequisite: Semester I and II of Art I, Drawing and Painting I

This intermediate course is designed to help students further develop their drawing and painting skills. There will be a strong emphasis placed on composition using the principles of design, working from original ideas, craftsmanship, and art history. Mediums that will be covered throughout this semester include, but are not limited to, the following: graphite, charcoal, pastel, oil pastel, acrylic, watercolor, and gouache. Exploration may include these subject matters: figures, still-life, landscapes, portraits, etc. Artists will have an opportunity to exhibit their art.

DRAWING & PAINTING III (02026) Credit: 1/2 Prerequisite: Semester I and II of Art I, Drawing & Painting I & II

This advanced course is designed to help students develop a body of work using different methods and materials. Advanced drawing and painting techniques and composition skills will be developed through demonstrations and independent practice. Emphasis will be placed on originality, craftsmanship, and commitment to a plan in the drawing and painting process. Artists will have an opportunity to exhibit their art.

CERAMICS & SCULPTURE I (02020) Credit: 1/2

This introductory course emphasizes the investigation into three dimensional forms. Students will use a variety of techniques, mediums, and processes that focus on additive, subtractive, fabricated processes. Along with being exposed to an introduction to the elements and principles of art and design. Examples include a variety of functional and non-functional ceramic techniques and an introduction to throwing on the wheel and hand building. Mediums used in the sculpture section of the class will include, but are not limited to, the following: cardboard, Styrofoam, plaster, wire.

CERAMICS AND SCULPTURE II (02029) Credit: 1/2 Prerequisite: Ceramics and Sculpture I

This intermediate course is designed for the student who has completed one semester of Ceramics & Sculpture I and would like to investigate more advanced projects in pottery and sculpture. Emphasis will be placed on personal and creative expression. Students will develop more skill sets with hand building, along with more advanced sculptural skills sets dealing with additive, and subtractive sculpture.

CERAMICS AND SCULPTURE III (02029) Credit: 1/2 Prerequisite: Ceramics & Sculpture I and II
This advanced course emphasizes the investigation of three-dimensional forms. Students will use a variety of techniques, media and processes focused on skill building and craftsmanship for the development of a 3-D design elements and principles. Students will be challenged to prepare a body of works that shows growth and investigation at the next level. 3-D works of art can be explored through additive, subtractive, and/ or fabrication process. Examples include a variety of functional and non-functional ceramic techniques and processes including throwing on the wheel and hand building, figurative or non-figurative sculpture, architectural models, metal work, wood and paper works, and three-dimensional fibers art, Styrofoam, plaster, cardboard, wire, among others.

ARTS & CRAFTS (02024) Credit: 1/2 or 1
This class will provide students with the history and practice of arts and craft projects with background in the tools, materials, and techniques needed to complete each project. This course will provide students with exposure to cultural and contemporary projects that relate to their everyday life and usage. Projects that may be covered include glass etching, weaving, tie-dye, hemp, jewelry, clay work, printmaking. These areas of study will vary with each class and semester.

FAMILY AND CONSUMER SCIENCES

(36 DAYS)

CLOTHING AND TEXTILES I (09027) Level 9-12 Credit: 1/2
Creative sewing is a fun introductory class that includes sewing several projects. Use of the sewing machine and other sewing equipment is included. Students will learn about various aspects of the fashion industry as well.

CLOTHING AND TEXTILES II (09029) Level 9-12 Credit: 1/2
A variety of sewing projects will be completed. Fabric, price, quality, and construction techniques will all be discussed in relation to individual consumer needs. Along with discussion of updates in the textile and fashion industry, areas to be covered will include: personal color analysis, designs which complement the figure, and current trends and issues in fashion. Students will also explore the fashion industry and its methods of production and merchandising, as well as careers in fashion, design and merchandising.

INTRO TO FOODS (09131) Level 9-12 Credit: 1/2
Intro to Foods is an exploratory course designed to help students gain knowledge in basic food concepts. The primary focus is to give students hands-on experience with a variety of food preparation techniques, kitchen/food safety, and recipe analysis. A strong emphasis on healthy food choices is a recurring theme throughout the semester.

INDEPENDENT LIVING (09025) Level: 11-12 Credit: 1/2
This course is designed to better equip students for 'real world' life after moving out on their own. Topics covered include: job hunting skills, money management, saving and investing, establishing and using credit, protection from identity theft, purchasing an automobile, rights and responsibilities of apartment living, healthy food choices, and living on an overall budget.

PARENTING (09130) Level 11-12 Credit: 1/2
This course is designed to prepare both males and females for one of life's major roles: that of developing positive and realistic attitudes and effective skills for parenting. Pregnancy, parenting roles of fathers and mothers, single parenting, and other parenting concerns are emphasized in this class. This class contains contemporary topics that some students may find controversial.

LANGUAGE ARTS

(36 DAYS)

ENGLISH 9 (05071)

Level 9-12

Credit 1/2 or 1

English nine students will focus on developing strong, coherent writing through organization, planning, and revision. They will complete reading units studying drama, short stories, and a novel. Students will engage with these fictional texts of varying genres and reading levels, learning about characterization, themes, and analysis. Students will also begin to develop research skills and practice finding reading materials matching their interests.

ENGLISH 10 (05072)

Level: 10-12

Credit: 1/2 or 1

Prerequisite: English 9

English ten students will expand upon their learning from English nine, continuing to more advanced writing, including a MLA formatted research essay. They will also learn how to navigate nonfiction and how to find quality informational sources. Additionally, students will complete a study one of Shakespeare's plays, and will have several options for thematic study and independent reading.

ENGLISH 11 (05073)

Level: 11-12

Credit: 1/2 or 1

Prerequisite: English 10

English eleven students will complete reading analysis activities for poetry, including learning to identify and discuss rhetorical devices in literature. They will create varied types writing of their own, from poetry to MLA formatted research essays on topics of their choice. Students will complete a thematic unit, of which there are different options, and they will continue independent reading and novel selection.

ENGLISH 12 (05074)

Level: 11-12

Credit: 1/2 or 1

Prerequisite: English 9, 10, 11

English 12 students will have the greatest choice in their studies, completing two thematic units during the class. Additionally, students will select and complete two independent reading novels, and a short study of a Shakespeare play. Writing clearly and effectively for college, career, and life will be one of the greatest priorities, in addition to continuing to write an MLA formatted research essay.

MATHEMATICS

(42 Days)

MATH IMMERSION (11029)

Level: 9-12

Credits: 1/2 or 1

Math Immersion is a program to strengthen a student's basic math skills in preparation for the Algebra 1 sequence. Topics covered (but not limited to) are number sense, fractions, concepts and applications. The course uses web-based software to guide the student. This class will count as elective credit. It does not meet State of North Dakota mathematics credit requirements.

GENERAL MATH (11111)

Level: 9-12

Credits: 1/2 or 1

General Math reinforces and expands students' foundation math skills. General Math is a beginning level math course that encompasses all the basic necessary concepts to be successful in future math classes. Topics include order of operations, fractions, decimals, percents, area, perimeter, ratios and proportions, and solving basic equations. Credit earned from General Math can be counted toward math requirements for graduation; however, this course does not fulfill mathematics requirements for admission to a four-year college.

CONSUMER MATH (11145)

Level: 9-12

Credit: 1/2 or 1

Consumer Math reinforces general math topics (such as arithmetic using rational numbers, measurement, ratio and proportion, and basic statistics) and applies these skills to consumer problems and situations. Topics include banking services, credit, taxation, investment, managing personal income, home and car ownership, buying and selling products, and budgeting. Credit earned from Consumer Math can be counted toward math requirements for graduation; however, this course does not fulfill mathematics requirements for admission to a four-year college.

ALGEBRA 1 (intro) **YEAR 1** (11031)

Level: 9-12

Credit: 1/2 or 1

Algebra 1(intro) year 1 is the first course in a two-year Algebra program designed to help students be successful in mathematics that is required for college and in the workplace. The first year includes material that is traditionally found in the first semester of a full year Algebra class. Algebra 1-Year 1 differs from Algebra 1 primarily in the time and manner in which topics are discussed. It will take two years (Algebra 1 -Year 1 and Algebra 1-Year 2) to complete the Algebra 1 requirement. *Special Note:* This is the first year of a 2-year Algebra 1 course.

ALGEBRA 1 (concl) **YEAR 2** (11031)

Level: 9-12

Credit: 1/2 or 1

Algebra 1(concl) year 2 is the second course in a two-year Algebra program designed to help a broad range of students be successful in mathematics that is required for college and in the workplace. The course includes material that is traditionally found in the second semester of a full year Algebra class. Successful completion of Algebra 1- Year 2 should meet the Algebra college requirement. *Special Note:* This is the second year of a two-year Algebra 1 course.

ALGEBRA I (11031)

Level: 9-12

Credit: 1/2 or 1

This is the first course in the traditional college preparatory sequence. This course is a branch of mathematics that include the use of variables to express general rules about numbers, number relationships, and operations beneficial for anyone interested in a career in technical education.

APPLIED MATH (11190)

Level: 9-12

Credits: 1/2 or 1

Applied Math is designed to help students develop and refine job related math skills. Units focus on arithmetic operations, problem solving techniques, estimation of answers, measurement skills, algebra, geometry, data handling, and statistics. Credit earned from Applied Math can be counted toward math requirements for graduation; however, this course does not fulfill mathematics requirements for admission to a four-year college. Algebra I is a prerequisite for this course.

INFORMAL GEOMETRY (11120)

Level: 9-12

Credit: 1/2 or 1

This course is not designed to prepare students for success in college-level mathematics. This course covers the same topics as Geometry, but there is less emphasis on proofs and the problems are less rigorous than those in the standard geometry course.

GEOMETRY (11120)

Level: 9-12

Credit: 1/2 or 1

Topics include points, lines, and planes; parallel and perpendicular lines; triangles; constructions of geometric figures; polygons; and circles. Students will use deductive reasoning and proof techniques to study geometric concepts.

ALGEBRA II (11032)

Level: 9-12

Credit: 1/2 or 1

Topics include a review of Algebra I skills; first-degree equations and inequalities in one variable and in two variables, absolute value, Polynomials, real numbers, radicals, complex numbers, relations and functions, rational expression and equations, exponential equations functions, logarithmic functions, quadratic equations and inequalities, Trigonometry, sequences and series, permutations, combinations, and probability.

PHYSICAL EDUCATION

(42 DAYS)

GENERAL PHYSICAL EDUCATION (06030) Level: 9-12

Credit: 1/4 or 1/2

Activities will include: aerobic fitness, archery, basketball, bowling, bicycling, floor hockey, golf, ladder ball, pickle ball, racquetball, soccer, shuffleboard, volleyball, wallyball, plus other individual and team sports. *Special Note:* Pregnant students must have a doctor's approval before taking this course.

READING IMMERSION PROGRAM (Elective)

3 Levels (36 Days)

Level: 9-12

Credit: 1/2 Per Level

Reading Immersion is a program designed to strengthen various areas of reading skills by using strategizing and reasoning to break down words, prior knowledge, and quick and specific feedback. We will focus on comprehension, fluency, and vocabulary. Our goal is to build a more confident reader.

SCIENCE

(42 DAYS)

PHYSICAL SCIENCE (13030)

Level 9-12

Credit 1/2 per semester

PHYSICAL SCIENCE I: a study of measurement, scientific notation, matter, states of matter, atomic structure, the periodic table, chemical reactions, solutions, acids, bases, and salts.

PHYSICAL SCIENCE II: a study of motion, forces, work, energy, power, heat, temperature, waves, sound, light, electricity, and magnetism.

BIOLOGY (13020)

Level: 9-12

Credit: 1/2 per semester

BIOLOGY I: a study of the scientific process, cell structure and reproduction, heredity, microbiology, biotechnology, and photosynthesis and reproduction.

BIOLOGY II: a study of the digestive, circulatory, excretory, respiratory, immune, endocrine systems, reproductive systems, viruses and bacteria, and plants.

ECOLOGY (13110)

Level: 9-12

Credit: 1/2 per semester

ECOLOGY I: areas covered include the environment and society, tools of environmental science, the dynamic earth, ecosystems and evolution, the cycling of material, biomes, aquatic ecosystems, populations, and biodiversity.

ECOLOGY II: areas covered include the study of water, air, climate, land, food and agriculture, mining and mineral resources, nonrenewable energy, renewable energy, waste, human health, and economics, policy and the future.

CHEMISTRY (13031)

Level: 11-12

Credit: 1/2 per semester

CHEMISTRY I: areas covered include measurement, matter, atomic structure, electron configuration, the periodic table, chemical formula and equations, the mole, elements and their properties.

CHEMISTRY II: areas covered include chemical bonding, molecular structure, kinetic theory, liquids, gases, solutions and colloids, colligate properties, reaction rates, acids, bases, salts, electrolytes, oxidation reduction, organic chemistry.

INTEGRATED SCIENCE (13031)

Level: 10-12

Credit: 1/2 per semester

This course is an integrated, standards-based approach to high school science. Topics from chemistry, biology, and earth science are presented in context, using examples that connect with students' own lives and relate to their local and global communities. The course combines a rigorous approach with an engaging, hands-on instructional design. Students learn to analyze, assess, and make decisions using scientific data. Topics include sustainable living, survival needs, energy transfer, living in today's world, population dynamics, food production, cell structure and function, Earth's components, classifying elements, period table study, photosynthesis, genetics and crop breeding, genetic engineering, hydrocarbon chemistry, clothing materials, toxic heavy metal disposal, catalysts, bio-fuels and energy alternatives. Integrated Science is divided into two semesters so students can take one or both semesters as best fits their curricular needs.

SOCIAL STUDIES

(36 Days)

GLOBAL STUDIES (15089)

Level 9-12

Credit 1/2 or 1

World History provides students with an overview of the history of human society from early civilization to the contemporary period, examining political, economic, social, religious, military, scientific, and cultural developments. World History may include geographical studies, but often these components are not as explicitly taught as geography.

US HISTORY 1914-1945 (15085)

Level: 10-12

Credit: 1/2

The study of U.S. History I focuses mainly on the first five decades of the 20th Century: 1914-1953, starting with World War 1 and ending with the Korean War. Included will be the study and analysis of the key events, people and issues that contribute to this time period. Topics covered are World War 1, the Twenties and Prohibition, the Great Depression and New Deal, as well as World War 2.

US HISTORY 1945-PRESENT (15085)

Level: 10-12

Credit: 1/2

The study of U.S. History II begins with the study of the Cold War and then covers that last half of the 20th Century, as well as the beginning of the 21st Century. Included will be the study and analysis of the key events, people and issues that contribute to this time period. Topics covered are the Cold War, Civil Rights Movement, Vietnam War, Nixon: Watergate and détente, Reaganomics, the Clinton years, the Bush Administration, the Gulf War and the after effects of 9/11.

AMERICAN GOVERNMENT (15111)

Level: 11-12

Credit: 1/2

The purpose of this course is to provide students with a study of the government of the United States, its background and functions. It will contain a study of the following ideas: basic concepts, general history of American government, the Constitution and government documents, the three branches of government, citizen's rights and responsibilities. Students will be developing their understanding of where American government originated and what its intent and purpose is. We will also be thinking critically about the role of American citizens, both past and present and the impact of these roles on American society.

ECONOMICS (15060)

Level: 11-12

Credit: 1/2

The purpose of this course is to teach students how individuals and societies decide how to use their resources to satisfy their wants/needs. It course will contain a study of the following units: basic concepts, supply, demand, business systems, taxes and government spending, saving and investing, credit and personal finance, monetary policy, and economic systems. We will be digging into each of these units to develop a clear understanding of how economic choices are made, carried out, and how they impact the local and global economics. In addition students will develop their own skills about managing their own finances and making economic choices.

EARLY AMERICAN HISTORY 1800-1914 (15201)

Level: 9-12

Credit: 1/2

The study of US Early American History focuses on the development of American history from the time of Thomas Jefferson to the progressives of Theodore Roosevelt and Woodrow Wilson. Included topics are the expansion of America westward and its emergence as a world power and Imperialism. Also included are topics such as slavery and the American Civil War, Immigration, Urbanization, Industrialization, and government policies related to these fundamental issues.

APPLIED TOPICS

(42 DAYS)

APPLIED TOPICS, DAILY LIVING I (19828)

Level 9-12

Credit 1/2

An introductory course designed to teach life skills impacting daily life and personal-social skills, such as: apartment/home living, caring for personal needs, buying and caring for clothing, self-awareness and socially responsible behavior, and appropriate personal skills.

APPLIED TOPICS, DAILY LIVING II (19829)

Level 9-12

Credit 1/2

Expanded student studies and/or increased independence in the demonstration of community-based competencies of daily living and personal-social skills, such as: apartment/home living, caring for personal needs, buying and caring for clothing, self-awareness and socially responsible behavior, and appropriate personal skills.

APPLIED TOPICS DAILY LIVING III (19830)

Level 9-12

Credit 1/2

Expands student knowledge of employment and post-secondary opportunities that demonstrate knowledge of community-based competencies of daily living and personal social skills such as: self-advocacy, decision making, goal setting, researching careers, applying for jobs, developing an individual career plan, problem solving, self-awareness, socially responsible behavior, and appropriate personal skills.

APPLIED TOPICS DAILY LIVING IV (19847)

Level 9-12

Credit 1/2

Expands more on student knowledge of employment, post-secondary education opportunities, community-based competencies of independent living, and personal social skills such as: money management, car costs, scholarships, leases, health/wellness, self-advocacy, problem solving, self-awareness, socially responsible behavior, and appropriate personal skills.

EDGENUITY ONLINE COURSES

GENERAL ELECTIVES

- Career Planning and Development
- Career Exploration
- Online Learning & Digital Citizenship
- Strategies for Academic Success
- Personal Finance

HEALTH

- Healthy Living
- Foundations of Personal Wellness
- Lifetime Fitness

SOCIAL STUDIES

- Psychology
- Sociology

DISCLOSURE STATEMENTS:

SECTION 504 (CHILD FIND NOTICE)

Pursuant to Section 504 of the Rehabilitation Act of 1973, the District has a duty to identify, refer, evaluate and if eligible, provide a free, appropriate public education to students with disabilities. For information regarding parent/guardian and student rights, or for answers to any questions you might have about identification, evaluation, and placement into Section 504 programs, please contact Stacey Geiger, Section 504 Coordinator, at 701-323-4070 or Stacey_Geiger@bismarckschools.org.

IDEA ANNUAL NOTIFICATION OF CHILD FIND

All children with disabilities residing within the boundaries of Bismarck Public Schools that need special education and related services are identified, located, and evaluated through the child find process regardless of the severity of their disability. This includes children with disabilities attending private schools. Anyone who suspects a student between the ages of 3 and 21 may have a disability should contact Danica Nelson, Bismarck Public Schools Special Education Director, at 701-323-4029 or Danica_Nelson@bismarckschools.org.

EQUAL EMPLOYMENT AND EDUCATIONAL OPPORTUNITIES (NON-DISCRIMINATION NOTICE)

The Bismarck Public School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies: Stacey Geiger, Human Resource Director/Title IX Coordinator/Section 504 Coordinator 128 Soo Line Drive, Bismarck, ND 58501 Telephone number: (701) 323-4070.

