

Gibson County High School 2009-2010

**Principal-Eddie Pruett
Assistant Principal-Jim Hughes
Assistant Principal-David Russell
Assistant Principal-Harry Tignor
Assistant Principal-Ken White**

Name _____
Address _____
City/Town _____ **Zip Code** _____
Phone _____
Grade _____ **Locker #** _____

INTRODUCTION/WELCOME

Gibson County High School's first students enrolled in August 1980, after consolidation of high schools in the Dyer, Gibson, Medina, Rutherford, Spring Hill, and Yorkville communities. In 1987 students from Kenton were enrolled. Today, student enrollment is *approximately 800* students in grades 9 through 12. These students enjoy a diverse curriculum which provides a quality comprehensive secondary education. The varied curriculum encourages students to develop their own individual interests. It is the intent of the faculty/staff that each student who leaves GCHS will be well prepared to enter the work force or continue post-secondary training/education. It is the aim of our school to help students develop skills, which will enable them to be effective citizens and to enjoy quality adult lives.

This handbook is designed to aid students and parents in becoming acquainted with course offerings, school rules/policies, and special programs available to each student. Not only do we welcome your comments and suggestions, but also we welcome students and parents to Gibson County High School.

SCHOOL INFORMATION

Gibson County High School

P. O. Box 190

Dyer, TN 38330

Phone: 731-692-3616 Fax: 731-692-2123

Accredited by

Southern Association of Colleges and Schools

SCHOOL MOTTO: Promoting Excellence in All Things

SCHOOL COLORS: Scarlet Red and Columbia Blue

SCHOOL MASCOT: Pioneers

ALMA MATER

Let us keep a pioneering spirit
While we work and while we play.
Let us proudly seek a brighter purpose
As we grow from day to day.
Together we will prove that we are worthy
Of our wealth of love and care.
Let our love for GCHS linger
In the memories we share.

MISSION STATEMENT: The mission of Gibson County High School is to provide a positive learning centered environment while helping students attain and utilize the knowledge and skills necessary to become successful in their lives after high school.

Vision: The vision of GCHS is to continue to promote excellence in academics, technology, and career oriented programs of study.

Beliefs:

- Learning is enhanced when appropriate instructional teaching strategies and learning methods are connected to real-life reading and writing skills.
- Students, faculty, and staff will be provided a safe, supportive, and positive environment conducive to learning.
- When given the appropriate assessment, every student has the potential to show individual educational growth.
- Students will be provided opportunities to develop sound character that produces ethical and responsible citizens.
- Through exemplary collaboration, positive relationships between family, school, and community will create a more effective learning environment.
- Opportunities shall be provided for teachers and students to stay up to date with today's fast-changing technology.
- All decisions should be data driven and researched based, and all stakeholders will be involved in the decision making process.

STUDENT SERVICES

CAFETERIA AND LUNCH PERIOD

Four lunch shifts, each thirty minutes in length, are operated by the cafeteria daily for all students. Students must be inside the cafeteria when the bell rings and remain there for the entire assigned lunch period. Faculty cafeteria monitors are present to take and/or give hall passes that are required from any student who must be elsewhere during lunch.

Nutritionally well-balanced breakfasts and lunches are offered daily. Items also may be purchased individually. Menus are posted daily. Daily offerings include these: "hot line" with an entree, vegetables, fruit and milk (low fat, skim or chocolate) or orange juice; hamburgers and French fries or pizza. A variety of desserts and ice cream novelties are offered. Tea, fountain drinks, and bottled water are also available.

Students may bring their own lunches. Students may pre-pay lunches by depositing money in their accounts.

Applications for free or reduced-price lunches are available. The form should be filled out by the parents and returned to the office for eligibility certification.

Students are required to clean their tables after they have finished eating. Trays, cups, cartons, napkins will be returned to the window of the dish room. Forks and spoons are to be placed in the slot underneath the window. Students who fail to take their trays back, clean their tables, or leave paper, cups, etc. on the floor will be subject to discipline. Monitors check for offenders during all four lunch periods daily.

LIBRARY MEDIA CENTER

1. Books are checked out for 2 weeks, no more than 5 at a time. Reference materials are checked out overnight.
2. Fines are 5 cents a day for all books other than reference materials; fines for reference materials are 5 cents an hour or 35 cents a day.
3. If one has overdue books or existing fines, he may not check out materials until the over due books or fines are cleared.
4. Students must pay the replacement cost for lost books or reference materials.
5. The library is open after school for research needs.
6. Books are arranged by the Dewey Decimal System.
7. Each student has a bar-coded patron number and must check out his own books using his student ID card.
8. A student must have an authorization use policy on file with the school before accessing Internet.
9. Computers are available for research needs and not for playing games or participating in chat groups. A student may lose rights to the use of the computers if he/she does not follow library procedures.
10. Students must ask for permission to print from any computer station before printing. Copies are 10 cents a page.

FACTS ABOUT GCHS LIBRARY

1. Three newspaper subscriptions are provided-- *The Tri-City Reporter* (provided free), *The Herald Gazette*, and *The Jackson Sun*.
2. Magazine subscriptions total approximately 30 magazines, all available online. Sponsors are Medina Banking Company and Farmers and Merchants Bank of Dyer. The library has online Tennessee Electronic Library which is an index to magazines and other reference materials.
3. Approximately 9700 book items and 1800 audio-visual items are available.
4. The library sells pens and pencils and often has on hand folders for purchase.

GUIDANCE SERVICES

Services provided by the guidance department can be divided into four major areas: counseling, assessment, placement, and information. Specific services include these: class scheduling; six-year plan review; orientation; career guidance, transcript/records maintenance; testing services; identification of students with special needs; educational, vocational, post-secondary, and job placement; scholarship/special programs information distribution; consultant services to parents, teachers, and administration; referrals to other agencies; and counseling- individual and group- students who have academic or personal concerns.

STANDARDIZED TESTING

Students are administered the following tests:

PLAN--The PLAN Assessment is administered to all 10th grade students. This assessment includes an academic test, a career interest inventory, study skills assessment, and needs assessment. PLAN is administered in the fall semester.

PSAT--Juniors who wish to enter the National Merit Scholarship Competition take the PSAT at their own expense in the fall semester.

TCAP Writing Assessment--This state department-mandated assessment evaluates writing skills of 11th grade students and is administered in February.

ACT--Every Junior in the state of Tennessee is required to take the ACT in April each year. For students who desire additional testing opportunities the ACT is available in September, October, December, February, April, and June. GCHS is a national test center.

Gateway Math, Language Arts, Science – Students who will graduate in 2010, 2011 and 2012 are required to pass a state-mandated test in these areas.

Remediation for students who do not pass those tests is available.

******Effective with the class of 2013 end of course exams will be given in Algebra I&II, English II & III, and Biology. The results of these exams will be factored into the student's grades******

ACADEMIC INFORMATION REQUIREMENTS FOR GRADUATION for the Classes of 2010, 2011, and 2012

Students are required to earn a total of 24 units to receive a diploma from Gibson County High School. Students will complete a focused program of study and will have a written six-year plan, which will be reviewed annually. Students may choose a technical path, a university path, or a dual path, which is a combination of both paths.

A **REGULAR DIPLOMA** will be awarded to students who (1) earn the specified 24 units of credit or satisfactorily complete an individualized education plan, (2) make passing scores on the Gateway tests, and (3) have satisfactory records of attendance and conduct. The following core curriculum is required for graduation:

English	4 units
Mathematics* *	3 units
Science	3 units
Social Studies	3 units
(U.S. History, Economics, American Government, W. History or W. Geography)	
Lifetime Wellness	1 unit

**All students must earn credit in Algebra I in order to receive a diploma. For university and dual path students, mathematics requirements are Algebra I, Algebra II, and Geometry. Technical path students must also complete Geometry/Technical Geometry or Algebra II.

Additional Requirements

University Path		Technical Path	
Single Foreign Language	2 units	Vocational Educ.	4 units
Visual/Performing Arts	1 unit	(in one particular area)	
Electives	<u>7 units</u>	Electives	<u>6 units</u>
	24 units		24 units

All students are required to earn one credit in a computer skills class such as Keyboarding or Computer Literacy. This unit will replace one elective credit.

Requirements for Class of 2013

Students entering 9th grade in the fall of 2009 must select and complete an elective focus of no less than 3 credits of study, must complete a capstone experience, and earn a minimum of 24 units including the READY CORE requirements listed below.

End of course exams in five subject areas will be administered to the Class of 2013 in Algebra I, Algebra II, English II, English III and Biology. The scores on these exams will be factored into the students' final course grades.

English Language Arts	4 units
Math	4 units
Science	3 units
Social Studies	3 units
Wellness	1 unit
P.E.	.5 units
Personal Finance	.5 units
Foreign Language	2 units
Fine Arts	1 unit
Electives	3 units
<hr/>	
Total Focus	22 units

**GCSO requires graduates to complete one unit in computer education.

Diplomas/Recognitions

A Special Education Diploma will be awarded to students who have satisfactorily completed an individualized education program and who have satisfactory records of attendance and conduct, but who have not met Gateway standards. Beginning with the graduating class of 2013, students with disabilities must earn the prescribed 22 credit minimum in order to earn a regular diploma. An alternative performance-based assessment may be determined through the student's IEP. A transition certificate may be awarded to students with disabilities who have not met regular diploma requirements.

The High School Certificate may be awarded to students who have earned the required units of credit for a regular diploma and who have satisfactory records of attendance and conduct, but who have not met Gateway standards. (Through the class of 2012)

The **Honors Diploma** will be awarded to any graduate who meets TCAP standards, completes course requirements for the technical, university, or dual path, has a satisfactory record of attendance and conduct, and maintains at least an eight-semester GPA of 3.0.

Class of 2013-- An Honors Diploma will be awarded to students who score at or above all of the subject area readiness benchmarks on the ACT or equivalent scores on the SAT. Students will graduate with Distinction by attaining a B

average and completing one achievement listed by the State Board of Education. (Refer to High School Transition Policy on state department website for complete listing.)

The **Distinguished Scholars Diploma** will be awarded to students who have completed Distinguished Scholar requirements.

Distinguished Scholars Program

The Distinguished Scholars Diploma will be awarded to students who complete the curriculum outlined below and who maintain an eight-semester average of 93.0.

• *Honors English: I, II, III, IV/AP English	4 credits
• Mathematics: Honors Algebra I and three upper-level Honors Math courses (Honors Alg. II, Honors Geometry, and Honors Pre-Calculus). If high school Alg. I credit is earned in 8th grade, Pre-Calculus will be the 4th math	4 credits
• Science: Physical science or Principles of Technology and three upper level science courses (Bio I, Honors Chem I, Honors Bio II, Honors Physics, Honors AP Chemistry, Honors Anatomy and Physiology)	4 credits
• Social Studies: World Hist/ World Geog, Am. Gov't, Econ, and US Hist/AP Hist.	3 credits
• Wellness	1 credit
TOTAL	16 credits

*Dual Credit English Comp I and II are equivalent to Honors English IV.

RANKING

Students must be enrolled at Gibson County High School for five semesters to qualify for the top two rankings in the class. Preferred ranking will be applied to Distinguished Scholar graduates. The numerical grade average for preferred ranking will be derived by averaging grades from the completed Distinguished Scholars curriculum, which will be the grades from the sixteen courses listed.

Note: If a student takes more than three upper level math or science courses, the numerical average will be based on the course credits accumulated in chronological order. (Example: If a student takes Alg. II, Geometry, Pre-Calculus, and AP Calculus, the grade earned in Calculus will not be calculated in his average for preferred ranking.)

Ranking of students who are not Distinguished Scholar graduates will be based on averages of all courses taken. Students who are not Distinguished Scholars will be ranked below Distinguished Scholars. Example: If twenty-five students meet Distinguished Scholar requirements, they will be ranked 1st through 25th. The student who will rank 26th will be the one whose numerical grade average is the highest among all who did not meet Distinguished Scholar requirements, and so on.

Valedictorian honors will be awarded to the Distinguished Scholar graduate who has the highest numerical grade average of the sixteen distinguished

scholar credits and who has attended Gibson County High School for at least five consecutive semesters prior to graduation.

Salutatorian honors will be awarded to the Distinguished Scholar graduate who has the second highest numerical grade average and who has attended Gibson County High School for at least five consecutive semesters.

HONOR ROLL

Students whose grade average of eligible courses is 93 or above at the end of each quarter and who have no grade lower than 86 are listed on the academic honor roll which is published in the local newspapers. Courses not included in the average for honor roll are band, athletics, vocal music and drama. A student who is listed on the honor roll for three quarters will be invited to attend the Honor Banquet. Students who have no grade less than 92 on every course for the three grading periods will receive an academic letter.

HONOR STUDENT

Graduates will wear a gold tassel if they earn an Honors Diploma and a gold tassel and gold stole if they are a Distinguished Scholar graduate.

Grading System

Progress reports will be given to students and parents at the end of 4 1/2 weeks. Report cards will be sent to parents at the end of each quarter (9 weeks). After two quarters, a final exam will be administered. Semester averages are computed by multiplying each quarter grade by 0.4 and adding to these the semester exam grade multiplied by 0.2.

Grading Scale

A	-	93-100	4 quality points
B	-	85-92	3 quality points
C	-	75-84	2 quality points
D	-	70-74	1 quality point
F	-	0-69	0 quality points

Classification of Students

A student is assigned to a specific grade level based on the units of credit acquired by that student. Assignment will be made as follows:

Freshman..... Successful completion of 8th grade

Sophomore..... minimum of 5 units passed

Junior..... minimum of 10 units passed

Senior..... minimum of 16 units passed and enrolled in courses that will allow student to fulfill graduation requirements by the end of that school year

Organizations

Students at Gibson County High School may participate in a wide variety of clubs and organizations including the following:

Art Club - open to those students enrolled in Art classes that have received a 90 average on their report card in Art.

Athletics - Students may choose to try-out to play the following sports at GCHS: Football, Girls basketball, Boys basketball, Golf, Tennis, Baseball, Softball, Soccer, Cross Country, and Girls Volleyball.

Beta Club - a national academic/service organization open to sophomores, juniors and seniors who have an academic grade-point average of at least 92. The same exclusions apply as for Honor Roll.

Bible Club - open to all interested students.

Cheerleading - Cheerleaders are chosen through a try-out procedure using a teacher evaluation and performance rating. There are separate squads for varsity football and basketball.

Drama Club-

Family, Career and Community Leaders of America (FCCLA) - a national organization open to and limited to family and consumer sciences students.

Fellowship of Christian Athletes (FCA) - open to all interested athletes

Foreign Language Club - an organization to promote appreciation of foreign culture.

Future Business Leaders of America (FBLA) - a national organization open to students in office technology programs.

Future Farmers of America (FFA) - a national organization open to and limited to agriculture students.

Future Teachers of America (FTA) - a national organization open to students interested in pursuing a career in education.

Home Economics Related Occupations (HERO) - a national organization open to students enrolled in food management, food services courses, and child care courses.

Health Occupations Students of America (HOSA) - a national organization open to students enrolled in health occupations courses.

Math Club - an organization that allows students to explore math related careers and activities.

PEP Club - open to students who are interested in showing school spirit at athletic events.

SADD - an organization made up of students committed to preventing the number of alcohol-related driving accidents.

Science Club - Students who have a high level of interest in science or a science-related career have the opportunity to join the science club.

Skills USA - a national organization open to students enrolled in automotive technology, building trades, and metals technology courses.

Student Council - Each class elects representatives to the Student Council. The purpose of the Student Council is to create better school citizenship and to prepare students for their civic duties outside the school.

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SPECIAL LEARNING OPPORTUNITIES

Work-Based Learning allows seniors to explore careers in a field related to coursework. One credit is earned for successful completion of one block per semester.

Jobs for TN Graduates is a one credit course for seniors. Curriculum includes employability skills, leadership development, career association, career planning, personal responsibility, and citizenship. Emphasis is placed on personal goal setting such as successfully completing the Senior Year, finding a job, keeping a job, and being an effective team member.

Advanced Placement Courses are offered in Calculus, Chemistry, English & U. S. history. Guidelines are available in the counselor's office. Due to the scheduling issues which occur when a student decides to withdraw from an AP course after the school year has begun, it is necessary that both student and parent commit to AP courses for the entire school year.

Honors Courses are offered in English I, II, III and IV, Algebra I and II, Geometry, Pre-Calculus, Biology II, Physics, Anatomy and Physiology, and Chemistry

*AP Courses and Honors Courses are weighted and will have 5 points (for AP) and 3 points (for Honors and National Industry Certification) added to the grades used to calculate the semester average. Grade weighting for AP Courses occurs only for those who take the National Exam.

ACT Prep –prepares students for taking the ACT Assessment. Instruction is provided not only in the academic areas of English, Math, Reading, and Science but also in effective test-taking strategies.

Freshman Studies is offered to aid freshmen in transitioning smoothly into the high school setting. The skills taught in this class promote personal and academic success for each student. It is designed to teach ninth graders skills necessary for a happy and productive high school career. All freshmen are required to enroll in this class for which one elective credit can be earned. Four major components of study are personal/social skill development, study skills, personal finance, and career exploration/ethics. A highlight and additional requirement of the class is that students participate in the ACES challenge course.

Hall Street Student Bank –The Farmers and Merchants Bank of Dyer, TN is the sponsor of a student operated bank within the school. In order to work in the bank students must enroll in banking management and must be a senior.

Credit Recovery -An opportunity to receive credit for courses not passed is available at the end of the semester.

Our Space is an adviser/advisee program that encourages students to develop good relationships and effective communication between students and teachers. Meeting bi-monthly, OUR SPACE assists students in coping with academic concerns and setting goals that facilitate a positive school experience.

STUDENT BEHAVIOR

Students will obey all rules and regulations of Gibson County High School. Failure to obey the rules will result in measures determined by the teacher or principal. This authority extends to all games, public performances of athletic teams, trips, and other school activities whether at GCHS or off campus. Discipline is a means of protecting the interests of the entire school and at the same time encouraging student improvement. Students are expected to conduct themselves as ladies and gentlemen at all times. Students on buses and in hallways may be videotaped by surveillance cameras.

Measures, which may be used by school officials for disciplinary reasons may include, but are not limited to, these:

- Conferences (student/teacher) concerning the offense
- Referral to guidance counselor and/or principal
- Reflection activity
- Detention after school
- Conference with parents
- Corporal punishment
- In-school suspension
- Out of School suspension
- Alternative school
- Expulsion

The method of discipline employed depends on the nature of the offense and the past disciplinary record of the student as well as other pertinent factors.

PROHIBITED ACTIONS

This list includes but is not limited to the following:

1. Possession and/or threatening to use knives or other dangerous weapons.
2. Leaving campus without permission from the principal or assistant principal once the student arrives at school.
3. Fighting for any reason.
4. Having visitors at school.
5. Sitting in a car parked on the campus.
6. Making a purchase for a class or club and charging without proper authorization. (A purchase order must be secured.)
7. Chewing gum in class where such act is not permissible.
8. Bringing CD and MP3 players, etc. to school for entertainment purposes.
9. Damaging or destroying school property.
10. Possession, use, or being under the influence of any drug, alcohol, or foreign substance. Any use of the above prior to school or at a school function whether at GCHS or off campus will be considered a violation. No faculty/staff and no student are permitted to give students any medication. Permission will be granted for students to take doctor prescribed medication. Students in violation of drug policy will appear before DHA and a petition will be filed in court. Principals are authorized to order drug tests for individual students who have violated the district's alcohol/drug policy.
11. Threats and extortion.
12. Profane and indecent language.
13. Refusal to follow legitimate requests made by teacher or school administrators.
14. Stealing.
15. Giving or receiving help on examinations.
16. Excessive tardiness or absenteeism.
17. Possession of fireworks.
18. Misbehavior causing bodily harm to self or other student.
19. Striking a school employee.

20. Cutting lunch line.
21. Running in the halls.
22. Gambling and card playing.
23. Engaging in public displays of affection.
24. Being in undesignated area at lunchtime.
25. Smoking: State Law prohibits smoking on public school campuses. Punishment for violation of this law will be a tobacco citation.
26. Any student doing anything to interfere with the effectiveness of cameras on Gibson County School District buses or in Gibson County High School buildings will be subject to severe discipline.
27. Disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.

Gibson County Special School District Code of Conduct

The following levels of misbehavior and disciplinary procedures and options are designed to protect all members of the educational community in the exercise of their rights and duties.

MISBEHAVIORS: Level I

Minor misbehavior on the part of the student which impedes orderly classroom procedures or interferes with the orderly operation of the school, but which can usually be handled by an individual staff member.

Examples (not an exclusive listing):

- Classroom disturbances
- Classroom tardiness
- Cheating and lying
- Abusive language
- Nondefiant failure to do assignments or carry out directions
- Harassment (Sexual, Racial, Ethnic, Religious)

Disciplinary Procedures:

- Immediate intervention by the staff member.
- Determine what offense was committed and its severity.
- Determine offender and that he/she understands the nature of the offense.
- Employ appropriate disciplinary options.
- Record of the offense and disciplinary action maintained by staff member.

Disciplinary Options:

- Verbal reprimand
- Special Assignment
- Restricting activities
- Assigning work details
- Counseling

- Withdrawal of privileges
- Issuance of demerits which might affect citizenship or department grades
- Strict supervised study
- Detention
- Corporal punishment
- In-school suspension

MISBEHAVIORS: Level II

Misbehavior whose *frequency* or *seriousness* tends to disrupt the learning climate of the school. Included in this level are misbehaviors which do not represent a direct threat to the health and safety of others but whose educational consequences are serious enough to require corrective action on the part of administrative personnel.

Examples (not an exclusive listing):

- Continuation of unmodified Level I behaviors
- School or class tardiness
- School or class truancy
- Use of tobacco in unauthorized areas
- Using forged notes or excuses
- Disruptive classroom behavior
- Harassment (Sexual, Racial, Ethnic, Religious)

Disciplinary Procedures:

- Student is referred to principal for appropriate disciplinary action.
- Principal meets with student and teacher.
- Principal hears accusation made by teacher, permits student the opportunity of explaining his/her conduct, denying it or explaining any mitigating circumstances.
- Principal takes appropriate disciplinary action and notifies teacher of action.
- Record of offense and disciplinary action maintained by principal.

Disciplinary Options:

- Teacher/schedule change
- Modified probation
- Behavior modification
- Social probation
- Peer counseling
- Referral to outside agency
- In-school suspension
- Transfer
- Detention

- Suspension from school-sponsored activities or from riding school bus
- Corporal punishment
- Restricting school related honors student is otherwise due
- Out-of-school suspension not to exceed ten (10) days.

MISBEHAVIORS: Level III

Acts directly against persons or property but whose consequences *do not seriously endanger* the health or safety of others in the school.

Examples (not an exclusive listing):

- Continuation of unmodified Level I and II behaviors
- Fighting (simple)
- Vandalism (minor)
- Stealing
- Threats to others
- Harassment (Sexual, Racial, Ethnic, Religious)

Disciplinary Procedures:

- Student is referred to principal for appropriate disciplinary action.
- Principal meets with student and teacher.
- Principal hears accusation by accusing party and permits offender the opportunity of explaining
- conduct.
- Principal takes appropriate disciplinary action.
- Principal may refer incident to the director of schools and make recommendations for consequences.
- If student's program is to be changed, adequate notice shall be given to the student and his/her parents of the charges against him, his/her right to appear at a hearing and to be represented by a person of his/her choosing.
- Any change in school assignment is appealable to the Board.
- Record of offense and disciplinary action maintained by principal or director of schools.

Disciplinary Options:

- In-school suspension
- Detention
- Corporal punishment
- Restitution from loss, damage or stolen property
- Out-of-school suspension not to exceed ten (10) days
- Social adjustment classes
- Transfer
- Expulsion

MISBEHAVIORS: Level IV

Acts which result in violence to another's person or property or which *pose a threat* to the safety of others in the school. These acts are so serious that they usually require administrative actions which result in the immediate removal

of the student from the school, the intervention of law enforcement authorities and action by the Board.

Examples (not an exclusive listing):

- Unmodified Level I, II and III behaviors
- Death threat (hit list)
- Extortion
- Bomb threat
- Possession/use/transfer of dangerous weapons *
- Assault
- Battery *
- Vandalism
- Theft/possession/sale of stolen property
- Arson
- Possession of unauthorized substances *
- Use/transfer of unauthorized substances
- Harassment (Sexual, Racial, Ethnic, Religious)

Disciplinary Procedures:

- Principal confers with appropriate staff members and with the student.
- Principal hears accusation by accusing party and permits offender opportunity of explaining conduct.
- Parents are notified.
- Law enforcement officials are contacted.
- Incident is reported and recommendations made to the director of schools.
- Complete and accurate reports are submitted to the director of schools.
- Student is given hearing before disciplinary hearing authority.

Disciplinary Options

- Expulsion
- Alternative schools
- Other hearing authority or Board action which results in appropriate placement
- Expulsion/Remand for a period of not less than one (1) calendar year subject to modification by the director of schools on a case-by-case basis.

After School Detention

Some misbehaviors will automatically result in detentions. The principal and/or assistant principal assigns the number of detentions the student will have to attend. Parents will be informed by phone informing them of the student's placement and the dates the student must attend. A faculty member monitors the student in a classroom. Students spend all three hours on written work. Failure to attend detentions may result in being assigned additional detentions and possibly alternative school if there are multiple absences from detention. Examples of

misbehaviors for which detentions may be given include but are not limited to the following: fighting, smoking, disrespect to teachers, repeated disciplinary problems that have not been corrected by other methods, etc. Misbehavior in detentions may result in OSS or filing an unruly petition with Juvenile Court.

TARDINESS

Students tardy to school at the beginning of the school day must report to the school office for an admit slip. A student is considered tardy to class if he/she is not in the classroom when the appropriate bell rings. The tardy policy for GCHS is as follows:

- 1st tardy - verbal warning/conference with student
- 2nd tardy - parent contacted/other disciplinary measures deemed necessary by teacher
- 3rd tardy - office referral, ISS/detention or any other discipline deemed necessary by administration

DRESS CODE

Articles of clothing should be worn with intended style. Pants with holes or frays in them cannot be worn. Unacceptable school dress for girls includes tops that bare the midriff or show cleavage, transparent clothing, halters, and hats. Skirts cannot exceed 4 inches above the knee, and skorts will not be allowed. Unacceptable school dress for boys includes tank tops, unbuttoned shirts, tops that bare the midriff, transparent clothing of any kind, and hats. Tank tops or tops with spaghetti straps cannot be worn by themselves.

Pants will be worn with the waist band around the waist and not hanging below the waist. Clothing, which is in the opinion of the principal suggestive or revealing, will not be allowed. Certain shirts with printed material on them will not be allowed. (An example of this would be T-shirts with beer advertised on them.) Piercings will be limited to the ears of females only.

TELEPHONE USAGE

Phone calls to students during class are discouraged. Students will be called from class to answer phone calls only in the case of an emergency. The telephone in the office is for official use only and students may use it **ONLY** for school business. When students need to call home because of illness, the principal, assistant principal, school secretary, or nurse must speak to the student's parent to verify dismissal. No student is to leave the school grounds for any reason without proper authorization between parent and the designated office personnel.

Cell phone use will be **permitted before** the first bell and **after** the last bell of the day. Students must have their cell phones **turned off during the school day and out of sight**; cell phones must cause **no disruption**.

Cell phones will be confiscated if any of the above rules are broken. Cell phones can only be returned to parents/guardians.

Cell phone policy:

- 1st offense - verbal warning, cell phone kept for 24 hours
- 2nd offense - cell phone kept one week
- 3rd offense - cell phone kept one month

4th offense - cell phone kept till remainder of school year

ATTENDANCE POLICY

The Gibson County Board of Education recognizes that good attendance is essential to achieve success in school and in life. Therefore, the following attendance policy has been adopted:

A note from parents (unless circumstances warrant otherwise) will be honored for five absences. On the sixth absence in which there is “only” a parent’s note, the absence will be unexcused. On the third unexcused absence, the parent will be notified by phone/mail. On the fifth unexcused absence, the student will be referred to the Gibson County Truancy Board. Doctors’ notes will be excused unless they become questionable due to the frequency or other circumstances. Notes from funeral homes will be honored on deaths of family or acquaintances unless circumstances warrant otherwise.

The principal has the authority to waive any case that violates this policy. At the proper time a parent may appeal the above procedures through an appeals process.

The following reasons for absences are excusable by state law:

1. Illness (personal).
2. Serious illness or death in immediate family.
3. Emergency medical or dental attention.
4. Absences approved in advance with school principal.

At the discretion of the administration, one may be required to bring a doctor's excuse for any absence due to sickness.

Students who have perfect attendance will be given a perfect attendance certificate at the end of the school year. Perfect attendance means that the student has not missed any part of any day (excluding school-sponsored activities) for the entire school year.

ABSENTEEISM POLICIES AND PROCEDURES

Before returning to class after being absent, a student must present to the office a written excuse signed by the parent, or the parent should appear at the principal’s office. The office keeps the written excuse for future reference and gives a pass of admittance to his/her regular classes. Each individual teacher signs the admit slip acknowledging his/her return to school and to that particular class. The teacher conducting the last class the student missed keeps the admit slip and returns it to the office. A student who loses his admit slip is subject to discipline. On the day the student is absent, the student's parent will be contacted by phone concerning his/her absence.

It is the responsibility of the student to notify the principal prior to his/her absenteeism whenever he/she has knowledge of the fact that he/she is going to be absent the next day.

After examining the student's written excuse from the parent, the principal or assistant principal will determine whether the absence is excused. If a student stays away from school without permission, he/she will be assigned a detention.

Any student who is absent due to illness for the school day will not participate in any school activities that day or night. Normally students will not be

permitted to leave the school grounds during the school day. To leave the school in an emergency the student should present the request at the office at the beginning of the school day when possible. The parent must sign it or the parent may make the request by phone. Under no conditions should the student leave campus without permission from the principal or assistant principal. (Signing out in the office is not considered permission to leave. Students working in the office do not have the authority to let other students go home.) If a student is ill and needs to go home, he/she must be excused from the office. No teacher is permitted to excuse a student until the principal or assistant principal authorizes the excuse.

AUTOMOBILES

Cars should be parked in the designated area for students. Students must leave their cars immediately upon arrival at school. Under no conditions should students sit in cars or loiter around cars while parked on campus. Safe and courteous driving should be observed at all times. Cars are not to leave the school grounds at any time without permission from the office during the school day. If a student rides the bus to school, he/she should return home by bus unless he/she has permission from the principal or assistant principal based upon a written request from his/her parent. No one may drive an automobile to school that does not have a valid Tennessee driver's license. Failure to observe the above rules may result in loss of driving privileges. Vehicles are not allowed to leave in the afternoon prior to the buses leaving.

A student must pass at least two classes (in a block schedule) per semester in order to retain his/her driver's license. A student who has ten (10) consecutive or fifteen (15) absences (excused or unexcused) per semester must forfeit his/her driver's license. The School Resource Officer issues parking permits for a fee.

VANDALISM

The administration will not tolerate in any way the destruction of property at GCHS. Furthermore, the defacing of property or the damage of school property will be dealt with harshly. Improper use of restroom supplies, etc. will constitute vandalism and necessary measures will be taken to correct this problem.

SMOKING

Smoking will not be allowed on campus at any time during the course of the school day or on any school sponsored activity. (The school day is considered to be from the time a student arrives on campus until he/she goes home after school.) Students also will not be allowed to be in possession of any kind of tobacco product. Chewing of tobacco or dipping will not be allowed during the school day. According to state law, any violation of the above will result in being issued a tobacco citation and appearing in court.

SCHOOL LOCKERS

Each student will be assigned a locker upon enrolling. Reminder to students: The locker belongs to the school and can be checked by school personnel at any time.

Each student may rent a lock from the school. As the school is providing locks for rent, each student is responsible for keeping up with his/her own materials. The school will not accept this responsibility. A student should use only the locker assigned.

TEXTBOOKS

Any abuse to a textbook beyond the normal wear expected during one year will be reason to assess a fine to pay for the abuse of the book. Lost books will be paid for at replacement cost. The student is held accountable for any textbook issued in his/her name.

WITHDRAWAL FROM SCHOOL

A student who plans to withdraw must pick up a withdrawal form from the counselor's office prior to withdrawal. Failure to properly withdraw can result in a delay of mailing school records to the school in which the student plans to attend.

TRANSPORTATION OF STUDENTS TO OUT-OF-TOWN ACTIVITIES

Students will ride to and from out-of-town activities in transportation provided by or arranged for by school personnel with the following exceptions:

1. In reference to extracurricular activities, if a student plans not to ride in school provided transportation for the entire sporting season, a form signed by the parent will be sufficient prior to the first event. If a student, however, will ride in school-provided transportation at any time during the season, a school form must be signed per event stating the parent assumes responsibility for transportation for that event to which he/she transports his/her child.
2. Students who have ridden to the activity on transportation provided or arranged for by the school may be released after the activity to parents who present themselves in person to the sponsor in charge and state that the student will ride with them. A written request must also be made.
3. Students who have ridden to the activity on transportation arranged for or provided by the school may be released to optional adult transportation provided by the parents. Parents must have made written request for release of the student, and the person providing that optional adult transportation must present himself/herself in person to the sponsor in charge and state that the student will ride with them.

VISITORS

No student visitor is allowed to attend class with a friend or relative. All visitors must report to the school office.

SPECIAL EDUCATION

Special education services are available to assist students who need additional help with academic coursework, daily living skills, test taking. A variety of support services are provided to aid students in being successful in the regular or the resource classroom. Parents may contact the State Department of

Education by calling 1-888-212-3162 or visiting www.state.tn.us/education.speced/index.htm.

State and local resources which advocate for persons with disabilities include these: ARC of Tennessee, 1-800-835-7077 or <http://www.thearetn.org/>, STEP, 1-901-756-4332 or <http://www.tnstep.org/>, TP&A, 1-800-287-9636 or <http://www.tpaine.org/>, TN Voices for Children, 1-731-660-6365 or <http://www.tnvoices.org/main.htm>.

Tennessee Dual Enrollment Grant

The Tennessee Dual Enrollment Grant provides assistance to qualified high school students in pursuit of post-secondary study at an eligible Tennessee Public or Private Institution while receiving dual high school and college credit. To participate, a student must be enrolled for college courses leading toward a degree for which they also earn high school credit. College courses taken under the restrictions of this grant do not count toward the Tennessee HOPE Scholarship college GPA and the attempted credit hours limitation. Students eligible to participate in the Tennessee Dual Enrollment program may receive up to \$600 per award year (\$300 per semester). For more information, please contact the Tennessee Student Assistance Corporation at 1-800-342-1663 or visit the website at www.collegepaystn.com.

Nondiscrimination Policy

It is the policy of the Gibson County School District not to discriminate on the basis of sex, race, national origin, creed, age, marital status, or disability in its educational programs, activities or employment policies as required by Title VI and VII of the 1964 Civil Rights Act, Title IX of the 1972 Educational Amendments and Section 504 of the Federal Rehabilitation Act of 1973. It is also the policy of this District that the curriculum materials utilized reflect the cultural and racial diversity present in the United States and the variety of careers, roles and lifestyles open to women as well as men in our society. One of the objectives of the total curriculum and teaching strategies is to reduce stereotyping and to eliminate bias on the basis of sex, race, ethnicity, religion, and disability. The curriculum should foster respect and appreciation for cultural diversity found in our country and an awareness of the rights, duties, and responsibilities of each individual as a member of a pluralistic society.

Inquiries regarding compliance with Title VI, Title IX and Section 504 may be directed to Gibson County School District at 731-692-3803.

Release of Student Information to Military Recruiters

A secondary school student or the parent of the student may request that the student's name, address, and telephone listing not be released to a military recruiter without prior written parental consent. Parents should submit this written request to the principal.

Grievance Procedures

The Gibson County School District does not discriminate on the basis of sex, race, national origin, creed, age, marital status, or disability in its educational programs, activities or employment policies.

Students' complaints and grievances shall first be made to the teacher, then to the principal. If not resolved, the matter may then be appealed to the Director of Schools and ultimately to the Board.

Majority To Minority Transfer Policy

The GCSSD shall permit students from other school districts to transfer to the GCSSD if the race of the student who plans to transfer is in the minority at the GCSSD school to which he/she applies for transfer.

Homeless Services

If a student meets eligibility criteria as homeless based on McKinney-Vento Federal Legislation, he/she may be eligible for additional educational services. Please contact Gibson County School District if this applies.

ANY RULE THAT IS ADDED BY POLICY OF THE GIBSON COUNTY SCHOOL DISTRICT BOARD OF EDUCATION, AND/OR DEEMED NECESSARY BY ADMINISTRATION, WHETHER OR NOT COVERED IN THIS HANDBOOK SHALL BE ENFORCED.

Course Descriptions

Vocational/Technical Education

Career Management Success is a core course for career clusters. The course provides students with tools for achieving success in their academic, work, and personal lives. Course content emphasizes the basic skills and knowledge needed for employment success, as identified by industry and supported by relevant national standards. All course content is presented in a real-world context, providing concrete opportunities for developing personal and career goals, effective communication skills, teamwork abilities, and successful work attitudes.

Engineering Design/CAD is a course in which students learn the basic concepts of scale drawings and orthographic projections by making simple two- and three-dimensional drawings using manual drafting tools and computer-aided design (CAD). Course content will enable students to make the transition into the use of CAD software by having them make increasingly sophisticated drawings. Student work in teams will culminate in a class project to create a complete set of construction and assembly drawings for a mechanical product.

Principles of Machining and Manufacturing focuses on the concepts and practices that support careers in manufacturing, industrial maintenance, metrology, automation, industrial design, or industrial support. The course introduces the technology of machining and manufacturing processes. While working as team members, students will apply leadership and organizational skills relating to designing, producing, and maintaining a product. Emphasis is placed on quality control, codes and standards, and production systems. The course is contextual by design. Laboratory exercises provide active and cooperative learning opportunities.

Manufacturing Applications is recommended for 12th grade students interested in entering the work force or pursuing higher education in the manufacturing area. Students will be required to solve problems in real-world manufacturing

situations. Students work as teams on projects in which they test and refine proposed solutions.

Transportation Core 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. Upon completing this course students may enter automotive service technology, diesel equipment maintenance technology, leisure craft service technology, collision repair and refinish technology, or aviation maintenance.

Automotive: Engine Performance is a course that prepares students for entry-level positions or advanced training in engine performance. The course covers electronic ignition and distributor ignition systems, fuel management, exhaust emission control, and computer input and output signals and will identify the different types of sensors used by automotive engine computers. Students will perform inspections, tests, and measurements for diagnosis and perform needed repairs. Education and experiences simulate automotive service industry operations through the use of training aids and modules and offer school-based learning opportunities.

Course content prepares students for the Automotive Service Excellence (ASE) Engine Performance Test

Automotive: Electronics Systems is a course that prepares students for entry-level positions or advanced training in automotive electrical and electronics systems. Students apply principles of electronics to automotive technology and develop diagnostic skills. The course provides students the opportunity to train in the use of digital and analog voltmeters, ohmmeters, and amp-meters; as well as oscilloscopes, test-lights, load-testers and specialized electrical test equipment. Course content prepares students for ASE electronics test.

Automotive: Brake Systems offers training in the diagnosis and repair of hydraulic, mechanical, and electrical systems used in standard and anti-lock brake systems. Course content includes diagnosis, repair, and /or service technology of hydraulic and antilock brake systems to original equipment manufacturer (OEM) specifications. Course content prepares students for ASE Brake Systems Test.

Culinary Arts I, II, III is designed to prepare students for employment in the food service industry. Students are involved in classroom instruction and laboratory experiences to learn food service terminology, equipment uses, food preparation, safety and sanitation and career preparation. Classes are available for students in grade 10 - 12. Class topics include cake decorating, customer service, appetizers, desserts, meats, fast foods, restaurant operation, and many other foods-related topics.

Students may join the student organization, HERO, and participate in monthly meetings, competitions, service projects and conventions.

Keyboarding/Keyboarding Document Formatting teaches basic keyboarding skills using the computer. Speed, accuracy, and correct techniques are emphasized. After mastering keyboarding techniques, students become familiar with various software that teaches them database, spreadsheet and word processing skills.

Business Communications is a course for the study of oral, written and electronic communications in a global society. This 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. The student will choose and use appropriate tools needed for Internet applications. Emphasis will be placed on electronic research, business report writing, business correspondence, enhancement of oral presentations with electronic media and communications applying current technology. Successful completion of this course will earn the student 1 credit. The recommended grade level is 11-12.

Interactive Multimedia Presentation teaches students to apply keying, typography, layout and design skills. The student will use interactive multimedia tools to develop electronic presentations. Copyright laws and ethical practices are reinforced in creating and formatting various presentations that require imported data/graphics, digital, audio, and video clips.

Spreadsheet Applications is a 1/2 credit course in which a student learns to organize, input, and format data by using features within a spreadsheet. This course involves the use of electronic worksheets to perform business calculations. The student will develop skills in designing worksheets, writing formulas, analyzing data, charting data and managing data. Prerequisite for this course is keyboarding.

Database Design is a 1/2 credit course in which students learn to organize related items in a database system. Also taught will be the ability to process records within the database to maintain the efficiency of the information. The student will analyze and apply database design techniques and management methods for organizing and maintaining files. At the completion of the course, students will have database design management skills enabling them to design and implement a relational database application.

Health Science Education is a one semester length class offered to grades 10-12. There are no prerequisites to this class. This class is designed to introduce students to health careers, career success, leadership development, basic nutrition diet therapy, environmental/community health, applications of the metric system, safety measures, introduction to growth and development, and CPR/First aid. Membership in HOSA is encouraged.

Diagnostic Medicine creates a picture of an individual's health status at a single point in time. This includes studies in medical based technology, i.e. Radiology, Phlebotomy, Cardiology, etc. This class is perfect for a student who plans to become a physician, nurse, cardiac technician, or lab technician.

Rehabilitative Therapies is a one-semester length course offered to grades 10-12. There are no prerequisites to this course. Intro to Physical Therapy/Sports Medicine consists of the study of bones, muscles, joints, and nerves of the human body, correct body alignment, principles of body movement and routine range of motion exercises, fitting a patient for crutches/walker, teaching gaits and various modalities. Membership in HOSA is encouraged.

Medical Therapeutics is a one-semester course offered to grades 10-12. There are no prerequisites. This course includes anatomy and physiology, medical

microbiology, nursing perspectives, pharmacology, and the basic skills of nursing. Membership in HOSA is encouraged.

Clinical Internship is provided for each health science teacher to design experiences in a health care facility in order to meet the needs of the community. This course is designed to be completed in a hospital, nursing home, rehabilitation center, medical office or other health care facility.

Forensic Science is a course for 12th grade students. Forensic Science is the application of natural sciences to the investigation of matters of law. Through the investigation of cases, students will learn how to apply lab methods, tests and information to solve problems. Lab analysis of foods, unknown substances, blood, DNA, and crime scene investigations will be taught. Students will evaluate case studies and learn how forensic science is used in everyday life.

Family and Consumer Sciences is a course in which students in grades 9 or 10 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 and explore career options.

Family and Parenting Education is a specialized course which emphasizes the significance of the family as a basic unit of society and its impact on the well-being of individuals and society. The major focus of the course is preparation for marriage, parenthood, and the responsibilities for successful management of family life. The integration of Family, Career and Community Leaders of America (FCCLA) provides student opportunities for leadership, development, personal growth, and school/community involvement.

Nutrition and Foods is a course with emphasis on helping students understand principles of nutrition and the relationship of nutrition to health. This course offers the students opportunities to develop skills in the selection, preparation, storing and serving of food to meet individual and family nutrition needs.

Textiles and Apparel is a specialized course designed to prepare students to understand textiles and apparel products. Instruction in how to select, produce, maintain, and alter textile and apparel products is included in this course.

Aspects of Housing is a specialized course designed to prepare students to understand the influences affecting housing decisions. The course includes instruction in such aspects of housing as trends, design principles, furnishings and maintenance.

Life Connections (Adult Living) is a course in which 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.

Child and Lifespan Development is a specialized course that prepares students to understand the physical, social, emotional, and intellectual growth and development of children. The course is designed to help young people acquire knowledge and skills essential to the care and guidance of children as a parent or caregiver. The integration of Family, Career and Community Leaders of America (FCCLA) provides students with opportunities for leadership development, personal growth, and school/community involvement.

Marketing I allows students to examine risks and challenges marketers face to establish a competitive edge. Subject matter includes economics, marketing foundations/functions, human resource skills, and leadership development.

Marketing II emphasizes marketing concepts performed by professionals. Subject matter includes finance entrepreneurship, risk management, purchasing, human resource skills and leadership development.

Construction Core is a course that will introduce students to basic skills and knowledge applicable to all construction trades. Topics covered include safety, construction drawings, site layout, hand and power tools, linear and angular measurements, and application of algebraic and geometric principles to construction problems.

Carpentry I is the beginning course for 10th graders. Students will enroll for both semesters for 2 credits. Instruction will cover basic carpentry skills including: safe working habits, solving basic math problems, identification and use of hand tools, cutting tools, power tools, reading and interpretation of blueprints and working drawings and lumber selection. Work related skills such as dependability, initiative, cooperation and good attitude are an important competency for mastery.

Carpentry II will provide juniors with an interest in building trades an opportunity to enroll for 2 credits after successfully completing both semesters of class work in Carpentry I. Students will learn how to plan site layout, install flooring systems, install walls and frames, build roofing systems, finish exteriors of structures, install dry wall and interior trim and paint and decorate interiors and exteriors.

Masonry is a more in-depth study of basic building skills, footings, foundations, installation of shingles, basic masonry, plumbing, and interior/exterior finishing will prep students for entry into the largest group of skilled workers in the United States. Two semesters for two credits – and skills that make future workers very employable.

Fundamentals of Agriculture is designed as an introductory course in agriculture. It is designed to be taken as the first course in agriculture but does not necessarily have to be. This course offers an overview of the field of agriculture and the opportunities and different areas of interest. Shop and outside work are included as part of this course.

Ag Business/Economics contains standards that address the economic principles necessary for a successful business. This course enables students to learn philosophies of marketing and production necessary for industries to remain competitive.

Nursery Production includes standards that challenge students to plan for needs in the production of ornamental products. Nursery production is important to provide aesthetic landscaping for various cultures and desires.

Floral Design is a course designed to introduce students to the career possibilities in the floral industry and to provide basic instruction in the techniques of floral design. It includes standards that prepare students to produce creative floral arrangements.

Principles of Veterinary Science challenges students to use advanced technologies and medical treatments to maintain the health of animals. The animal health industry continues to grow in importance and prominence as more people

purchase animals for pleasure and sustenance. This course addresses standard principles of veterinarian medicine and includes new methods of treatment that will be used as we move into the 21st century.

Horse Science is designed to develop basic understanding of equine handling, health, maintenance, reproduction, selection and management. Horse populations in the state have continued to grow and their economic impact has increased with this growth. This course is designed to help students prepare for the social and economic impact equine science will have in the 21st century.

Greenhouse Management is a study of producing plants in a greenhouse environment. It introduces greenhouse structures and their components, plant maintenance, and bedding plant production. The class will be structured around power point presentations provided by Jackson State Community College, who will give three hours of college credit for articulating the class, laboratory time in the greenhouse, and field trips to local horticultural businesses. Students will also learn basic principles of running a greenhouse business. FFA horticultural teams will be taken from this class.

Livestock Management is a course that deals with the raising, caring, and marketing of all farm species of livestock. The livestock, dairy, and horse judging teams come from this class each year. A large part of the time in this course is spent outside on the school farm where we have our own livestock to care for. Students get a chance to put into actual use on the “outside” what you learned in the classroom.

Wildlife Management and Recreation is a course which deals with man’s/woman’s relationship to his/her environment. People now have more leisure time than ever before. Recreation is a fast growing industry. Principles of wildlife management and conservation are studied. Students in this course receive their certification in hunter and boating safety. UTM now offers a degree in Parks Administration and this course could lead to new places and job opportunities.

Interior and Exterior Landscaping is a course for preparing students to enter the field of landscaping. More and more people are hiring professionals to landscape their properties and the field is wide open to those that wish to learn. Students will learn about plant selection and care, plant esthetics, area design, equipment selection and maintenance, and organizational and maintenance skills. Much of the classroom time for this course will be spent outside doing actual landscaping. This course should help prepare students for entry level positions in the field. All major land grant universities offer degrees in this field.

Small Animal Care contains objectives to prepare students for careers in managing and caring for specialty and pet animals. As our population raises more specialty animals and pets for production purposes and personal value, careers that work with these animals in a safe environment will continue to expand. 1/2 credit is awarded.

Ag Power and Equipment is a course that teaches basic agricultural equipment repair. It includes tractor and equipment maintenance and use as well as agricultural welding and wiring.

FINE ARTS

Art I is open to all students in grades 10-12. Ninth graders will be placed on a waiting list for available space. Art I students are introduced to the seven elements

of art through painting, drawing, sculpture, graphic design, and computer graphics. A wide range of media including pencil, acrylic, pastels, ink, markers, and the computer are used to explore still life, landscape, figurative, and abstract subject matter. Fee \$30.00

Advanced Art is open to all students who have successfully completed Art I. Students in Advanced Art explore a wide range of more difficult media such as watercolor, ink, oil pastel and tube acrylics. Emphasis is placed on the development of a portfolio. Students taking advanced art after the second year receive individual assignments designed to enhance their portfolio. Fee \$30.00

Art History provides an overview of various movements in art from pre-historic, Grecian, Egyptian, and the Renaissance, through Impressionism and Post-Impressionism to the modern time. This class includes “hands-on” art activities. One credit earned in this course satisfies the visual-performing arts requirement for the student who is pursuing a university or dual path curriculum. Art fee: \$10.00

Graphic Design is a course in which students develop key skills in visual design such as project management and collaboration, professional print production, and design. Students will learn to use Adobe CS3 software suite. They will study photography illustration, basic print layout, and multi-column and multi-page reusable print layouts. Pre-requisites for the course are Art I and a computer skills class.

Vocal Music students will learn basic music notation, musical structures, aural skills, and music reading. Students will sing selected choral works. There is a mandatory concert along with a \$10.00 music fee. During the fall semester the students go on tour and perform as a choir. In the spring the class combines with the drama class to present a musical. This part of the class requires at least 30 after school practices and 3 night rehearsals. Participation will be reflected in the grade.

Marching Band/Concert Band – Students may choose to enroll in both semesters of band or one semester only (Marching Band/Fall or Concert Band/Spring). Inclusion in the Marching Band is a major time commitment, including after school rehearsals 2 days a week, Friday night football games, and Saturday marching contests. Students enrolled in Marching Band must attend Band Camp (usually the last two weeks of July), which will be held the 3rd & 2nd week previous to the opening of school in August. Concert Band includes some after school activities (festivals, sectionals) that are mandatory.

The Pep Band performs at home basketball games during the spring semester. Participation in this ensemble is voluntary and there are no auditions. A band fee will be paid by all band students enrolled in one or two semesters

Theatre Arts allows students to study, write, research, critique, create, design, perform, and participate in a variety of theatre-based learning experienced. The course includes instruction in performance and design techniques, style, historical motifs, and genres. Theatre Acts generates a heightened sensitivity to the arts and will explore theatres significance and influence on society.

Web Page Design prepares students with work-related skills for advancement into postsecondary education or industry. Course content includes exposure to basic and advanced Web design, pixelated and vector-based Web graphics, Web animations, dynamics of Web hosting, and Web design in E-commerce.

BUSINESS

Computer Applications is an introduction to the study of computer uses, concepts and terminology. The student will see how computer hardware and software are used to acquire, manage, and use information vital to both personal and professional lives. Emphasis is placed on hands-on experience in using current software packages. Other topics include important issues such as ethical and legal considerations, the increasing global nature of computers and computer professions.

Accounting/Automated Accounting is a course that teaches students how to keep records for any business. They learn the concepts of accounting; they should study the books of a business and be able to continue with the business procedures. In this class, students will gain a comprehensive working knowledge of the concepts of accounting. They will learn accounts payable, accounts receivable, payroll record procedures, income/loss statements, balance sheets, etc. This entry-level accounting course is beneficial to any student regardless of the career they choose.

Principles of Business is designed to acquaint students with the concepts and principles of basic business practices, which relate to the economic society in which we live. Emphasis on vocabulary of business terms, organization of business, and an in-depth study of banking procedures.

Publications is a class which has as its purpose to promote Gibson County High School through the means of newspaper, yearbook, and radio. It will be the responsibility of the class to make the public aware of the events occurring at our school. They will report articles to four newspapers and will work on a school newspaper which will be printed in conjunction with a local paper twice a year. In addition they will publish a yearbook.

LANGUAGE ARTS

English I students will have extensive grammar studies along with reading and writing about literature. The literature includes short stories, poetry, nonfiction, drama, epics, and novels.

English II is the required sophomore English course. It consists of grammar, usage, punctuation, and genres of literature, with writing integrated throughout each aspect of the course. English I is a prerequisite.

English III provides an overview of American literature and thought from Puritan to modern times. In addition to selections from the anthology, students will read a number of American novels. Opportunities for creative writing, as well as writing in response to literature, will be woven into the year's study. The course also will stress essay writing in the persuasive mode in preparation for the required state writing assessment. Grammar and usage will be taught relating to student writing as well as various pertinent exercises from the grammar book. The credit earned from this course fulfills a graduation requirement.

Prerequisites: English I and English II

English IV is a required course for earning a Tennessee high school diploma. Goals and objectives for this course are designed to implement and advance the skills of speaking, listening, reading, and writing. The literature component is, generally, British.

Prerequisites: English I, English II, and English III

Honors English is a series of advanced English courses, grades 9-12, concentrating on literature and critical writing. A student must show mastery in grammar, reading comprehension, and writing to be considered for these courses. **Advanced Placement (AP) English** is a course in literature and composition which is designed to engage highly motivated students in the reading and analysis of imaginative literature. The course includes an in-depth study of works from various literary genres, periods, and cultures. In May of each school year, AP students have the opportunity to take the national AP exam to earn college credit in English.

Spanish I is the beginner level Spanish course which is required for students pursuing the university path. Spanish I introduces the Hispanic culture as well as an elementary approach to learning the language.

Spanish II is required for students pursuing the university path, and is available to students who have successfully completed Spanish I. Spanish II continues to reinforce acquisition of the language skills learned in Spanish I as well as increase the student's vocabulary thereby improving his ability to speak and write the language.

SCIENCE

Physical Science meets the science course requirement for ninth grade students. This course provides a good insight into chemistry and physics. Therefore, it involves considerable math and equations. There is a \$10.00 lab fee required by each student. One credit may be earned.

Biology I is a one-credit Gateway course in which tenth grade students enroll. Biology is a survey of life including the study of cells, interactions of organisms with their environment, the diversity of life, how organisms adapt to their environment, cellular processes within plant and animal cells, and genetic influences among living organisms. There is a \$10.00 lab fee for each student.

Chemistry I is a physical science course which studies the composition, structure, and properties of substances and the changes they undergo. Algebra I is a prerequisite. There is a \$10.00 lab fee for each student. Honors Chemistry I is available for advanced level students.

Honors Biology II is a course that introduces students to major speciality areas of biology. The students will explore comparative anatomy and zoology, embryology, genetics, immunology, microbiology, and botany.

Honors Anatomy and Physiology is a laboratory science course that consists of an in-depth study of all the body systems that maintain homeostasis from anatomical, physiological, and histological perspectives. Students will explore the human body through an inquiry approach.

Honors Physics is a college preparatory physical science class. Students study the relationship between matter and energy. The major topics covered are mechanics, heat, waves, electricity and nuclear physics. Well-developed mathematical skills are necessary for successful problem solving utilized in this class. \$10.00 lab fee

AP Chemistry is intended to be the equivalent of a first college chemistry course. Students will gain a greater depth of understanding of fundamentals and more competence in solving chemical problems. There will be an emphasis upon chemical calculations, chemical principles, and laboratory experiments. Students will test at the end for college credit.

Principles of Technology is a course in applied physics for those students who plan to pursue careers as technicians or just keep pace with advances in modern technology. This course is open to students in grades 10-12. Instruction in Algebra I or Math for Technology II is required. The credit earned in this course satisfies the science requirement for both university and technical path students.

Environmental Science focuses on important concepts and processes relative to the environment. This course provides great flexibility in presenting, reviewing, and assessing important global issues. In relating these issues to our home surroundings, we can support problem solving in the classroom by taking a position, researching the proposal, encouraging group participation, and evaluating presentations.

SOCIAL STUDIES

United States History focuses on the social, economic, and political growth of the U.S. from the Civil War Era to the present. Special emphasis is given to the last half of the 20th Century. This course is offered both semesters and is required for graduation.

AP U. S. History is a year-long course covering a period of U. S. History from the late 1400's to the present. Highly motivated students enroll in this class with the opportunity to test for college credit.

Interpretive History is a unique elective that utilizes the facilities of Pioneer Homeplace, a collection of fully furnished 19th Century hewn log buildings. Work focuses on the cultural history of 19th Century rural West Tennessee. Since students dress in period costume to provide tours and demonstrations for visitors, students must become proficient in a variety of crafts/skills including soap making, weaving, organic dyeing, spinning, using a wood cook stove, and identification and use of many tools. Students will incur some monetary costs. An application must be submitted to be considered for the class. The class meets only during fall semester, but commitments extend through the end of the school year.

World History is the study of the beginnings of civilization, starting with Mesopotamia going all the way through the Ronald Reagan administration. It focuses on the historical, political, and cultural development of civilization. Heavy emphasis is placed on the following: the early river civilizations of the Middle East and China, the Classic cultures of Ancient Rome and Greece, the Renaissance and Enlightenment, the Industrial Revolution and Modern History from World War I to the present.

Contemporary Issues is a study of current issues involving the world as well as news concerning local and state issues.

Economics deals with the understanding of money. The objective of this course is to teach students how to deal with money in various ways such as savings, checking accounts, credit cards, small loans, bill paying. Preparing for the future also will be emphasized by discussing individual retirement accounts, bonds, and certificates of deposit. Economics teaches people the value of the dollar and responsibility for the money they earn. The State of Tennessee requires 1/2 unit of economics to fulfill graduation requirements for a regular high school diploma.

American Government is a required 1/2 unit course for graduation from Gibson County High School, usually taken during the junior year. Topics covered include

basic concepts of American democracy, the United States Constitution including the structure and function of the three branches of the national government along with the role of state and local governments.

World Geography includes the study of the physical geography of the earth such as landforms, water bodies, climates, geologic events and vegetation plateaus. Cultural features such as cities, religious, agriculture and architecture are also examined.

Psychology is designed to help students learn more about their own behavior patterns that they take for granted and to use practical applications for enriching their lives. Psychology can provide useful insight into behavior. Certain areas covered are learning memory, body and behavior, sensation and perception, motivation and emotion, sleep and dreams, adolescence and others.

Sociology is the science that studies human society and social behavior. In this class one will study about topics such as cultural diversity, conformity, adaptation, social structures, our roles in society, deviance, control and a growing concern with social inequality.

MATHEMATICS

Foundations II is a class designed to bridge the gap between eighth grade math and Gateway Algebra. It is taught with a Pre-Algebra approach.

Algebra I provides the students with a foundation for higher mathematics. The course material includes properties and operations of numbers, methods of solving all types of linear equations, and inequalities. Other topics also include solving word problems, factoring, graphing, systems of equations, and radicals.

Algebra II continues the study of the skills presented in Algebra I. Emphasis is placed on factoring, equations, and inequalities. Additional topics include linear equations, radicals, exponents, problem solving and an introduction to conic sections. Prerequisite: Algebra I

Geometry involves the study of the characteristics of certain geometric figures. Students are taught how to develop logical thought patterns and how to apply these to everyday problems. Emphasis is placed on problem solving and practical applications of geometry are used in dealing with perimeter, area, and volume. Prerequisite: Algebra I

Honors Algebra I and II and Honors Geometry are available for students who possess advanced level mathematics skills.

Honors Pre-Calculus includes elements of trigonometry, advanced topics, and pre-calculus. Trigonometry topics include the study of angles and sides in triangles. Advanced topics include complex numbers, relations and fractions, exponential and logarithmic functions and conic sections. Pre-calculus topics include matrices and an introduction to derivatives and limits. Prerequisites: Algebra II, Geometry. Scientific calculator required.

AP Calculus AB is a course equivalent to a first course in college calculus. It is designed to develop higher order thinking skills and includes topics such as limits, derivatives and integration. A test will be administered at the end of the course for college credit.

HEALTH, PHYSICAL EDUCATION AND SAFETY

Lifetime Wellness is a required class that will cover both health and physical education. The course is taught in the classroom three days per week and in the gym two days per week. The class will cover topics such as nutrition, physical fitness, sexually transmitted diseases, and drug abuse - in short issues important to maintaining a healthy lifestyle. Each student is required to bring a change of clothes for the physical education days.

Weightlifting will cover many different aspects of weight training. Each student will be exposed to Olympic-style lifting, and bodybuilding/powerlifting routines. Students will gain a working knowledge of nutrition, supplementation, cardiovascular training, and plyometrics.

Fitness and Conditioning allows a student to recognize and establish behavioral factors leading to the development of total fitness by evaluation flexibility, cardiovascular endurance, muscular strength, muscular endurance and body composition. It teaches skills needed for successful participation in lifetime activities.

Gibson County Special School District 2009-2010 School Year Calendar

August 21	Friday	1 st day of school for students (Dismiss at 11:30)
September 7	Monday	No School (Labor Day)
October 9	Friday	Teacher Collaboration (Dismiss at 11:30)
October 22	Thursday	No School (Parent Teacher Conference)
October 23	Friday	No School (Fall Break)
November 25-27		No School (Thanksgiving Holidays)
December 4	Friday	Teacher Collaboration (Dismiss at 11:30)
December 18	Friday	Students Dismiss at 11:30 (No Lunch)
December 21-January 1		No School (Christmas Holidays)
January 4	Monday	Back to School
January 18	Monday	No School (Martin Luther King Day)
February 12	Friday	Teacher Collaboration (Dismiss at 11:30)
February 15	Monday	No School (Presidents Day)
April 2- 5		No School (Spring Break)
April 30	Friday	Teacher Collaboration (Dismiss at 11:30)
May 7	Friday	No School (Strawberry Festival)
May 28	Friday	Last day of School (Students dismiss at 11:30)

TEACHER COLLABORATION for teachers (12pm – 3pm) will result in EARLY dismissal of students at 11:30. LUNCH WILL BE SERVED ON THESE DAYS

High School Report Card Dates – Every 4 ½ weeks, 9 weeks)