

**Gibson County High School
2018 - 2019**

Principal - James Hughes

Assistant Principal - Amanda Cary

Assistant Principal/Athletic Director - Chris Lownsdale

Name _____

Class of _____

Locker # _____ **Lunch #** _____

INTRODUCTION

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 485 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 administration, faculty, and 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, parents, and guardians to Gibson County High School.

SCHOOL INFORMATION

Gibson County High School
130 Trenton Hwy.
Dyer, TN 38330

Phone: 731-692-3616

Fax: 731-692-2123

gcpioneers.org

Academic Awards:

Tennessee Reward School for the 2011-2012 & 2013-2014 school years

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.

***Gibson County Special School District
School Year Calendar***

August 1 (Wed.).....Full Day.....1st Term Begins
 August 27 (Mon.).....NO SCHOOL.....Teacher Full Day PD
 September 3 (Mon.).....NO SCHOOL.....Labor Day
 September 24-28.....Parent-Teacher Conference Week
 October 1-5 (Mon.-Fri.).....NO SCHOOL.....Fall Break
 November 21-23 (Wed.- Fri.).....NO SCHOOL.....Thanksgiving Break
 December 18 (Tues.).....Students dismissed at 11:30, no lunch.....1st Term Ends
 December 19 - January 2.....NO SCHOOL.....Christmas Break

January 3 (Thurs.).....Full Day.....2nd Term Begins
 January 21 (Mon.)NO SCHOOL.....Martin Luther King, Jr. Day
 February 11-15.....Parent-Teacher Conference Week
 February 18 (Mon.)NO SCHOOL.....Presidents’ Day
 March 25-29 (Mon. - Fri.).....NO SCHOOL.....Spring Break
 April 19 (Fri.).....NO SCHOOL.....Good Friday
 May 10 (Fri.).....NO SCHOOL.....Strawberry Festival
 May 17 (Fri.).....Graduation at 6 PM
 May 21 (Tues.)Underclassmen dismissed 11:30, no lunch.....2nd Term Ends

PLEASE NOTE: The GCSSD Board of Trustees has days built-in this schedule to allow for inclement weather; after that time we are required to make up those days. The following days have been scheduled if needed:

- 7th day missed – Martin Luther King, Jr. Day, January 21
- 8th day missed – Presidents’ Day, February 18
- 9th day missed – Spring Break, March 29
- 10th day missed – Spring Break, March 28
- 11th day missed – May 22

Gibson County Special School District

High School Reporting Periods

2018-2019

1st Quarter

Begins	Wednesday, August 1	
Progress Reports*	Friday, August 31	
Mid-Term Exams	Wednesday, October 10	(1 st & 3 rd Blocks)
	Thursday, October 11	(2 nd & 4 th Blocks)
Report Cards*	Thursday, October 18	

2nd Quarter

Begins	Friday, October 12	
Progress Reports*	Tuesday, November 13	
Final Exams	Monday, December 17	(2 nd & 4 th Blocks)
	Tuesday, December 18	(1 st & 3 rd Blocks)
Report Cards*	Monday, January 7	

All progress reports and report cards will be available online via Parent Portal accounts. Printed copies are available upon request.

3rd Quarter

Begins	Thursday, January 3	
Progress Reports*	Monday, February 4	
Mid-Term Exams	Thursday, March 7	(1 st & 3 rd Blocks)
	Friday, March 8	(2 nd & 4 th Blocks)
Report Cards*	Thursday, March 14	

4th Quarter

Begins	Monday, March 11	
Progress Reports*	Wednesday, April 17	
Final Exams (12 th)	Wednesday, May 8	(2 nd & 4 th Blocks)
	Thursday, May 9	(1 st & 3 rd Blocks)
GCHS Graduation	Friday, May 17 at 6 PM	
Final Exams (9 th -11 th)	Monday, May 20	(2 nd & 4 th Blocks)
	Tuesday, May 21	(1 st & 3 rd Blocks)
Report Cards*	Wednesday, May 22	

All progress reports and report cards will be available online via Parent Portal accounts. Printed copies are available upon request.

STUDENT SERVICES

CAFETERIA AND LUNCH PERIOD

Students have thirty minutes to eat lunch. Students are required to be in the cafeteria for their assigned lunch block. **Food deliveries will not be accepted.**

Nutritionally well-balanced breakfasts and lunches are offered daily. Menus are posted monthly detailing each day's breakfast and lunch. Students may pre-pay meals by depositing money in their accounts. Applications for free or reduced-price lunches are available on the district website. The online forms must be completed for eligibility certification.

Breakfast: Students are offered food choices daily that consist from the following 4 components: Meat, Bread/Grain, Fruit, and Milk/Dairy. One item will be offered from the Milk and Fruit components, and 2 items will be offered from the Meat & Grain components. Students participating in the breakfast program must take 3 or 4 of the offered items to count as a complete meal. Students are able to purchase breakfast before school and between 1st and 2nd blocks.

Lunch: Students are offered food choices daily that consist from the 5 food components: Meat, Vegetables, Bread/Grain, Fruit, and Milk/Dairy. Each student participating in the school meal program must take 3, 4, or 5 of the offered food items to count as a complete meal. Of those items, the student **MUST** take a fruit or vegetable.

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.

GCSSD SCHOOL MEAL CHARGE POLICY (Effective July 1, 2017)

I. Purpose

The Gibson County Special School District recognizes that healthy, nutritious meals play an important role in student readiness and their ability to learn. The purpose of this policy is to ensure compliance with federal reporting requirements for the USDA Child Nutrition Program, and to establish procedures for methods of payment, charge availability, and collection methods. The provisions of this policy are in place for children participating at the reduced price or at the paid meal price rate for school breakfast and lunch who either do not have money in their account or in hand to cover the cost of the meal at the time of service.

This policy is set to establish the following goals:

- To ensure that all students receive a nutritious meal every day.
- To establish a consistent and fair practice across the district regarding meal charges and collection of charges.
- To support positive and clear communication among staff, administrators, teachers, students, and parent/guardians.
- To encourage the parent(s)/guardian(s) to assume the responsibility of payments and to promote self-responsibility of the student.

Families will have access to the school meal charge policy via the district website at www.gcssd.org. In addition, the policy will be available as part of the online student registration information to ensure all students, including transfer students, have access upon enrollment.

II. Student Accounts / Charge Limits

Any student whose school meal account has a zero or negative balance will be allowed to charge a reimbursable meal. To qualify as a reimbursable lunch, the meal must consist of at least (3) of the (5) offered meal components (grain, meat/meat alternate, fruit, vegetable, and milk) with one of the 3 being a ½ cup fruit or vegetable. Under no circumstances will a student with a zero or negative account balance be allowed to purchase a second meal or any a la carte items until the student's account is in good standing.

- **For Students with FREE School Meal Status** – Free status students will be allowed to receive one free breakfast and one free lunch every day meals are offered. Students are required to take all food components necessary to constitute a reimbursable meal. Items sold on an a la carte basis are not part of the USDA program and must be purchased with cash on hand or money on the child's meal account. A la carte items cannot be charged.
- **For Students with REDUCED School Meal Status** – Reduced status students will be allowed to receive one breakfast for \$0.30 and one lunch for \$0.40 every day meals are offered. Students are required to take all food components necessary to constitute a reimbursable meal. Students with a reduced price meal status will be allowed to charge meals up to -\$4.00. When a child's account reaches the -\$4.00 charge limit, he/she will no longer be able to charge until their account returns below the -\$4.00 limit.
- **For Students with PAID School Meal Status** – Paid status students will be required to prepay or pay cash/check at the register for all meals and/or a la carte purchases. No a la carte or snack items can be charged to an account with insufficient funds, even if the child offers to pay in cash at the register. Students with a paid price meal status will be allowed to charge meals up to -\$25.00. When a child's account reaches the -\$25.00 charge limit, he/she will no longer be able to charge until their account returns below the -\$25.00 limit.

III. Household Notifications / Payment Methods

Each school cafeteria manager will closely monitor student meal accounts with the goal of eliminating negative balances and delinquent accounts. Once a student's account falls below \$3.00, the cashier will inform the student that he/she will need to add funds to his/her account to avoid reaching a negative balance. When a child's account reaches below zero, the school

cafeteria manager will notify the parent(s)/guardian(s) either by letter, phone, or email to inform them of their child's negative balance. These notifications will be sent home weekly or until the account balance is in good standing. Parents are strongly encouraged to utilize the school district online meal payment system to register their child's meal account at www.myschoolbucks.com which gives them access to:

- Request e-mail alerts to receive low balance notifications
- Make payments to their child's meal account
- Set up automatic deposits into their child's meal account
- View student transaction history of all meal purchases and deposits

IV. Debt Collection Process

When the charge balance reaches the limits set above, the school administration or cafeteria manager will contact the parent/guardian by phone or email to request immediate payment. If the parent/guardian has not made any payments in an effort to reduce the negative balance or fails to bring the student's account in good standing within (30) days, the administration may:

- Refer the account to a collection agency
- Initiate a claim in the court system
- Notify other appropriate state agencies

Each household may request a repayment plan that will include payment levels and due dates appropriate to a household's particular circumstances. To establish a repayment plan, you may contact Paige Garner, School Nutrition Director, at (731) 692-3803 or garnerp@gcssd.org.

ALL accounts must be "paid in full" and in good standing by the last day of the school year. If a senior's account is not in good standing as of May 15th, the administration may prohibit the student from participating in senior activities and/or graduation exercises. Delinquent debts that are deemed uncollectable due to unforeseen circumstances will be determined as bad debt effective June 30th of each school year. Funds from the school district's general fund will be obtained to restore the unallowable bad debt to the School Nutrition Department account.

V. Refunds

A parent/guardian may request a refund on money remaining on a child's account due to the child withdrawing from the school district, graduating, or if the child's meal status changes to benefit the household. In order to receive a refund, the parent/guardian must submit the request in writing via email to the school cafeteria manager or contact Paige Garner at (731) 692-3803 or garnerp@gcssd.org. Also, if a parent has a graduating senior with a remaining balance, that child's balance may be transferred to a younger sibling's account upon request.

VI. Free/Reduced Meal Application for Households

Meal application forms may be completed and submitted online at www.gcssd.org. Once you are on the school district website, click the following tabs to locate the application: "For Parents," "Cafeteria," "Free/Reduced Meal Application," and "Apply Online." You are ready to begin! Feel free to contact Paige Garner at (731) 692-3803 for assistance with applying.

LIBRARY MEDIA CENTER

1. Books are checked out for a maximum of 2 weeks. No more than 5 books at a time are allowed. Reference materials are checked out overnight only.
2. Fines are \$0.05 per day for all books other than reference materials; fines for reference materials are \$0.05 per hour or \$0.35 per day.
3. If one has overdue books or existing fines, he/she may not check out materials until the overdue books or fines are cleared.
4. Students must pay the replacement cost for lost books or reference materials.
5. A student must have an authorization use policy on file with the school before accessing the internet.
6. 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.

SCHOOL COUNSELORS

Services provided by the counseling department align with the following domains: academic development, social & emotional development, and college & career readiness. Specific services include the following: counseling students (individually and within a small group) who have personal and/or academic concerns, consultant services for parents and faculty/staff, referrals to other agencies, class scheduling, six-year plan review, orientation for freshmen and transfer students, career guidance, transcript and records maintenance, testing services, identification of students with special needs, and scholarship/special programs information distribution.

ASSESSMENTS

ACT – Every junior in the state of Tennessee is required to take the ACT in the spring each year. Seniors are given a free retake option in the fall. For students who desire additional testing opportunities, the ACT is available in September, October, December, February, April, June, and July. GCHS is a national test center.

ASVAB – The Armed Services Vocational Aptitude Battery is a multiple aptitude test developed and maintained by the Department of Defense. This assessment will be administered to all juniors in the fall. Military recruiters are available to do follow-up interpretation of scores including ACT predictions, possible career paths, and opportunities in the military.

CASE – Benchmark assessments will be given twice a semester in each course with a TNReady exam. These benchmarks are aligned to state standards, gauge the academic progress of students, and provide timely feedback used to guide instruction before the state standardized tests.

PSAT – Sophomores and juniors who wish to enter the National Merit Scholarship Competition take the PSAT (Preliminary SAT) at their own expense in the fall semester. This exam has two sections: Math and Evidence-Based Reading and Writing.

TNReady – These assessments for the state of TN are given in the following subjects: Algebra I, Geometry, Algebra II, English I, English II, and U.S. History. These are administered in November and December for fall classes as well as April and May for spring classes. These scores will be counted at a maximum of 25% of one semester’s overall grades.

ACADEMIC INFORMATION

GRADING SYSTEM

Grades will be available on a daily basis to students and parents via Parent Portal. Progress reports will be created at the end of 4.5 weeks. Report cards will be available at the end of each quarter (9 weeks). If a student or parent needs a paper copy, a request can be made in the office. After two quarters, a final exam will be administered.

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

HONOR ROLL

To be eligible for the A Honor Roll, students must earn an A for all classes for the current quarter (Q1, Q2, Q3, and Q4). To be eligible for the A-B Honor Roll, students must earn A's and B's for all classes for the quarter; the average of the four quarter grades must also be 93 or higher. At the end of each quarter, students excelling academically and achieving honor roll status will be recognized in the local newspaper.

REQUIREMENTS FOR GRADUATION

Students must select and complete an elective focus of no less than 3 credits of study and earn a minimum of 24 units including the READY CORE requirements listed below.

English Language Arts	4 units
Math	4 units
Science	3 units
Social Studies	3 units
Wellness	1 unit
P.E.	0.5 unit
Personal Finance	0.5 unit
Foreign Language*	2 units
Fine Arts*	1 unit
Electives	3 units

Total Focus	22 units
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GCSSD also requires graduates to complete 1 unit in computer education.

*Any student not planning to attend a four year university can have a waiver signed by a parent/guardian acknowledging that 2 credits of foreign language and 1 credit in a fine art are required for admission to a university. If a waiver is signed, 3 credits will be taken in CTE classes to supplement the student's area of focus.

DIPLOMAS & GRADUATION RECOGNITIONS

State Honors Graduate – awarded to students who score at or above all of the subject area readiness benchmarks on the ACT or equivalent scores on the SAT

State Distinction – attaining a minimum B average and completing one achievement as listed by the State Board of Education. Possible achievements include: earn a national and/or state recognized industry certification; participate in at least one of the Governor’s Schools; participate in one of the All-State musical organizations; earn statewide recognition or award at a skill- or knowledge-based state tournament, convention, or completion hosted by a statewide student organization, and/or qualify for national recognition by a national student organization; be selected as a National Merit Finalist or Semi-Finalist; attain a minimum composite score of 31 on the ACT or SAT equivalent; attain a score of 3 or higher on at least two advanced placement exams; complete the International Baccalaureate Diploma Programme; or earn 12 or more semester hours of transcribed postsecondary credit.

Latin Honors – Summa cum Laude (GPA of 3.9 – 4.0), Magna cum Laude (GPA of 3.7 – 3.89), Cum Laude (GPA of 3.5 – 3.69), With Honors (GPA of 3.2 – 3.49)

Pioneer Scholar (Class of 2019 only) – This status incorporates a student’s ACT score (superscored – using highest score from each subtest) and GPA (from all classes taken). The following credits will be weighted at a maximum of 4.5 points (as opposed to the standard 4.0) within one’s GPA in order to incentivize taking rigorous courses: 5th credit and beyond in Math, 5th credit and beyond in English, 4th credit and beyond in Science, Spanish III, and all AP courses.

Pioneer Scholar Formula: $(ACT \times 27.7778) + (GPA \times 250) = \text{Total Points}$
*Total Points must be at least 1,700 (without rounding)

These additional quality points and GPA will be used only for calculating Scholar Status and not for the purposes of reporting on a student’s transcript.

Pioneer Scholar (Classes of 2020, 2021 & 2022) – This status incorporates a student’s ACT score (superscored – using highest score from each subtest) and GPA (from all classes taken). As encouraged by the TN State Board of Ed. (Policy 3.301) for the class of 2020 and beyond, the following credits will be weighted with extra quality points within one’s GPA in order to incentivize taking rigorous courses.

- a. One-half (0.5) quality point shall be added to the numerical quality point value corresponding to the letter grade received for the course in an honors or National Industry Certification course.

- b. Three-fourths (0.75) quality points shall be added to the numerical quality point value corresponding to the letter grade received for the course in a statewide dual credit course; and
- c. One (1.0) quality point shall be added to the numerical quality point value corresponding to the letter grade received in the course for an AP or dual enrollment course.

Pioneer Scholar Formula: $(ACT \times 27.7778) + (GPA \times 250) = \text{Total Points}$
*Total Points must be at least 1,700 (without rounding)

These additional quality points and GPA will be used only for calculating Scholar Status and not for the purposes of reporting on a student's transcript.

A **Special Education** or **Occupational Diploma** will be awarded to students who have satisfactorily completed an individualized education program and who have satisfactory records of attendance and conduct. Students with disabilities must earn the prescribed 22 credit minimum in order to earn a regular diploma. Specialized diplomas may be determined through the student's IEP.

Tennessee Scholars – This distinction requires a minimum C average in all TN Scholars classes (college-ready courses), a 95% attendance rate, no out of school suspensions, and a minimum of 80 hours of volunteer service. [Note: Bridge Math does not count for TN Scholars.]

Tri-Star Scholar – Students must earn a composite score of 19 on the ACT, or an equivalent score on the SAT, and also earn a capstone industry certification as promoted by the Tennessee Department of Education.

Work Ethic Certificate – Students must earn a minimum of 20 points on the rubric encompassing attendance, tardiness, discipline, overall GPA, drug-free status, CTE coursework and competition, TN Promise standing, postsecondary standards, etc. The criteria were developed by school districts and industries in Northwest TN, and partnering industries receive a list of qualified candidates for employment opportunities.

RANKING

Pioneer Scholars will receive priority ranking. All other graduates will follow and be ranked by their transcript's final GPA. As outlined in GCSSD board policy 4.602, to become valedictorian or salutatorian, a student must be enrolled in the high school at least four of the seven semesters preceding the final semester.

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

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

Best Buddies – Students are paired with a CDC student whom to encourage, build a friendship, and share activities. Pairs eat lunch together, have themed parties during club time, share gifts, go to the Special Olympics, etc.

Beta Club – a national academic/service organization open to sophomores, juniors and seniors who have an academic grade-point average of at least 93. Mission: To promote the ideals of academic achievement, character, service, and leadership among students.

Cheerleading – Cheerleaders are chosen through a try-out procedure using a teacher evaluation and performance rating. The squad will cheer for varsity football and basketball.

D.A.R.E. Role Models – A student group selected by application that works alongside our School Resource Officer to educate elementary students about the damaging consequences of drugs, violence, bullying, internet safety, and other high risk circumstances.

Fellowship of Christian Athletes (FCA) – a national student-initiated organization that challenges coaches and student-athletes to use the power of athletics to impact our world

FFA – a national organization open to students enrolled in agriculture classes and/or students interested in pursuing an agriculture career

Future Business Leaders of America (FBLA) – a national organization open to students enrolled in business courses and/or students interested in pursuing a business career

Glee Club – open to any student with a love for singing and an interest in performing for school events. Students are selected through auditions.

Health Occupations Students of America (HOSA) – a national organization open to students enrolled in health occupations courses and/or students interested in pursuing a career in the health field

Students Against Destructive Decisions (SADD) – a peer-to-peer education, prevention, and activism organization dedicated to preventing destructive decisions, particularly underage drinking, other drug use, risky and impaired driving, teen violence, and teen suicide

Skills USA – a national organization open to students enrolled in automotive technology, building trades, and culinary courses and/or students interested in pursuing a career in one of the aforementioned fields

Student Council – organization with the purpose of creating better school citizenship and preparing students for their civic duties outside the school

SPECIAL LEARNING OPPORTUNITIES

Honors Courses are offered in English I, II, III and IV, Algebra I and II, Geometry, Pre-Calculus, Statistics, Physical Science, Biology I and II, Chemistry, and Anatomy & Physiology. Three rigor points will be acquired for each honors course.

Advanced Placement courses are offered in Human Geography (one semester), Psychology (one semester), and Calculus (all year – every day). Contracts must be signed, and students must commit to take the entire semester(s). All students must also commit to taking the AP exams. Five rigor points will be acquired by only those who take the National Exam.

Dual Enrollment courses are postsecondary courses. High school students are enrolled at both the high school and the postsecondary institution. Students can earn postsecondary credit upon successful completion of the course. DE courses can be taught at the high school, postsecondary campus, or online and are taught by postsecondary faculty or credential adjunct faculty, who can be a current high school teacher. We currently have students enrolled in DE English (Comp. I and Comp. II), U.S. History, Psychology, Music History, Animal Science, Computer Applications, Welding, etc.

Dual Credit courses are high school course aligned to a postsecondary course that is taught at the high school by high school faculty for high school credit. Students are able to receive postsecondary credit by successfully completing the course, plus passing an assessment developed and/or recognized by the granting postsecondary institution. All students enrolled in a statewide dual credit course are required to take a challenge exam to determine subject mastery. If a student meets or exceeds the established cut score, he/she will earn 3 credits which can be applied at any public postsecondary institution in the state. The challenge exams are administered online using the Tennessee Board of Regents learning platform. We currently offer Dual Credit Pre-Calculus and Dual Credit Stats, and 4 rigor points are acquired.

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.

Work Based Learning builds the gap between high school and high-demand, high-skill careers. Students build on classroom-based instruction in their focus area to develop employability skills that prepare them for success in post-secondary education and future careers. Experiences include internships, apprenticeships, and paid work.

Credit Recovery is an opportunity to earn credit for courses not previously successfully completed. A combination of a minimum number of hours and average in credit recovery assessments is required to receive credit. This is offered after-school Mon.-Thurs. throughout the school year.

SPECIAL EDUCATION

Special education services are available to assist students who need additional help with academic coursework, daily living skills, and 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.speded/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>.

DISCRIMINATION/HARASSMENT

Students shall be provided a learning environment free from sexual, racial, ethnic and religious discrimination/harassment. It shall be a violation of this policy for any employee or any student to discriminate against or harass a student through disparaging conduct or communication that is sexual, racial, ethnic or religious in nature. The following guidelines are set forth to protect students from discrimination/harassment. Student discrimination/harassment will not be tolerated. Discrimination/harassment is defined as conduct, advances, gestures or words, either written or spoken, of a sexual, racial, ethnic or religious nature which:

1. Unreasonably interfere with the student's work or educational opportunities; or
2. Create an intimidating, hostile or offensive learning environment; or
3. Imply that submission to such conduct is made an explicit or implicit term of receiving grades or credit; or
4. Imply that submission to or rejection of such conduct will be used as a basis for determining the student's grades and/or participation in a student activity.

BULLYING/HAZING

Students shall be provided a safe learning environment. It shall be a violation of this policy for any student to bully, intimidate or create a hostile educational environment of another student. Harassment, bullying and intimidation occurs if the act takes place on school grounds, at any school-sponsored activity, on school-provided equipment or transportation or at any official school bus stop, if the act either physically harms a student or damages his/her property, or knowingly places the student in reasonable fear of such, causes emotional distress to a student or students, or creates a hostile educational environment. If the act takes place off school property or outside of a school-sponsored activity, an act of harassment, bullying or intimidation occurs if the act is directed specifically at a student or students and has the effect of creating a hostile educational environment or otherwise creating a substantial disruption to the education environment or

learning process. Cyberbullying is defined as bullying through the use of the internet or through telecommunications technologies, such as telephones, cell phones, social networking sites, and text messaging. Any communications transmitted by means of an electronic device, including, but not limited to, a telephone, cellular phone, computer or pager is included in the definition of cyberbullying. Coaches and other employees of the school district shall not encourage, permit, condone or tolerate hazing activities.

The Gibson County Special School District prohibits acts of harassment, intimidation or bullying, including cyberbullying that may begin off campus and subsequently interfere with the rights of students to learn in a safe and civil environment. School administrators, faculty, staff and volunteers are expected to exhibit appropriate behavior by treating others with civility and respect and refusing to tolerate or participate in harassment, intimidation, bullying, or cyberbullying.

Alleged victims of the above-referenced offenses shall report these incidents immediately to a teacher, counselor, or building administrator. Any allegations shall be fully investigated by a complaint manager (as set forth board policy in *Student Concerns, Complaints and Grievances 6.305*). The privacy and anonymity of all parties and witnesses to complaints will be respected. However, because an individual's need for confidentiality must be balanced with obligations to cooperate with police investigations or legal proceedings, to provide due process to the accused, to conduct a thorough investigation or to take necessary action to resolve a complaint, the identity of parties and witnesses may be disclosed in appropriate circumstances to individuals with a need to know. A substantiated charge against an employee shall result in disciplinary action up to and including termination. A substantiated charge against a student may result in corrective or disciplinary action up to and including suspension.

There will be no retaliation against any person who reports harassment or participates in an investigation. However, any employee who refuses to cooperate or gives false information during the course of any investigation may be subject to disciplinary action. The willful filing of a false report will itself be considered harassment and will be treated as such. An employee disciplined for violation of this policy may appeal the decision by contacting the Federal Rights Coordinator. Any student disciplined for violation of this policy may appeal the decision in accordance with disciplinary policies and procedures. This policy shall be published in the parent/student handbook distributed annually to every student.

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 administration. 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 the following:

- Conferences (student/teacher) concerning the offense
- Referral to guidance counselor and/or administration
- Reflection activity
- Conference with parents/guardians
- In-school suspension
- Out-of-School suspension
- Loss of privileges (unable to attend school events, field trips, prom, etc.)
- 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.

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.

Singular instances of minor level infractions will be handled within the classroom by the teachers. However, an accumulation of three minor level infractions with the same teacher will result in an office referral. All major level infractions will result in an immediate office referral. Teacher discretion will be used in determining the severity of infractions.

**All decisions and guidelines pertaining to disciplinary infractions and punishments are subject to administrative discretion.*

GIBSON COUNTY HIGH SCHOOL BEHAVIOR DEFINITIONS

Infraction	Definition at the Minor Level	Definition at the Major Level
<p>Disruption</p> <p>Behavior causing an interruption in a class or school activity</p>	<p>Student engages in low-intensity, but inappropriate disruption. Any behavior, action, or disturbance that interrupts the teaching or learning process that does not cause physical harm or injury to oneself or others.</p>	<p>Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talking, yelling, screaming, or making noise with materials.</p>
<p>Disrespect/Defiance/Non-Compliance/Insubordination</p> <p>Any behavior, activity, or action deliberately undermining any school personnel’s authority.</p>	<p>Student engages in brief or low-intensity failure to respond to adult requests.</p>	<p>Student engages in blatant and repeated refusal to comply with adult requests in spite of de-escalation strategies and proactive methods that result in the deterioration of the learning environment for multiple students.</p>
<p>Language: Abusive/Inappropriate/Profane</p> <p>Verbal messages/gestures that include swearing, name calling, or use of words in an inappropriate way.</p>	<p>Student engages in low-intensity instances of inappropriate language.</p> <p>Could be in the form of words, phrases, language, or gestures.</p>	<p>Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.</p>

Infraction	Definition at the Minor Level	Definition at the Major Level
<p style="text-align: center;">Fighting/Physical Aggression</p> <p>Actions involving serious physical contact where injury may occur.</p>	<p>Student engages in non-serious, but inappropriate physical contact. An exchange of blows or assault of physical blows such as hitting, slapping, pushing, shoving, etc. This includes students who instigate fights.</p>	<p>Student intentionally engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).</p>
<p style="text-align: center;">Dress Code Violation</p> <p>Student wears clothing or other accessories that is not in compliance with the dress code guidelines established by the school board and administration.</p>	<p>A single dress code infraction will be considered a minor infraction.</p>	<p>Multiple dress code infractions will be considered a major infraction.</p>
<p style="text-align: center;">Electronic Devices</p> <p>Cell phone, iPod, etc. is seen, heard, or used</p>	<p style="text-align: center;">Never a minor infraction</p>	<p>Electronic device is visible, heard, or used without permission. See page 31 for policy.</p>
<p style="text-align: center;">Technology Violation</p> <p>Inappropriate or unintended use of school-owned technology, including hardware, software, and network/internet services.</p> <p>(See next page for more.)</p>	<p>Student engages in a single instance of non-serious but inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.</p>	<p>Student engages in multiple instances of inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.</p>

Infraction	Definition at the Minor Level	Definition at the Major Level
Technology Violation Continued	Technology use that is not in support of education and research and is not consistent with the educational objectives of the school	Technology use that is not in support of education and research and is not consistent with the educational objectives of the school.
Inappropriate Display of Affection (PDA)	Any public display of physical contact other than holding hands or brief hugging	Student engages in inappropriate verbal and/or physical gestures/contact to another student/adult.
<p>Harassment/Bullying</p> <p>Student delivers repeated disrespectful messages (verbal or gesture) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes.</p> <p>Bullying is defined as physically, emotionally, or psychologically harming a student or employee or damaging his/her property, or knowingly placing the student or employee in reasonable fear of such, or creating a hostile education or work environment. (GCSSD Policy 6.304)</p>	<p>Inappropriate comments and/or unwanted verbal, physical or emotional advances. Teacher discretion will be used in reporting to administration. Any instance believed to be bullying will be reported to an administrator immediately.</p>	<p>Student delivers disrespectful messages* (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes.</p> <p>*Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.</p> <p>Any incident of bullying will be considered a major infraction.</p>

Infraction	Definition at the Minor Level	Definition at the Major Level
<p style="text-align: center;">Lying/Cheating/ Plagiarism on Academic Work</p>	<p style="text-align: center;">Never a minor infraction</p>	<p>Lying: Making a statement which one knows to be untrue</p> <p>Cheating: Using dishonest methods to gain academic advantage</p> <p>Plagiarism: use or close imitation of the language and thoughts of another author and the representation of them as one's own original work (Random House 1995)</p>
<p style="text-align: center;">Forgery/Theft</p> <p>Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a person's name without the person's permission.</p>	<p>Forgery: Falsification of any document</p> <p>Theft is never a minor infraction.</p>	<p>Forgery: Student has signed a person's name without that person's permission.</p> <p>Theft: Student is in possession of, having passed on, or being responsible for removing someone else's property.</p>
<p style="text-align: center;">Tardy</p> <p>Student is late to class without permissible excuse or admit slip from office or another teacher.</p>	<p>Student arrives to class after the bell (or signal the class has started).</p> <p>The first two tardies will be considered minor infractions.</p> <p>If a student is more than 5 minutes late, student is considered skipping.</p>	<p>Accumulation of the 3rd tardy and beyond.</p> <p>Each block functions independently of all others.</p>

Infraction	Definition at the Minor Level	Definition at the Major Level
<p style="text-align: center;">Skipping</p> <p>Student leaves class without permission or stays out of class/school without permission.</p>	<p style="text-align: center;">Never a minor infraction</p> <p>– incident is reported to administration immediately</p>	<p>Student leaves class without permission or stays out of class/school without permission.</p> <p>Student is considered skipping when not present beyond 5 minutes after start of class.</p>
<p style="text-align: center;">Inappropriate Location/ Out of Assigned Area</p> <p>Being in an unauthorized area of the building or grounds.</p>	<p style="text-align: center;">In classroom hallway prior to beginning of school</p>	<p>Student is in an area that is outside of school boundaries (as defined by school) or is in an area that is illogical for the given circumstances.</p>
<p style="text-align: center;">Gang Affiliation Display</p>	<p style="text-align: center;">Never a minor infraction</p> <p>– incident is reported to administration immediately</p>	<p>Student uses gesture, dress, and/or speech to display affiliation with a gang.</p>
<p style="text-align: center;">Property Damage/Vandalism</p> <p>Student participates in an activity that results in substantial destruction or disfigurement of property; any damage done to school property that impairs its usefulness.</p>	<p style="text-align: center;">Any action that damages school property.</p>	<p>Student participates in an activity that results in destruction or disfigurement of property.</p>

Infraction	Definition at the Minor Level	Definition at the Major Level
<p data-bbox="272 298 560 373">Bomb Threat/False Alarm*</p> <p data-bbox="240 424 592 676">Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion.</p>	<p data-bbox="711 382 933 457">Never a minor infraction</p> <p data-bbox="646 466 998 592">– incident is reported to administration immediately</p>	<p data-bbox="1042 277 1399 529">Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion.</p> <p data-bbox="1052 571 1383 697">False alarm: Pulling a fire alarm without legitimate reason.</p>
<p data-bbox="360 789 474 823">Arson*</p> <p data-bbox="230 873 604 999">Student plans and/or participates in malicious burning of property.</p>	<p data-bbox="711 789 933 865">Never a minor infraction</p> <p data-bbox="646 873 998 999">– incident is reported to administration immediately</p>	<p data-bbox="1084 852 1351 928">Setting fires to/on school property.</p>
<p data-bbox="279 1062 555 1138">Use/Possession of Combustibles*</p> <p data-bbox="246 1188 587 1440">Possessing hazardous, combustible materials/items or devices which may be used to start a fire</p> <p data-bbox="240 1482 597 1516">Zero Tolerance Offense</p>	<p data-bbox="711 1167 933 1243">Never a minor infraction</p> <p data-bbox="646 1293 998 1419">– incident is reported to administration immediately</p>	<p data-bbox="1036 1167 1399 1419">Student is in possession of combustible substances/objects readily capable of causing bodily harm and/or property damage.</p>
<p data-bbox="279 1566 555 1642">Use/Possession of Tobacco*</p> <p data-bbox="246 1692 587 1818">Possession and/or use of tobacco and/or tobacco paraphernalia.</p>	<p data-bbox="711 1566 933 1642">Never a minor infraction</p> <p data-bbox="646 1692 998 1818">– incident is reported to administration immediately</p>	<p data-bbox="1042 1608 1399 1684">Student is in possession of or is using tobacco.</p> <p data-bbox="1042 1726 1383 1759">Citation will be issued.</p>

Infraction	Definition at the Minor Level	Definition at the Major Level
<p>Use/Possession of Alcohol*</p> <p>Possession and/or use of or being under the influence of alcohol at school or at any school-sponsored activity</p> <p>Zero Tolerance Offense</p>	<p>Never a minor infraction</p> <p>– incident is reported to administration immediately</p>	<p>Possession and/or use of or being under the influence of alcohol at school or at any school-sponsored activity.</p>
<p>Use/Possession of Drugs*</p> <p>Possible Zero-tolerance offense; Possession and/or use of or being under the influence of illegal drugs; possession of drug paraphernalia</p> <p>Zero Tolerance Offense</p>	<p>Never a minor infraction</p> <p>– incident is reported to administration immediately</p>	<p>Zero-tolerance offense; Possession and/or use of or being under the influence of illegal drugs; possession of drug paraphernalia</p>
<p>Battery</p> <p>Battery/assault against a teacher, teacher assistant, administrator, or any other school employee.</p> <p>Zero Tolerance Offense</p>	<p>Never a minor infraction</p> <p>– incident is reported to administration immediately</p>	<p>Battery/assault against a teacher, teacher assistant, administrator, or any other school employee.</p>
<p>Use/Possession of Weapons*</p> <p>Possible Zero-tolerance offense: Student is in possession of any weapon readily capable of causing bodily harm.</p> <p>Zero Tolerance Offense</p>	<p>Never a minor infraction</p> <p>– incident is reported to administration immediately</p>	<p>Student is in possession of an object readily capable of causing bodily harm and may or may not have the intent to cause injury or damage.</p>

IN-SCHOOL SUSPENSION

In some instances students that have committed disciplinary infractions will be assigned to in-school suspension (ISS) for a block, day, or multiple days. The principal and/or assistant principal assign(s) the number of detentions/blocks of ISS based on the severity of the offense. Failure to report to ISS at the designated time may result in additional time in ISS and alternative school. Examples of misbehaviors for which ISS may be given include, but are not limited to, the following: minor classroom disruptions, skipping class, receiving three or more unexcused tardies, repeated disciplinary problems that have not been corrected by other methods, etc. Misbehavior in ISS may result in OSS or filing an unruly petition with Juvenile Court.

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.

In the event that a parent/guardian wishes to appeal a decision made by a school official, the following ascending hierarchy should be followed:

1. Classroom Teacher
2. Assistant Principal
3. Principal
4. Director of Schools
5. School Board

All grievances that involve decisions made by classroom teachers should be addressed with teachers first before they are presented to an administrator. If an agreement or understanding cannot be reached with the teacher, then an administrator will intervene.

Gibson County High School - Athletic Honor Code

I. Introduction

- The Gibson County High School Athletic Honor Code shall govern all students, on- and off-campus, during the time they are participating in an athletic program at the Gibson County High School.
- The purpose of Gibson County High School's athletic programs is to add to our students' mental, physical, social, emotional, and ethical well-being. It is a positive step in preparing and enriching our athletes in becoming productive young adults.
- Participation in athletics at Gibson County High School is a privilege and not a right. In the exercise of this privilege, all students shall comply with the Gibson County High School Athletic Honor Code beginning with the first day of each athletic season. A coach may also distribute a separate rule book, which shall govern athletes who participate in a particular sport.
- The Gibson County High School Athletic Honor Code shall serve as a supplement to the Gibson County High School Student Handbook.
- Once a student is dismissed from any team, he/she forfeits all of the privileges of receiving awards, attending awards banquets/programs, and participating in any other activities involving the team.

II. Attendance

- To participate in any athletic contest, a student must be in attendance at school for at least two blocks of that day. Exceptions to the rule would be a family or medical emergency, extenuating circumstances or a doctor's appointment that has been approved by administration. These exceptions require a note from the student's doctor (for appointments) or parent/guardian and the exceptions will be reviewed by the coach and the administration who will determine the eligibility of the student to participate.
- If a student-athlete is remanded to ISS, it shall be treated as being absent from school and subject to the same guidelines.
- If a violation involves exclusion from school, the student-athlete will be suspended from practice/games during the exclusionary period.

III. Hazing

- Any infraction will be disciplined in accordance with the incident's severity and may result in dismissal from the team and an indefinite suspension from all extracurricular activities, including athletics. The suspension will be determined at the administrative level.

IV. Unacceptable Actions and Sanctions

- Use of profanity is prohibited. All offenses will be addressed by the coach.
- Conduct unbecoming a student-athlete during an athletic contest or related activity, including but not limited to fighting, insubordination, theft, disrespect, abusing equipment, etc. will be addressed by the coach.
- Conduct unbecoming a student-athlete that doesn't occur during an athletic contest or related activity, including but not limited to fighting, insubordination, theft, disrespect, aiding/abetting, inappropriate behavior, drug and alcohol use, etc. may be addressed by the high school administration and/or the coach and may result in:
 - If an administrative athletic suspension penalty is enforced, the athlete will be suspended from all contests and/or practices for a specific number of days.
 - Coaches reserve the right to have their own penalties run concurrent or consecutive to the administrative athletic suspension.

V. Alcohol, Other Drugs, Misdemeanors/Felonies

- These regulations have been developed in order to discourage our student-athletes from using harmful drugs and alcohol and to foster the good health and welfare of all of our student-athletes.
- No student-athlete shall use, possess, or distribute alcohol, drugs, steroids, controlled substances, look-alikes, or possess drug related paraphernalia on or off school property.
 - The commission of the offense, whether on or off school property, shall result in an administrative athletic suspension and/or DHA.
- Any student-athlete who has been formally charged as an adult or juvenile with a crime committed on or off school property which constitutes a misdemeanor or felony including the use, possession, or distribution of alcohol, drugs, controlled substances, look-alikes, and drug paraphernalia, shall be suspended from participation by the administration pending the outcome of the legal proceedings.
 - Upon conviction or a plea of guilty or a plea of no contest, the student athlete will be subject to administrative athletic suspension or dismissal from the team.
 - Upon acquittal or dismissal of the charges, the student-athlete will be reinstated as a member of the team in good standing.
 - A student-athlete with a drug and alcohol problem may voluntarily come forward to request assistance without consequence. He/She will be evaluated by the Gibson County High School staff and must follow the recommendations set forth. However, once a student-athlete has been properly evaluated and appropriate recommendations set forth, the student-athlete must cooperate with the recommendations to participate in athletic activities. If the student-athlete does not follow the recommendations, he/she will be dismissed from the current team and will not be permitted to participate in any future Gibson County High School athletic activities until the student-athlete comes into compliance.

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 “parent note” (unless circumstances warrant otherwise) will be honored for five absences. (Please see the parent note definition and usage policy in the following section.) 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 is defined as 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 in the main office. The written excuse will be kept on file. On the day the student is absent, the student's parent will be contacted by the district’s automated call.

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

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 a written request to the office at the beginning of the school day when possible. The parent must sign the request 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 by the nurse, secretary, or administrator.

A “**parent note**” is considered used when a parent or guardian excuses their student from school. Students can use 5 parent notes during the school year. Parent notes are considered used when a parent or guardian writes a note to excuse a student from whole days, partial days, single classes, or a portion of a single class.

The District Attendance Review Board will review the absences of any student who misses 10 days or more. A student that misses 10 or more days (including unexcused absences, an accumulation of tardies resulting in unexcused absences, and days missed with parent notes) in a course, within a single semester, will default to the District Attendance Review Board. This board will be composed of school and district level administrators and will recommend action based on a review of the student's attendance record. Actions could include, but are not limited to, denial of credit in the course, assignment to credit recovery, an exemption based on the nature of the absences, or other means by which the student can gain credit in the course. Only students with passing grades can appeal their absences.

Scenarios in which students miss more than 10 days of school due to health reasons, court appearances, or other reasons approved by administration will be reviewed by the building level principal. See GCSSD Board Policy 6.200 for more information.

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/guardian contacted
- 3rd tardy - office referral, ISS

Students that accumulate three tardies to school will have an unexcused absence added to their attendance record. This only applies to tardies accumulated at the beginning of the school day in accordance with state law.

AUTOMOBILES

Cars should be parked in the designated area for students. The School Resource Officer issues parking permits for a fee. 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.

Per GCSSD board policy 6.2000: More than 10 consecutive or 15 reported absences (unexcused) by a student during any 8 semester renders a student ineligible to retain a driver's permit or license, or to obtain such if of age. In order to qualify for reclaiming a driver's permit or license, the student must make a passing grade in at least 3 full unit subjects or their equivalency at the conclusion of the grading period.

DRESS CODE

Students should dress in a modest and respectable manner. Unacceptable dress includes, but is not limited to, the following: tops that bare the midriff or show cleavage, transparent clothing, spaghetti strap tank tops, shirts with low-cut sleeve holes, halters, hats, bandanas, anything with inappropriate words or graphics, pajamas, and house shoes. Piercings with spikes or gauges will not be allowed. Any hole in clothing cannot be above the knee. Dresses, skirts, and shorts cannot exceed 4 inches above the knee. Leggings and yoga pants can only be worn if the bottom is covered. Pants and shorts should be worn at the waist; sagging is unacceptable.

Blankets will not be allowed. Students must wear warm clothing and/or jackets if they get cold in classrooms. Layering is recommended.

Any clothing that the administration believes to be inappropriate and disruptive to the learning environment will not be allowed, and consequences will be given.

ELECTRONIC/TECHNOLOGICAL DEVICES

Electronic devices (cell phones, iPads, iPods, etc.) will be **permitted between classes and during lunch only**. Students must have their devices **turned off during class and out of sight** unless the teacher has permitted students to use them for academic research for a designated amount of time. Students are not allowed to be on unacceptable sites or apps during the teacher's designated time. Devices must cause **no disruption**. Devices will be confiscated if any of the above rules are broken.

1st offense – student required to pick up device after 3PM

2nd offense – ½ day ISS; parent/guardian required to pick up device after 3PM*

3rd offense – 1 day ISS; parent/guardian required to pick up device after 3PM*

4th offense – 3 days ISS; parent/guardian required to pick up device after 3PM*

5th offense – Disciplinary Hearing Action

FEES

“The school shall not require any student to pay a fee (including a fee for a field trip) to the school for any purpose, except as authorized by the board of education, and no fees shall be required of any students as condition to attending the public school, or using its equipment while receiving educational training.” We appreciate the additional monetary support from all of our families. We hope that you will see the benefit of being partners with the school in this effort.

LOCKERS

Each student will be assigned a locker upon enrolling. 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.

TELEPHONE USAGE

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, a school official 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.

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.

TOBACCO VIOLATION

Tobacco usage will not be allowed on campus at any time during the course of the school day, on campus during any event, or away at any school sponsored activity. Students shall not possess or use any kind of tobacco or nicotine products including cigarettes, electronic cigarettes, cigars, dip, chewing tobacco, etc. According to state law, any violation of the above will result in being issued a tobacco citation and appearing in court.

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 or another designated adult who present themselves in person to the sponsor in charge and sign for the student's release. If parents designate another adult, a note must be sent prior to the activity. Text messages aren't sufficient as written notification.

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 and require restitution. Improper use of restroom supplies, etc. will constitute vandalism, and necessary measures will be taken to correct this problem.

VISITORS

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

WITHDRAWAL FROM SCHOOL

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

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.

Oral or written requests/complaints can be submitted to the principal, district 504 coordinator, or director of schools.

RELEASE OF INFO. TO MILITARY

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.

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

Note: The standards for all classes can be found at <http://www.tennessee.gov/education/topic/academic-standards>.

FINE ARTS

Art I - introduces students to the 7 art elements, art history from prehistoric through medieval art, art criticism, and aesthetics. Students will create 2-dimensional and some 3-dimensional works using basic materials such as pencil, special papers, markers and paint. Fee: \$35

Art II - focuses on the principles of design as they strengthen their observation skills and problem solving abilities through life drawing and more advanced sculpture techniques. Students in Art II will focus on the modern art period from impressionism through abstract expressionism. Students will deepen their ability to analyze and critique artwork and develop their own aesthetic values. Fee: \$35

Art III - requires students to develop a portfolio of their own work based on a self-chosen theme. This course covers the contemporary art history era from Pop art to the present. Art III students will create an art journal and regularly critique their own work as well as the work of others within groups using informal and formal written critique. Fee: \$35

Vocal Music - a compilation of basic music notation, musical structures, aural skills, and music reading. Students will sing selected choral works both individually and as a group. There is a mandatory concert each semester. Fee: \$15

Concert Band - offered in the spring semester. This course consists of preparing for festivals, concerts, and spring parades. A band fee will be paid by all band students enrolled in one or two semesters.

Marching Band - offered in the fall semester. Inclusion in the marching band is a major time commitment, including after school rehearsals 2 days a week, Friday night football games, Saturday marching contests, as well as winter concerts and parades. Students enrolled in the extracurricular activity of marching band must attend band camp (usually the last two weeks of July). A band fee will be paid by all band students enrolled in one or two semesters.

Theatre Arts - encompasses the following standards: script writing, character acting, scene design, directing, research, theatrical presentation, scene comprehension, and context. Theatre Arts generates a heightened sensitivity to the arts and will explore theatres significance and influence on society.

LANGUAGE ARTS

English I, English II, English III, and English IV - cover the standards of language, communication, writing, research, logic, informational text, media, and literature.

Honors English I, Honors English II, Honors English III, and Honors English IV - available for students who meet the GCSSD course specific honors admissions criteria.

Dual Enrollment English - requires a 19 on the Reading subtest of the ACT or PLAN before enrolling. They can receive credit toward high school graduation requirements in addition to college credit hours with the cooperating university.

Journalism - offers the basic principles of print and online journalism as they examine the role of printed news media in our society. They learn investigative skills, responsible reporting, and journalistic writing techniques as they read, respond to, and write their own feature articles. Students conduct interviews, research, write, and design their own publications including the yearbook.

Spanish I - 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 - 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.

Spanish III - provides an opportunity for students to go deeper in the language and further develop their writing and speaking abilities.

MATHEMATICS

Algebra I - provides students with a foundation for higher mathematics. Topics include the following: properties and operations of numbers, methods of solving all types of linear equations and inequalities, solving word problems, factoring, graphing, systems of equations, radicals, etc.

Algebra I (Prep and Extended) - allows students two semesters to master the Algebra standards. Two credits will be earned (1 elective and 1 math credit).

Algebra II - continues the study of the skills presented in Algebra I. Emphasis is placed on graphing various functions and solving equations (linear, quadratic, exponential, radical, logarithmic, etc.). Additional topics include statistics, regression, probability, and trigonometry.

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.

Honors Algebra I, Honors Algebra II, and Honors Geometry - available for students who meet the GCSSD course specific honors admissions criteria.

Bridge Math - builds upon concepts taught in previous courses to allow students to gain a deeper knowledge of the real and complex number systems as well as the structure, use, and application of equations, expressions, and functions. Functions emphasized include linear, quadratic and polynomial. Students continue mastery of geometric concepts such as similarity, congruence, right triangles, and circles. Students use categorical and quantitative data to model real life situations and rules of probability to compute probabilities of compound events.

Dual Credit 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: Geometry and Algebra II.

Dual Credit Honors Statistics - comprises interpreting categorical and quantitative data, understanding conditional probability, using the rules of probability to make decisions, making inferences and justifying conclusions within sampling and experimentation.

AP Calculus AB - 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 the possibility of college credit(s). (See AP College Board online for full curriculum framework.)

SCIENCE

Physical Science - covers the standards of matter, energy, motion, and forces in nature. Since the class provides a good insight into chemistry and physics, it involves a considerable amount of math. Fee: \$10

Biology I - includes the standards of cells, interdependence, flow of matter and energy, heredity, and biodiversity and change. Fee: \$15

Chemistry I - contains the standards of atomic structure, matter and energy, and the interactions of matter. Fee: \$15

Honors Biology II - extends the following Biology I standards: cells, interdependence, flow of matter and energy, heredity, biodiversity and change. Additionally, it covers comparative anatomy and physiology, and botany. Fee: \$20

Honors Human Anatomy & Physiology - encompasses the standards of anatomical orientation; protection, support, and movement; integration and regulation; transport; absorption and excretion; reproduction, growth, and development. Fee: \$20

Honors Physical Science, Honors Biology I, and Honors Chemistry I - available for students who meet the GCSSD course specific honors admission criteria. (Fee for H. Physical Science: \$10; Fee for H. Bio. I and H. Chem. I: \$15)

SOCIAL STUDIES

World History & Geography - studying the rise of the nation state in Europe, the French Revolution, and the economic and political roots of the modern world. They will examine the origins and consequences of the Industrial Revolution, nineteenth century political reform in Western Europe, and imperialism in Africa, Asia, and South America. They will explain the causes and consequences of the great military and economic events of the past century, including the World Wars, the Great Depression, the Cold War, and the Russian and Chinese Revolutions. Finally, students will study the rise of nationalism and the continuing persistence of political, ethnic, and religious conflict in many parts of the world. Relevant Tennessee connections will be part of the curriculum.

U.S. History & Geography - examining the causes and consequences of the Industrial Revolution and America's growing role in world diplomatic relations, including the Spanish-American War and World War I. Students will study the goals and accomplishments of the Progressive movement and the New Deal. Students will also learn about the various factors that led to America's entry into World War II, as well as its consequences for American life. Students will study the important social, cultural, economic, and political changes resulting from the Civil Rights Movement, the Cold War, and recent events and trends that have shaped modern-day America. Additionally, students will learn the causes and consequences of contemporary issues impacting their world today. The reading of primary source documents is a key feature of United States history standards. Finally, students will focus on current human and physical geographic issues important in contemporary America and the global society.

Economics (0.5 credit) - scrutinizing the allocation of scarce resources and the economic reasoning used by government agencies and by people as consumers, producers, savers, investors, workers, and voters. Key elements of the course include the study of scarcity, supply and demand, market structures, the role of government, national income determination, money and the role of financial institutions, economic stabilization, and trade. Students will examine the key economic philosophies and economists who have influenced the economies around the world in the past and present.

U.S. Government & Civics (0.5 credit) - studying the purposes, principles, and practices of American government as established by the Constitution. Students are expected to understand their rights and responsibilities as citizens and how to exercise these rights and responsibilities in local, state, and national government. Students will learn the structure and processes of the government of the state of Tennessee and various local governments. The reading of primary source documents is a key feature of United States Government and Civics standards.

Contemporary Issues - using inquiry skills to examine the issues that impact the contemporary world. Included in the course will be analysis of the historical, cultural, economic, and geographic factors that have raised certain issues to levels of concern in our nation and around the globe. Students will engage in research and problem solving in order to better understand and assess significant current issues.

Psychology (0.5 credit) - learning the development of scientific attitudes and skills, including critical thinking, problem solving, and scientific methodology. Students will also examine the structure and function of the nervous system in human and non-human animals, the processes of sensation and perception, and life span development. Students will study social cognition, influence, and relations. Students will examine social and cultural diversity and diversity among individuals. Students will study memory, including encoding, storage, and retrieval of memory. Students will also study perspectives of abnormal behavior and categories of psychological disorders, including treatment.

Sociology (0.5 credit) - explores the ways sociologists view society, and also how they study the social world. In addition, students will examine culture, socialization, deviance and the structure and impact of institutions and organizations. Also, students will study selected social problems and how change impacts individuals and societies.

AP Human Geography - introduces the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. (See AP College Board online for full curriculum framework.)

AP Psychology - designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. (See AP College Board online for full curriculum framework.)

HEALTH, PHYSICAL EDUCATION AND WELLNESS

Lifetime Wellness - includes seven standards: Disease Prevention and Control, Nutrition, Substance Use and Abuse, Mental/Emotional/Social Health, Sexuality and Family Life, Safety & First Aid, and Personal Fitness. Each content area is addressed in a classroom and/or physical activity setting. Personal fitness and nutrition should be emphasized and integrated throughout the course. Each student is required to bring a change of clothes for the physical education days.

Weightlifting - covers 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, and cardiovascular training.

Fitness and Conditioning - allows students 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.

CAREER TECHNICAL EDUCATION

Program of Study: Automotive Maintenance and Light Repair

Maintenance and Light Repair I - prepares students for entry into MLR II. 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, basic engine fundamentals, and basic technician skills.

Maintenance and Light Repair II - prepares students for entry into MLR III. Students study automotive general electrical systems, starting and charging systems, batteries, lighting, and electrical accessories.

Maintenance and Light Repair III - prepares students for entry into MLR IV. Students study and service suspension and steering systems and brake systems.

Maintenance and Light Repair IV - prepares students for entry into the automotive workforce or into post-secondary training. Students study and service automotive HVAC systems, engine performance systems, automatic and manual transmission/transaxle systems, and practice workplace skills.

Program of Study: Culinary Arts

Culinary Arts I - includes food service industry classifications, careers, and the history of the industry. Topics covered include basic food service equipment operation, cooking terminology and utensils, measuring, and preparation techniques. Safety and sanitation information that follows health department guidelines is included. Coursework also includes an introduction into basic nutrition and current trends found in the food service industry. Students are involved in classwork instruction as well as hands-on lab work.

Culinary Arts II - focuses on different styles of customer service and restaurant careers. Students develop skills to plan healthy menus and use these skills to create a mock restaurant. Students learn more equipment operation used in fast food businesses, such as the grill, fryer and slicer. Students also develop skills in figuring food costs as well as the profit or loss for a business. Classroom topics include fruits, vegetables, salads, and soups. Students also learn basic first aid and food safety skills needed for success in a career in the food service industry.

Culinary Arts III - continues more advanced food preparation with meats, vegetables, pasta, desserts, and appetizers. A popular course topic is cake decorating in which students learn basic equipment used and techniques needed to make decorations and writing skills for messages on cakes. Students plan and organize catered events including menu plans, food ordering, food cost estimates, as well as produce the food and serve it at catered events. Course topics include mgmt., purchasing and inventory control, international cuisines and professional organizations used by workers in the food service industry.

Programs of Study: Nursing Services; Therapeutic Services

Health Science Education - introduction to broad standards that serve as a foundation for Health Care Occupations and functions across health services. Units included are academics in health care communications systems, legal responsibilities, ethics, teamwork, and safety practices.

Diagnostic Medicine - designed to prepare students to pursue careers in the fields of radiology, medical laboratory, optometry, and other patient diagnostic procedures. Upon completion of this course, proficient students will be able to describe new and evolving diagnostic technologies, compare and contrast the features of healthcare systems, explain the legal and ethical ramifications of the healthcare setting, and begin to perform foundational healthcare skills.

Exercise Science - applied course designed to prepare students to pursue careers in kinesiology and exercise physiology services. Upon completion of this course, proficient students will be able to apply concepts of anatomy and physiology, physics, chemistry, bioenergetics, and kinesiology to specific exercise science contexts. Through these connections students will understand the importance that exercise, nutrition, and rehabilitation play in athletes or patients with debilitating or acute metabolic, orthopedic, neurological, psychological, and cardiovascular disorders.

Medical Therapeutics - provides knowledge and skills to maintain or change to the health status of an individual over time. This could include such careers or career areas as dental, dietetics, medical assistance, home health, nursing, pharmacy, respiratory, social work, nutritionist, physician, psychiatrist, psychologist, veterinarian, gerontology service provider, medical practice owner, and attorney for health care.

Pharmacological Sciences - a third-level applied course that equips students with the communication, goalsetting, and information-processing skills to be successful in the workplace, in addition to covering key topics in pharmacology, pharmacy law and regulations, sterile and non-sterile compounding, medication safety, quality assurance, and more.

Anatomy & Physiology - an upper level course designed to develop an understanding of the structures and functions of the human body, while relating those to knowledge and skills associated with pathophysiology. Upon completion of this course, proficient students will be able to (1) apply the gross anatomy from earlier courses to a deeper understanding of all body systems, (2) identify the organs and structures of the support and movement systems, (3) relate the structure and Page 2 function of the communication, control, and integration system, and (4) demonstrate a professional, working understanding of the transportation, respiration, excretory, and reproduction systems. Fee: \$20

Nursing Education - consists of 18 units of study dealing with direct bedside nursing care. Clinical experience will consist of supervised practice in the nursing home, as well as demonstrations in the classroom. Students can be registered by the TN Dept. of Health

after the completion of the course, 100 hrs clinical and theory, passing a state test (both written and skills). These students will be job ready.

Clinical Internship - designed to be completed in a hospital, nursing home, rehabilitation center, medical office, or other health care facility.

Program of Study: Residential & Commercial Construction

Fundamentals of Construction - introduces 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.

Residential & Commercial Construction I - presents students to basic skills and knowledge related to residential and commercial carpentry. Topics covered include wood, metal, and concrete building materials; fasteners; hand and power tools; fabrication based on construction plans; and framing of platform and post-and-beam structures, in both wood and metal. This course gives students an introduction to the skill and knowledge base typically required for apprentice carpenters.

Residential & Commercial Construction II - extends the skills and knowledge related to residential and commercial carpentry. Topics covered include stairs, installation and trim of windows and doors, installation and repair of gypsum wallboard, advanced site layout, exterior finish work, thermal and moisture protection, and an introduction to welding. This course gives students a substantial skill and knowledge foundation typically required for apprentice carpenters.

Programs of Study: Veterinary & Animal Science; Horticulture Science; Agricultural Engineering and Applied Technologies

Agriscience - a laboratory science course that prepares students for biology, subsequent science courses, and postsecondary pursuits. The content includes ecology, biological processes, sexual and asexual reproduction, and a study of the chemical and physical laws that govern life processes. This course helps students understand the important role agricultural science serves as industry moves into the 21st century. (This course satisfies 1 credit for science upon completion if the student's focus area is in Ag.) Fee: \$10

Ag Power and Equipment - an applied course in agricultural engineering with special emphasis on laboratory activities involving small engines, tractors, and agricultural equipment. The standards in this course address navigation, maintenance, repair, and overhaul of electrical motors, hydraulic systems, and fuel-powered engines as well as exploration of a wide range of careers in agricultural mechanics.

Greenhouse Management - designed to prepare a student to manage a greenhouse operation. Students in this class will learn to produce various ornamental crops and food

crops. An understanding of structures, crop selection, and growing systems will be explored. As populations continue to expand, the importance of food production in a climate controlled environment increases.

Landscaping Turf Management - includes standards to prepare students for creating beautiful environments for homes and businesses. This course includes site analysis and preparation, landscape drawing, plant selection, and installation.

Maintenance of healthy attractive landscapes and turf areas will be emphasized. With the increase of urban sprawl these career opportunities are increasing daily. Plant science and leadership skills taught in this class will prepare students to meet the demands of this exciting industry.

Large Animal Science - an applied course in veterinary and animal science for students interested in learning more about becoming a veterinarian, vet tech, vet assistant, or pursuing a variety of scientific, health, or agriculture professions. This course covers anatomy and physiological systems of different groups of large animals, as well as careers, leadership, and history of the industry.

Small Animal Science - an intermediate course in animal science and care for students interested in learning more about becoming a veterinarian, vet tech, vet assistant, or pursuing a variety of scientific, health, or agriculture professions.

Veterinary Science - an advanced course in animal science and care for students interested in learning more about becoming a veterinarian, vet tech, vet assistant, or pursuing a variety of scientific, health, or agriculture professions. This course covers principles of health and disease, basic animal care and nursing, clinical and laboratory procedures, and additional industry-related career and leadership knowledge and skills.

Program of Study: Welding

Dual Enrollment Welding - designed to provide students with the skills and knowledge to effectively perform cutting and welding applications used in the advanced manufacturing industry. Proficient students will develop proficiency in fundamental safety practices in welding, interpreting drawings, creating computer aided drawings, identifying and using joint designs, efficiently laying out parts for fabrication, basic shielded metal arc welding (SMAW), mechanical and thermal properties of metals, and quality control.

Welding I - designed to provide students with the skills and knowledge to effectively perform cutting and welding applications used in the advanced manufacturing industry. Proficient students will develop proficiency in fundamental safety practices in welding, interpreting drawings, creating computer aided drawings, identifying and using joint designs, efficiently laying out parts for fabrication, basic shielded metal arc welding (SMAW), mechanical and thermal properties of metals, and quality control.

Welding II - designed to provide students with opportunities to effectively perform cutting and welding applications of increasingly complexity used in the advanced manufacturing

industry. Proficient students will build on the knowledge and skills of the Welding I course and apply them in novel environments, while learning additional welding techniques.

Programs of Study: Coding and Marketing Management

Computer Applications - designed to develop computer technology skills. Students will use a variety of computer software and hardware tools and features of an electronic information network. Students will explore the social, business, and ethical issues of using computer technology. The students will develop skills that will assist them with efficient production of word processing documents, spreadsheets, databases, and presentations.

Coding I/II - provides students the basics of computer programming. The course places emphasis on practicing standard programming techniques and learning the logic tools and methods typically used by programmers to create simple computer applications. Additionally, it develops fundamental skills in both theory and practical application of the basic web design and development process, project management and teamwork, troubleshooting and problem solving, and interpersonal skill development.

Introduction to Business and Marketing - an introductory course designed to give students an overview of the Business Management and Administration, Marketing, and Finance career clusters. The course helps students prepare for the growing complexities of the business world by examining basic principles of business, marketing, and finance in addition to exploring key aspects of leadership, ethical and social responsibilities, and careers. Students' academic skills in communications, mathematics, and economics are reinforced with activities modeled in the context of business topics.

Marketing & Management Principles I - focuses on the study of marketing concepts and their practical applications. Students will examine the risks and challenges that marketers face to establish a competitive edge in the sale of products and services. Topics covered include foundational marketing functions such as promotion, distribution, and selling, as well as coverage of economics fundamentals, international marketing, and career development. Upon completion of this course, proficient students will understand the economic principles, the marketing mix, and product development and selling strategies.

Personal Finance (0.5 credit) - a foundation course designed to inform students how individual choices directly influence occupational goals, future earning potential, and long term financial well-being. Standards cover decision-making skills related to goal setting, earning potential, budgeting, saving, borrowing, managing risk, and investing.

