



Student Handbook

2025 – 2026

Principal - Todd Sheppard

Assistant Principals - Amanda Cary & Stephen Powell

Athletic Director - Michael Wickersham

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 410 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 following school years:

2011-2012, 2013-2014, 2017-2018, 2018-2019,

2020-2021, 2021-2022, 2022-2023, 2023-2024

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 with 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 research-based, and all stakeholders will be involved in the decision-making process.

Gibson County Special School District

School Year Calendar

August 4 (Mon.)	Students dismissed at 11:30, no lunch	1 st Term Begins
September 1 (Mon.)	NO SCHOOL	Labor Day
September 15 - 19 (Mon. - Fri.)		Parent-Teacher Conference Week
October 6 - 10 (Mon. - Fri.)	NO SCHOOL	Fall Break
October 13 (Mon.)	NO SCHOOL	Teacher PD Day
November 26 - 28 (Wed. - Fri.)	NO SCHOOL	Thanksgiving Break
December 19 (Fri.)	Students dismissed at 11:30, no lunch	1 st Term Ends
December 20 - January 5	NO SCHOOL	Christmas Break
January 5 (Mon.)	NO SCHOOL	Teacher PD Day
January 6 (Tues.)		2 nd Term Begins
January 19 (Mon.)	NO SCHOOL	Martin Luther King, Jr. Day
February 9 - 13 (Mon. - Fri.)		Parent-Teacher Conference Week
February 16 (Mon.)	NO SCHOOL	Presidents' Day
March 30 - April 3 (Mon. - Fri.)	NO SCHOOL	Spring Break
May 8 (Fri.)	NO SCHOOL	Strawberry Festival
May 21 (Thurs.)	Students dismissed at 11:30, no lunch	2 nd Term Ends
May 22 (Fri.)	NO SCHOOL	Teacher PD Day

PLEASE NOTE: The GCSSD Board of Trustees has 6 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, Jan. 19
- 8th day missed – Presidents' Day, Feb. 16
- 9th day missed – Spring Break, March 30
- 10th day missed – Spring Break, April 1
- 11th day missed – May 21

Gibson County Special School District

High School Reporting Periods

1st Quarter

Begins Monday, August 4
Quarter Class Final Exams Friday, October 3
Grades Entered Tuesday, October 14 by 2 PM

2nd Quarter

Begins Wednesday, October 15
Final Exams Thursday, December 18 (3rd & 4th Blocks)
Friday, December 19 (1st & 2nd Blocks)
Grades Entered Monday, January 5 by 11 AM

3rd Quarter

Begins Tuesday, January 6
Quarter Class Final Exams Thursday, March 12
Grades Entered Friday, March 13 by 2 PM

4th Quarter

Begins Friday, March 13
Final Exams (12th) Wednesday, May 6 (3rd & 4th Blocks)
Thursday, May 7 (1st & 2nd Blocks)
Grades Entered (12th) Thursday, May 7 by 1 PM
Final Exams (9th-11th) Wednesday, May 20 (3rd & 4th Blocks)
Thursday, May 21 (1st & 2nd Blocks)
Grades Entered Friday, May 21 by 1 PM

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

ACADEMIC INFORMATION

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 offered to interested juniors and seniors 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.

College Level Examination Program (CLEP) – Upon receiving a passing score on an exam at the end of the course, students can receive college credit. This allows students to satisfy introductory requirements and move into upper-level coursework sooner. This option is currently available in Honors Biology II. Waivers are available to take the exam for free.

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, Biology, 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 as 15% of one semester's overall grades.

CLASSIFICATION

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

DIPLOMAS

Alternate Academic Diploma – students must have (1) participated in the high school alternate assessments, (2) earned the prescribed credit minimum, (3) received special education services or supports and made satisfactory progress on an individualized education program (IEP), (4) satisfactory records of attendance and conduct, and (5) completed a transition assessment that measures, at a minimum, postsecondary education and training, employment, independent living, and community involvement; diploma indicates readiness for acceptance to inclusive higher education programs (IHEs), Project SEARCH, or other adult services/training

Occupational Diploma – students must have (1) received special education services and supports and made satisfactory progress on their IEPs, (2) exhibited satisfactory attendance and conduct, (3) completed at least 2 years of paid or non-paid work experience, and (4) completed the Skills, Knowledge, and Experience Mastery Assessment (SKEMA); diploma indicates readiness for work and eligible for acceptance to IHE, Project SEARCH, or other adult services/training

Regular Diploma – for students without current individualized education programs (IEPs), as well as students with identified disabilities and current IEPs able to earn the required credits when provided appropriate supports and services (least restrictive); diploma eligible for acceptance to postsecondary education or training

Special Education Diploma – for students with highly complex needs who require substantial modifications and whose disability impacts them to such a degree that they are not currently able to earn the alternate academic diploma or the occupational diploma; most restrictive diploma; diploma eligible for acceptance to IHE, Project SEARCH or other adult services/training

GRADING SCALE

(updated by TDOE in 2022-2023)

A	90-100	4 quality points
B	80-89	3 quality points
C	70-79	2 quality points
D	60-69	1 quality point
F	0-59	0 quality points

GRADING SYSTEM

Grades will be available on a daily basis to students and parents via Parent Portal. 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.

GRADUATION RECOGNITIONS

Community Service – voluntarily complete at least ten hours of community service each semester the student attends a public high school *[for Class of 2028 and following]*

District Distinction – meeting the graduation requirements for diploma type, obtaining an overall GPA of at least a 3.0 or higher on a 4.0 scale, and earning an industry credential on the list promoted by the Dept. of Education at the time the student earned it

Industry 4.0 Diploma Distinction – pursuing a career in a high-need, high-skill industry after graduation; must notify counselor or principal of intent by the end of 10th grade year; must register with a regional American Job Center or other career counseling or community partner approved by the school; must enroll in at least one WBL or DE course during the 11th and 12th grade years; must meet at a minimum of monthly with a career coach who has been approved by the school during the 11th and 12th grade years; shall earn 9 credits of DE or WBL, which may be satisfied by successful completion of DE coursework, WBL experiences, on-the-job training, or other mentorships or structured educational experiences that allow the student to apply the student’s knowledge and skills in a work environment to develop an understanding of workplace expectations

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)

National Career Readiness Certificate – attaining a gold or platinum medal on the WorkKeys assessment

Pioneer Scholar – 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), 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 course.
- b. One (1.0) quality point shall be added to the numerical quality point value corresponding to the letter grade received in an early postsecondary course (AP, CLEP, DE, SDC)

$$(\text{Super-scored ACT Composite} \times 27.7778) + (\text{Weighted GPA} \times 250) = \text{Total Points}$$

Total Points must be at least 1,700 (without rounding)

Should a student choose to take the SAT, his/her scores will be converted to ACT scores using concordance tables provided by SAT and ACT.

State Distinction – attaining a minimum B average and completing one achievement as listed by the Dept. of Education. Possible achievements include: earn a national and/or state recognized industry credential; 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 composite score of 31 or higher 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 postsecondary credit.

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

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. *[for Classes 2026 & 2027 only]*

Tennessee 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. Students that earn this distinction demonstrate employability skills.

Tri-Star Scholar – Students must earn a composite score of 19 or higher on the ACT, or an equivalent score on the SAT, and earn a capstone industry credential as promoted by the Tennessee Department of Education or fulfill the requirements for the Tennessee work ethic distinction program.

GRADUATION REQUIREMENTS

Students must earn a minimum of 24 credits to graduate from GCSSD. The minimum credits should be in the following areas:

English	4
Math	4
Science	3
Social Studies	3
Wellness	1
P.E.	0.5
Personal Finance	0.5
Focus Area	3
Foreign Language*	2

Fine Arts*	1	
Computer Science Foundations	1	(as required by GCSSD)
Other	1	
Total	24	(as required by GCSSD)

*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 elective classes to supplement the student’s elective focus.

Approved graduations substitutions can be found here:

<https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/2025-sbe-meetings/february-21%2C-2025-sbe-meeting/2-21-25%20VII%20D%20Graduation%20Substitutions%20Policy%203.103%20Clean.pdf>

HONOR ROLL

To be eligible for the Gold Honor Roll, students must earn an A for all classes for the current quarter (Q1, Q2, Q3, and Q4). To be eligible for the Silver Honor Roll, students must earn A’s and B’s for all classes for the quarter. At the end of each quarter, students excelling academically and achieving honor roll status will be recognized in the local newspaper. Students only enrolled in dual enrollment courses and pass/fail courses will only be recognized for Q2 and Q4.

RANKING

Class ranking for all students will be determined by the Scholar Status formula. Pioneer Scholars will receive priority ranking. In the case of a tie, the tiebreaker will be the GPA on the 100-point scale.

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.

SPECIAL LEARNING OPPORTUNITIES

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.

Advanced Placement (AP) - Human Geography is offered in-person in the spring semester and based on course requests. 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.

Advanced Placement Access for All - Various AP courses, such as Art, Biology, Calculus, Literature, Psychology, etc., are available. This opportunity, including the exam,

is free. Students can receive online instruction and resources from a content teacher. Grades are assigned via online assignments and assessments. These courses can be completed in one or two semesters. See tnapaccessforall.org and a counselor for more info.

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, as well as one week during summer break.

Dual Enrollment courses allow students to be enrolled at both the high school and a 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, Culinary Arts, Cybersecurity, Maintenance and Light Repair, Welding, etc.

Honors Courses provide additional challenges for highly motivated and skilled students who meet the GCSSD course specific honors admission criteria. Students are held to the state of TN honors requirements and are expected to demonstrate responsibility and a high level of performance in the quality of student work. Three rigor points are earned if the criteria are met. The following are available as Honors courses: English I, English II, English III, English IV, Algebra I, Geometry, Algebra II, Biology, and Chemistry.

Innovative School Model reimagines a student's typical school day by preparing them for the workplace. Students must complete a program of study before enrolling. By the time students complete their time with the ISM program, they will be prepared for high-skill, high-wage, in-demand occupations by reimagining space, modes of learning, and time.

Local Dual Credit courses are aligned to a local postsecondary institution's course and exam. Students who pass the exam earn credits that are accepted and/or recognized by the local postsecondary institution. Courses are taught by licensed high school teachers or certified college instructors approved by the school system and postsecondary institution. We currently offer Local Dual Credit Personal Finance and Wellness through Jackson State Community College (JSCC).

Middle College provides the opportunity to earn an associate degree by the time of high school graduation by taking a specific course load of dual enrollment classes through Jackson State Community College. See [Middle College Scholarship - collegefortn.org](http://collegefortn.org) for more information.

Statewide Dual Credit courses are college-level courses taught at the high school by trained high school teachers. Course learning objectives are developed by TN high school and college faculty to ensure alignment with postsecondary standards. All students enrolled take online challenge exams, which are used to assess mastery of the postsecondary level learning objectives. Students who meet or exceed the exam's cut score receive college credit that can be applied to any TN public postsecondary institution. We currently offer Dual Credit Pre-Calculus and Dual Credit Statistics, and 4 rigor points are acquired.

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.

GCSSD Final Exam Exemption Policy

Exam Exemptions are a REWARD for excellence in the following areas: Attendance, Grades, Discipline, and Debt.

Final exams are given at the end of each course and count a percentage of a student's final grade. Final exams will not be given early unless approved by the principal.

Final Exams: Exemption Policy for Grades 9-12

The student will receive an exam exemption if she/he meets the following criteria in a **semester-long course**:

A average and not more than **four attendance events**

B average and not more than **three attendance events**

C average and not more than **two attendance events**

The student will receive an exam exemption if she/he meets the following criteria in a **quarter-long course**:

A average and not more than **two attendance events**

B average and not more than **two attendance events**

C average and not more than **one attendance events**

Averages reflect the overall semester average (S1/S2) and should include any rigor points associated with the class. Attendance event totals include all excused/unexcused absences, tardies, early check-outs, etc. Early check-out is defined as any check-out prior to 2:55 PM. School approved field trips and school approved postsecondary visits will not count as attendance events. Days on homebound will not be considered in the attendance event totals.

Absences are on a class-by-class basis, not just whole day absences. An exemption from a final exam is not granted if during the semester the student is sent to ISS (a minimum of 4 total blocks or 1 full day), the Alternative Learning Center or receives a suspension. Absences and discipline infractions will be counted up to and including the day before final exams.

Exemptions are for end-of-quarter/semester teacher exams. If an exam exemption occurs in a quarter course, the quarter grade will become the final average. If an exam exemption occurs in a semester-long non TNReady course, the final average will be comprised as follows: Q1/Q3 = 42% and Q2/Q4 = 58%. Please note that per Tennessee State Board of Education Policy 2.103, TNReady scores must count a minimum of 15% of the overall grade in the course. Due to this fact, students eligible for an exam

exemption in a TNReady course will be able to exempt the chapter or unit test given on the final exam day. The final average for all students in a TNReady course will be Q1/Q3 = 42%, Q2/Q4 = 43%, with TNReady counting 15%. The TNReady grade will be signified in E2 in the fall and E4 in the spring.

Students **must not** have a financial obligation (school/athletic debt) one week prior to the day of start of the exam cycle. Please refer to the chart below for deadlines for attendance and grades.

Special Circumstances

- ❖ Students who register after the fifth day of a semester are not eligible for final exam exemptions.
- ❖ Students enrolled in a course that has a TNReady End of Course exam must take the EOC.
- ❖ Any student who qualifies for an exemption has the option to take the final exam. By choosing to take the final exam, the exam score will count for the student.
- ❖ A student enrolled in dual-enrollment or local dual-credit courses will be required to take the final exam per the policy of the credit-issuing school. Students in local dual credit must still take the challenge exam provided by Jackson State Community College. Students in statewide dual credit courses must take the challenge exam. Challenge exams will not be given on the date/block of the final exam for the course.
- ❖ Students will be excused from the block(s) of the final exam(s) for the course(s) in which they are exempt. Students exempt for all four semester 1 or semester 2 exams will be excused on both exam days for the entire day. Students not exempt from all four exams will be expected to be present for the blocks for which they have exams and exam reviews. Students taking exams must be present for the entire block on the day of the exam. Teachers will notify students on the deadline date of their exam exemption status and will enter grades and attendance events in the exam exemption spreadsheet the following day. Please Note: Absences will be counted up to and including the day before final exams.
- ❖ Students in courses that do not administer exams (Office Assistant, Peer Tutor, etc.) will be excused for the block on which exams are scheduled per the schedule below.

Exam Cycle	Date(s)	Blocks	Debt Deadline	Grades Deadline
Quarter 1 Final Exams	Fri., Oct. 3	Any	Fri., Sept. 26	Wed., Oct. 1
Semester 1 Final Exams	Thurs., Dec. 18 Fri., Dec 19	3rd and 4th 1st and 2nd	Thurs., Dec. 11	Tues., Dec. 16
Quarter 3 Final Exams	Thurs., Mar. 12	Any	Thurs., March 5	Tues, March 10
Senior Semester 2 Final Exams	Wed., May 6 Thurs., May 7	3rd and 4th 1st and 2nd	Wed., April 29	Mon., May 4
Underclassmen Semester 2 Final Exams	Wed., May 20 Thurs., May 21	3rd and 4th 1st and 2nd	Wed., May 13	Mon., May 18

ATTENDANCE POLICY

The Gibson County Board of Education recognizes that good attendance is essential to achieve success in school and in life. Per GCSSD Board Policy 6.200:

“Truancy is defined as an absence for an entire school day, a major portion of the school day or the major portion of any class study hall or activity during the school day for which the student is scheduled.

Tardiness is also considered a form of truancy. Every 3rd tardy will equal 1 unexcused absence from school and count towards the 5 unexcused absences allowed per year. A student is considered tardy when he/she is not present at the beginning of the school day or misses any part of the school day.

Students who are absent 5 days without adequate excuse shall be reported to the director of schools/designee who will, in turn, provide written notice to the parent(s)/guardian(s) of the student's absence. If a parent does not provide documentation within five school days to excuse those absences, or request an attendance hearing, then the Director of Schools shall implement the progressive truancy intervention plan described below* prior to referral to juvenile court. The director of schools/designee shall also comply with state law regarding the reporting of truant students to the proper authorities.

Students participating in school-sponsored activities whether on- or off-campus shall not be counted absent. In order to qualify as "school-sponsored," the activity must be school-planned, school-directed, and teacher-supervised.

All missed class work or tests may be made up if the student makes the request immediately upon returning to school and if class time is not taken from other students.

The following notes will be used to excuse student absences: 1) maximum of five 5 parent notes per year; 2) doctor; and 3) funeral home. A parent note is considered used when a student misses a partial or full day and returns with a written note from parent/guardian excusing them from the absence.”

*See GCSSD Board Policy 6.200 for the Progressive Truancy Intervention Plan (Tiers I – III) for students with a minimum of 3 unexcused absences.

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

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. On the day the student is absent, the student's parent will be contacted by the district's automated call.

Any student who is absent 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.) If a student is ill and needs to go home, he/she must be excused from the office by the nurse, secretary, or administrator.

Before returning to class after being absent, a student must present to the office a doctor's or parent note (must be handwritten or emailed to the attendance clerk). This will be kept on file. 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. Parent notes, doctor notes, funeral notes, etc. must be turned in within 5 school days of the student's return to school.

TARDINESS TO SCHOOL

Students tardy to school at the beginning of the school day must report to the school office for an admit slip. Tardiness is also considered a form of truancy. Every 3rd tardy will equal 1 unexcused absence from school and count towards the 5 unexcused absences allowed per year. A student is considered tardy when he/she is not present at the beginning of the school day or misses any part of the school day. Consequences will include detention after the 3rd unexcused tardy is accumulated.

ORGANIZATIONS

Students at Gibson County High School may participate in a wide variety of clubs and organizations after a written form is signed and submitted.

Tenn. Code Ann. § 49-6-1031 states: *A school shall not allow a minor student to become a member of a club or organization or allow a minor student to participate in any activity of a club or organization, unless the student's parent or legal guardian first provides consent to the student's membership or participation in a dated, written consent.*

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.

Beta Club – a national academic/service organization open to sophomores, juniors and seniors who have an academic grade-point average of at least 90. 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. There will be a squad that will cheer for varsity

football, and there will be a squad that will cheer for varsity basketball. Students can choose before tryout day for which squad(s) they want to be considered. Students will be selected for the football squad only, the basketball squad only, both squads, or neither squad. Cheer coaches will make the final decision.

Family, Career and Community Leaders of America (FCCLA) – a national Career and Technical Student Organization (CTSO) for students in Family and Consumer Sciences education. The mission is to promote personal growth and leadership development. Members develop skills for life through character development, creative and thinking skills, interpersonal communication, practical knowledge, and career preparation.

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

GCCFC (Gibson County Community Fire Crew) – a club designed to promote fire safety education and awareness to students, provide basic training in fire prevention, emergency response and CPR certification, foster an interest in firefighting and other professional careers, and develop leadership and teamwork skills

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

History Club – open to students wanting to enjoy their love history outside of the classroom while building a strong sense of pride in citizenship inside and outside of the community

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

Pep Club – open to students who are interested in showing school spirit at athletic events

Skills USA – 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 these fields

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

Technology Student Association (TSA) – a national, non-profit organization that enhances personal development, leadership, and career opportunities in STEM, whereby members apply and integrate these concepts through intracurricular activities, competitions, and related programs.

Youth Advisory Council (YAC) – open to students in all grades who want to make a difference. Throughout the year students, along with supportive advisors, will lead and participate in many activities to improve their school and communities. Students can earn community service hours and gain leadership skills that will prepare them for the future while educating their peers to live healthier lives.

STUDENT SERVICES

SCHOOL MEALS

GCHS students can receive one free breakfast and one free lunch. 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.

Breakfast: Students are offered food choices daily that consist of 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 can pick up breakfast before school and between 1st and 2nd blocks.

Lunch: Students are offered food choices daily that consist of 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 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.** 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. 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

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** – 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.

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 Erica DuRall, School Nutrition Director, at (731) 692-3803 or duralle@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 in May, 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 Erica DuRall at (731) 692-3803 or duralle@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 Erica DuRall at (731) 692-3803 or duralle@gcssd.org 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.

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>.

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 in 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.

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.

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 always conduct themselves as respectable young adults. 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 school 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 and severity of the offense, previous discipline history (repeated offense or not), and other pertinent factors.

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.

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.

GIBSON COUNTY HIGH SCHOOL BEHAVIOR DEFINITIONS

Infraction	Definition at the Minor Level	Definition at the Major Level
<p>Cheating/Plagiarism on Academic Work</p>	<p>Never a minor infraction</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;">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's requests in spite of de-escalation strategies and proactive methods that result in the deterioration of the learning environment for multiple students.</p>
<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>

Infraction	Definition at the Minor Level	Definition at the Major Level
<p>Dress Code Violation</p> <p>See pages 30-31 of this handbook for the policy.</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>Electronic Device Violation</p> <p>See page 31 of this handbook for the policy.</p>	<p>A single electronic device infraction will be considered a minor infraction.</p>	<p>Multiple electronic device infractions will be considered a major infraction.</p>
<p>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>Gang Affiliation Display</p>	<p>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>

Infraction	Definition at the Minor Level	Definition at the Major Level
<p data-bbox="250 470 581 548">Harassment/Bullying/ Intimidation</p> <p data-bbox="230 596 599 674">See pages 21-22 of this handbook for the policy.</p> <p data-bbox="243 722 586 800">Additionally, reference GCSSD Policy 6.304.</p>	<p data-bbox="646 344 1003 884">If a student has knowledge of harassment/bullying/intimidation, he/she is to immediately notify a staff member. Any staff member having knowledge of reports of harassment/bullying/intimidation should immediately report to an administrator or a counselor.</p>	<p data-bbox="1040 512 1393 758">After an investigation, any incident determined to be harassment/bullying/intimidation will be considered a major infraction.</p>
<p data-bbox="230 1108 602 1186">Inappropriate Display of Affection (PDA)</p>	<p data-bbox="646 1024 1003 1270">Any public display of physical contact other than holding hands or brief hugging on campus or at any school event.</p>	<p data-bbox="1062 1045 1377 1249">Student engages in inappropriate verbal and/or physical gestures/contact to another student/adult.</p>
<p data-bbox="240 1367 592 1486">Language: Abusive/Inappropriate/ Profane</p> <p data-bbox="224 1535 609 1745">Verbal messages/gestures that include swearing, name calling, or use of words in an inappropriate way.</p>	<p data-bbox="646 1430 1003 1556">Student engages in low-intensity instances of inappropriate language.</p> <p data-bbox="651 1604 1003 1724">Could be in the form of words, phrases, language, or gestures.</p>	<p data-bbox="1040 1472 1393 1682">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>Out of Assigned Area</p> <p>Being in an unauthorized area of the building or grounds.</p>	<p>Not in class/lunch</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>Skipping</p> <p>Student leaves class without permission or stays out of class/school without permission.</p>	<p>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>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.</p> <p>The first two tardies will be considered minor infractions.</p>	<p>Accumulation of the 3rd tardy and beyond.</p> <p>Each block functions independently of all others.</p>
<p>Technology Violation</p> <p>Inappropriate or unintended use of school-owned technology, including hardware, software, and network/internet service.</p>	<p>Student engages in a single instance of non-serious but inappropriate (as defined by school) use of school-owned technology.</p>	<p>Student engages in multiple instances of non-serious but inappropriate (as defined by school) use of school-owned technology.</p>

Infraction	Definition at the Minor Level	Definition at the Major Level
<p>Theft/Forgery</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>Vandalism/Property Damage</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>Any action that damages school property.</p>	<p>Student participates in an activity that results in destruction or disfigurement of property.</p>
<p>Arson</p> <p>Student plans and/or participates in malicious burning of property.</p>	<p>Never a minor infraction – incident is reported to administration immediately</p>	<p>Setting fires to/on school property.</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 – incident is reported to administration immediately</p>	<p>Battery/assault against a teacher, teacher assistant, administrator, or any other school employee.</p>

Infraction	Definition at the Minor Level	Definition at the Major Level
<p data-bbox="272 296 558 373">Bomb Threat/False Alarm</p> <p data-bbox="240 426 591 674">Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion.</p>	<p data-bbox="711 384 932 457">Never a minor infraction</p> <p data-bbox="646 468 997 590">– incident is reported to administration immediately</p>	<p data-bbox="1040 279 1398 527">Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion.</p> <p data-bbox="1052 573 1386 695">False alarm: Pulling a fire alarm without legitimate reason.</p>
<p data-bbox="280 789 550 867">Use/Possession of Alcohol</p> <p data-bbox="228 919 602 1125">Possession and/or use of or being under the influence of alcohol at school or at any school-sponsored activity</p> <p data-bbox="240 1171 591 1209">Zero Tolerance Offense</p>	<p data-bbox="711 877 932 951">Never a minor infraction</p> <p data-bbox="646 1003 997 1125">– incident is reported to administration immediately</p>	<p data-bbox="1036 877 1403 1125">Possession and/or use of or being under the influence of alcohol at school or at any school-sponsored activity.</p>
<p data-bbox="280 1304 550 1381">Use/Possession of Combustibles</p> <p data-bbox="248 1434 583 1682">Possessing hazardous, combustible materials/items or devices which may be used to start a fire</p> <p data-bbox="240 1728 591 1766">Zero Tolerance Offense</p>	<p data-bbox="711 1444 932 1518">Never a minor infraction</p> <p data-bbox="646 1570 997 1692">– incident is reported to administration immediately</p>	<p data-bbox="1036 1444 1403 1692">Student is in possession of combustible substances/objects readily capable of causing bodily harm and/or property damage.</p>

Infraction	Definition at the Minor Level	Definition at the Major Level
<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>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>Use/Possession/Selling of Tobacco/Vape and/or Paraphernalia</p> <p>See pages 31-32 of this handbook for the policy.</p>	<p>Never a minor infraction</p> <p>– incident is reported to administration immediately</p>	<p>Student is in possession of or is using tobacco.</p> <p>Citation will be issued.</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>

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, pajamas, house shoes, hats, bandanas, hoodies (not to be worn on ears/heads). Anything with inappropriate words or graphics, as well as anything with spikes, are prohibited. Piercings with spikes or gauges will not be allowed. Dresses, skirts, shorts, and holes/frays in pants 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.

1st offense – verbal warning and change of clothes

2nd offense – ½ day ISS

3rd offense – 1 day ISS

4th offense – 2 days ISS

5th offense and beyond – further disciplinary action

ELECTRONIC/TECHNOLOGICAL DEVICES

Personal electronic devices (cell phones, smart watches, earbuds, headphones, wireless speakers, iPads, iPods, etc.) will be **permitted between classes and during lunch only**. (This does not include school-issued devices.) Students must have their personal devices **turned off during class and out of sight**. 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

TARDINESS TO CLASS

Students tardy to 2nd, 3rd, or 4th block don't have to go to the 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. Consequences will be as follows:

1st tardy - verbal warning

2nd tardy - parent/guardian contacted

3rd tardy and beyond - office referral, detention

TOBACCO &/OR PARAPHERNALIA VIOLATION

Tobacco possession, usage, distribution, selling, etc. will not be tolerated on campus at any time during the school day, on campus during any event, or away at any school sponsored activity. Prohibited products include, but are not limited to, cigarettes, electronic cigarettes, cigars, dip, chewing tobacco, smokeless tobacco, pipes, vape pens, vape mods, smoking devices, etc. According to state law, any violation of the above will result in being issued a citation and appearing in court.

1st offense – citation and 2 days ISS

2nd offense – citation and 4 days ISS

3rd offense – citation and Disciplinary Hearing Authority (DHA) referral

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. Examples of misbehaviors for which ISS may be given include, but are not limited to, the following: minor classroom disruptions, skipping class, 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 based on sex, race, national origin, creed, age, marital status, or disability in its educational programs, activities or employment policies.

In the event 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 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 attend 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 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.

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 always be observed. Student

vehicles 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 unexcused absences by a student during any semester renders a student ineligible to retain a driver's permit or license, or to obtain such if of age. 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 a subsequent grading period."

FEES

Per GCSSD Board Policy 2.400: "The school shall not require any student to pay a fee to the school for any purpose, except as authorized by the Board. No fees shall be required of any student as a condition to attend the school or use its equipment." We appreciate the additional monetary support from all families. We hope that you will see the benefit of being partners with the school in this effort.

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.

LOCKERS

All students will be offered an individual locker. Students can see a school counselor for a specific locker number. The locker belongs to the school and can be checked by school personnel at any time. A student may bring his/her own lock from home, but the locker must be opened upon request. Each student is responsible for keeping up with his/her own materials. The school will not accept this responsibility.

MILITARY RELEASE

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.

NONDISCRIMINATION POLICY

It is the policy of the Gibson County School District not to discriminate based on 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 based on 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 everyone 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.

TEXTBOOKS

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

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: 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 and phone calls aren't sufficient as notification.

In reference to extracurricular activities, if a student plans not to ride in school provided transportation, communication must be given to the teacher/coach/sponsor. A form signed by the parent will be sufficient prior to the first event.

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 sharing school records to the new school in which the student plans to attend.

COURSE DESCRIPTIONS

FINE ARTS

Standards:

https://www.tn.gov/content/dam/tn/education/standards/art/Fine_Arts_Standards.pdf

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

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.

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: \$30

LANGUAGE ARTS

Standards: https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/massivemeetingsfolder/meetingfiles4/10-20-17_III_J_Non-Substantive_Changes_to_Math_ELA_Science_Standards_Attachment_2_-_ELA.pdf.

English I, English II, English III, and English IV – consists of language, reading, speaking & listening, and writing standards. See detailed standards for each grade level in the above link.

Dual Enrollment English - requires a 19 on the Reading subtest of the ACT or PLAN and a GPA of 3.0 before enrolling. Students can receive credit toward high school graduation requirements in addition to college credit hours with the cooperating university. Comp I is offered in the fall, and Comp II is offered in the spring.

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.

MATHEMATICS

Standards: <https://bestforall.tnedu.gov/lessons-and-learning-item?content-id=7321>

Algebra I - the initial math course for high school students. It provides the foundation students require for future success in mathematics. Algebra I emphasizes linear and quadratic expressions, equations, inequalities, and functions. The course also introduces students to absolute value functions and exponential functions with integer exponents, especially as they compare to linear and quadratic functions. Additionally, students will work to summarize, represent, and interpret statistical data.

Algebra II - expands a student's understanding of functions and function types developed in Algebra I. In particular, cubic, exponential, inverse, logarithmic, piecewise, and radical

functions are studied. Students explore techniques for representing and solving systems of equations, including graphically, algebraically, and through the use of matrices. In addition, Algebra II includes a more in-depth focus on using statistics to understand data and make decisions.

Geometry - emphasizes congruence, similarity, right triangle trigonometry, coordinate geometry, and modeling geometry concepts in real life situations. This course also introduces students to geometric constructions. Students extend their understanding of surface area and volume from previous grade levels by using unit analysis and the coordinate plane to solve problems in the real world. Finally, this course further develops student use of visual representations to understand and compute probabilities.

Mathematical Reasoning for Decision Making - Applications and modeling using mathematics are the primary foci of this course. Throughout the course, students explore mathematical content in the context of applications to the real-world. Topics will build upon previous knowledge requiring students to reason, solve, and represent mathematical concepts in multiple ways to encourage the use of math to answer problems students will encounter in life. This course is best intended for students who are planning to attend a College of Applied Technology, military service, or enter the workforce immediately following graduation.

Pre-Calculus (State Dual Credit) - designed to prepare students for college level STEM focused courses. Students extend their knowledge of the complex number system to use complex numbers in polynomial identities and equations. Topics for student mastery include vectors and matrix quantities, sequences and series, parametric equations, and conic sections. Students use previous knowledge to continue progressing in their understanding of trigonometric functions and using regression equations to model quantitative data.

Statistics (State Dual Credit) - designed to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. This course serves as a 4th year mathematics credit, and it is aligned with the Statewide Dual Credit Probability and Statistics Course Learning Objectives.

SCIENCE

Standards:

https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/massivemeetingsfolder/meetingfiles/4/10-20-17_III_J_Non-Substantive_Changes_to_Math_ELA_Science_Standards_Attachment_3_-_Science.pdf

Biology I - includes the major topics of From Molecules to Organisms: Structures & Processes (organic molecules, DNA structure & function, protein synthesis, protein structure & function, cellular differentiation & coordinated functions, eukaryotic cell cycle, membrane transport, photosynthesis & respiration); Ecosystems: Interactions, Energy, & Dynamics (population dynamics, carbon cycle, energy transfer, succession,

biodiversity & ecosystem stability); Heredity: Inheritance & Variation of Traits (sexual reproduction, phenotype determining factors, pedigree analysis & predictions); Biological Change: Unity & Diversity (evidence of evolution, natural selection, evolutionary processes, speciation, global biodiversity patterns, human activities that impact biodiversity); Links Among Engineering, Technology, Science, & Society (molecular biotechnology applications, ethical debates of biotechnology use). Fee: \$15

Biology II - builds on Biology I and consists of the standards Ecosystems: Interactions, Energy, and Dynamics; Biological Change: Unity and Diversity (history & classification of life; plant and animal structures, functions, classifications, and evolutions; animal social interactions & group behaviors); and Links Among Engineering, Technology, Science & Society (microscope, biotechnology support of the theory of evolution). Fee: \$20

Chemistry - extends the concepts of Matter and Its Interactions; Motion & Stability: Forces & Interactions; Energy; and Waves & Their Applications in Technologies for Information Transfer. Core concepts (patterns; cause & effect; scale, proportion, & quantity; systems & system models; energy & matter; structure & function; and, stability and change) are explored through laboratory techniques, manipulation of chemical quantities, and problem-solving practices. Fee: \$15

Physical Science - covers the standards of Matter and Its Interactions (structure & properties of matter, chemical reactions, nuclear process); Motion & Stability: Forces & Interactions (forces & motion, types of interactions, stability & instability in physical systems); Energy (definitions, conservation of energy & energy transfer, relationship between energy & forces, energy in chemical processes & everyday life); and Waves & Their Applications in Technologies for Information Transfer (wave properties, electromagnetic radiation). Fee: \$10

SOCIAL STUDIES

Standards:

https://www.tn.gov/content/dam/tn/education/standards/ss/Social_Studies_Standards.pdf

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.)

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, national income determination, money and the role of financial institutions, economic stabilization, and trade.

Personal Finance (0.5 credit, Local Dual 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.

Psychology - exploring 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 humans, the processes of sensation and perception, life span development, and memory, including encoding, storage, and the retrieval of memory. Students will look at perspectives of abnormal behavior and categories of psychological disorders, including treatment thereof. Students will elaborate on the importance of drawing evidence-based conclusions about psychological phenomena and gain knowledge on a wide array of issues on both individual and global levels.

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.

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.

Tennessee History - examining the history of Tennessee, including the cultural, geographic, economic, and political influences upon that history. Students will discuss Tennessee's indigenous peoples as well as the arrival of Euro-American settlers. Students will analyze and describe the foundation of the state. Students will identify and explain the origins, impact, and aftermath of the Civil War. Students will discuss the rise of a manufacturing economy. Finally, students will examine and discuss the Civil Rights Movement and Tennessee's modern economy and society.

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.

HEALTH, PHYSICAL EDUCATION AND WELLNESS

Standards: https://www.tn.gov/content/dam/tn/education/standards/pe/std_pe_gr_9-12.pdf

Lifetime Wellness (Local Dual Credit) - 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.

PE 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.

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.

CAREER TECHNICAL EDUCATION

Standards: <https://www.tn.gov/education/educators/career-and-technical-education/career-clusters.html>

Program of Study: Agricultural Engineering, Industrial and Mechanical Systems

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

Principles of Agricultural Mechanics I (Dual Enrollment) - an intermediate course introducing students to basic skills and knowledge in construction and land management for both rural and urban environments. This course covers topics including project management, basic engine and motor mechanics, land surveying, irrigation and drainage, agricultural structures, and basic metalworking techniques. Fee: \$10

Agricultural 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. Fee: \$10

Program of Study: Automotive Maintenance and Light Repair

Maintenance and Light Repair I (Dual Enrollment) - 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 (Dual Enrollment)- 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 & IV (Dual Enrollment) - prepares students for entry into the automotive workforce or into post-secondary training. Students study and service suspension and steering systems, brake systems, automotive HVAC systems, engine performance systems, automatic and manual transmission/transaxle systems.

Program of Study: Business Management

Intro to Business and Marketing - an introductory course designed to give students an overview of the Business Management and Administration, Marketing, and Finance career clusters. Students' academic skills in communications, mathematics, and economics are reinforced with activities modeled in the context of business topics. Additionally, students will explore key aspects of leadership, ethical and social responsibilities, and careers.

Business Communications - designed to develop students' effective oral and electronic business communications skills. This course develops skills in multiple methods of communications, including social media, as well as electronic publishing, design, layout, composition, and video conferencing. Upon completion of this course, proficient students will be able to demonstrate successful styles and methods for professional business communications using the proper tools to deliver effective publications and presentations.

Business Management - focuses on the development of the planning, organizing, leading, and controlling functions required for the production and delivery of goods and services. This applied knowledge course addresses the management role of utilizing the businesses' resources of employees, equipment, and capital to achieve an organization's goals. Students will participate in a continuing project throughout the course in which, individually or in teams, they will present recommendations to improve an existing business.

Program of Study: Culinary Arts

Culinary Arts I (Dual Enrollment) - 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. Fee: \$10

Culinary Arts II (Dual Enrollment) - 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. Fee: \$10

Culinary Arts III & IV (Dual Enrollment) - 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. Fee: \$10

Program of Study: Cybersecurity

Computer Science Foundations - offers students exposure to various information technology occupations and pathways such as Networking Systems, Coding, Web Design, and Cybersecurity. Activities include Python programming, physical computing, Rasberry Pi microcomputers, and introductory electrical engineering.

Cybersecurity I (Dual Enrollment) - a course intended to teach students the basic concepts of cybersecurity. The course places an emphasis on security integration, application of cybersecurity practices and devices, ethics, and best practices management. The fundamental skills in this course cover both in house and external threats to network security and design, how to enforce network level security policies, and how to safeguard an organization's information.

Cybersecurity II (Dual Enrollment) - challenges students to develop advanced skills in concepts and terminology of cybersecurity. This course builds on previous concepts introduced in Cybersecurity I while expanding the content to include malware threats, cryptography, wireless technologies, and organizational security.

Program of Study: Diagnostic 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.

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 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

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.

Programs of Study: Emergency Services, Nursing Services, or 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.

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 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

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.

Clinical Internship (possible 4th course for Nursing Services only) - designed to be completed in a hospital, nursing home, rehabilitation center, medical office, or other health care facility.

Nursing Education (possible 4th course for Nursing Services only) - 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 hours clinical and theory, passing a state test (both written and skills).

Program of Study: Horticulture Science

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

Horticulture II (Dual Enrollment) - 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. Fee: \$10

Horticulture III (Dual Enrollment) - an applied course designed to provide relevant technical knowledge and skills needed for further education and careers in landscape design, maintenance, and turf management. Content includes site analysis and planning, principles of design, and plant selection and care techniques. Fee: \$10

Program of Study: Residential & Commercial Construction

Building Technology I (Dual Enrollment) - 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.

Building Technology II (Dual Enrollment) - 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.

Program of Study: STEM (Science, Technology, Engineering, and Mathematics)

STEM I: Foundations - a foundational course in the STEM cluster for students interested in learning more about careers in science, technology, engineering, and mathematics. This course covers basic skills required for STEM fields of study. Upon completion of this course, proficient students can identify and explain the steps in both the engineering design and the scientific inquiry processes. They conduct research to develop meaningful questions, define simple problem scenarios and scientific investigations, develop fundamental design solutions, conduct basic mathematical modeling and data analysis, and effectively communicate solutions and scientific explanations to others. Fee: \$20

Program of Study: Veterinary & Animal Science

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

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. Fee: \$10

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. Fee: \$10

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. Fee: \$10

Program of Study: Welding

Welding I, II, III, & IV (Dual Enrollment) - 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, application in novel environments, and quality control.

Fee: \$15
