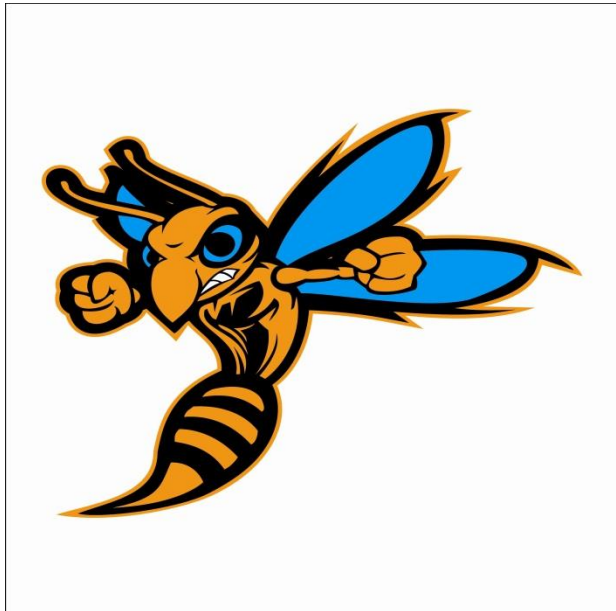


**South Gibson County High School
2024-25 Student Handbook
“Home of the Hornets”**

Phil Rogers – Principal
Mark Dunn – Assistant Principal
Amber Harris – Assistant Principal



Name _____

Address _____

City _____ **Zip Code** _____

Phone _____

Grade _____ **Locker #** _____

South Gibson County High School

1000 Hornet Drive

P.O. Box 249

Medina, TN 38355

(731) 783-0999 (phone)

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www.sgchornets.org

2024-25 Student Handbook

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Student and Family Handbook Review

Important! Please read, discuss with your student, sign, & return.

The faculty and staff at South Gibson County High School promote the values of being *steadfast, gracious, and conscientious*. This STUDENT & FAMILY Handbook serves as your roadmap to understanding that compliance of the high expectations set forth by South Gibson County High School and the Gibson County School District will yield high performance and high academic achievement in our students. Procedures and routines in this handbook refer to the wide variety of expectations of students during school hours, after school, and at all school functions (athletic events included).

As part of our goal of increasing parent involvement in our students' educational programs, you and your student are encouraged to become familiar with this handbook. You may also access the electronic copy of the handbook on our school website at www.sgchornets.org

After reviewing the handbook with your student, please sign this form below and return this form to your student's homeroom teacher on the next school day after receipt of your handbook.

"My signature below indicates that I have received, reviewed, and discussed the contents of South Gibson County High School's Student & Family Handbook."

Parent/Guardian/Family Signature

Date

Student Signature

Date

Date received by teacher _____ Teacher's initials: _____

Specific areas of emphasis are listed below. Please review pages and initial.

_____ SGC Honor Code

Pages 15-16

_____ Bullying, Intimidation, Cyberbullying, Hazing

Pages 23-24

_____ Dress Code

Pages 28-30

_____ Cell Phones

Pages 30-31

Principal's Message

Welcome to South Gibson County High School and the 2024-25 school year. As we welcome our freshman class to our building, the Class of 2028, it continues to be a great time to be a Hornet.

Our faculty, staff, and students at SGC are the driving force behind our many continuing accomplishments. We also know that we are fortunate to have the ongoing support and encouragement of our community members and the family members of our students. In order to continue our strong beginning, we need everyone working together to accomplish our many goals. We have high expectations of ourselves, and we also have high expectations of our students. Remember that as a SGC student, you are a citizen of your school; therefore, you are expected to respect the procedures and expectations that have been developed and established for the welfare of the entire student body. As a SGC citizen, you are encouraged to model appropriate behaviors. You are a reflection of our school community – remember who you are and what your school community expects of its members. Be proud of yourself, be proud of your school, and be diligent in your preparation for your future.

This handbook is designed to aid students and parents in becoming acquainted with school norms, policies, procedures, expectations, and special programs available at SGC. Also, please visit our website by going to www.gcssd.org and clicking on South Gibson County High School.

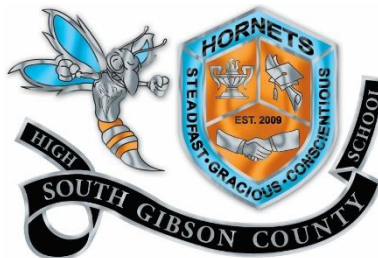
We look forward to this year as we continue to build on our great beginnings.

Honored to serve,

Phil Rogers, Principal

SGC Culture and Climate

SGC Crest



The crest of South Gibson County High School is a composite representation of all that our school believes, strives to accomplish, and communicates through our school-wide expectations and our school mission and vision statements.

Beginning with our Hornet, we represent our school mascot as one who has grown and matured from his earliest image in elementary school, through his transition in the middle school, and finally to his SGC image – a confident and motivated high school mascot, eagerly anticipating the future opportunities of college or career life.

Outlining the shield that houses the symbols that represent our core values are our school-wide expectations – Steadfast, Gracious, and Conscientious – these are the behaviors that we strive to meet in all areas of our building and in all activities that we engage in as students, faculty, and staff at South Gibson County High School.

Within the SGC expectations are three symbols representing our overriding core values, under which all other areas of our school fall. These three symbols are the Lamp of Knowledge, the Mortar Board and Diploma, and the Service with Others.

The Lamp of Knowledge is the classic symbol of scholastic achievement and excellence. At SGC, through our expectation of being Conscientious, we strive to be honest, responsible, and high-principled in the completion of our academic work. Our mission is to provide opportunities for our students to achieve their personal best. As we work to meet and exceed expectations on state standards in all content areas, we meet students where they are and challenge them to move beyond where they imagined.

The Mortar Board and Diploma represent our intent for all students who enter SGC to graduate with their class and exit our school either college or career ready. SGC believes in being Steadfast in all that we do. We strive to teach our students to confront all responsibilities with the personal qualities and work ethic needed to persevere and complete all tasks to a standard of excellence. We begin with the end in mind, and on the first day that we meet with our students we begin planning for their needs in order

to help ensure a successful high school experience that will maximize their ability to transition to whatever their postsecondary goals might be.

The Service with Others symbol represents the expectation of being Gracious. By being Gracious, we are kind, giving, polite, and courteous to those in our school, families, and community. We strive to put others needs above our own. At SGC, no one works alone. Our vision is to create a community of empowered learners in an atmosphere of mutual respect and trust. This happens when individuals come together within an organization and work united to accomplish a common goal. At SGC our common goal is student success. Exciting things begin to happen when that organization then takes their enthusiasm for their common goal outside their walls and into their community. SGC strives to be a vital part of their community, working collaboratively to see the Medina and Gibson communities continue to thrive, grow, and provide continued opportunities for current residents and future students for years to come.

School Mascot – Hornet



School Colors – Columbia Blue, Orange, and Black

School-Wide Behavioral Expectations:

Steadfast

Gracious

Conscientious

MISSION STATEMENT

“The mission of South Gibson County High School is to provide opportunities for our students to achieve their personal best, to develop qualities of steadfast, gracious, and conscientious citizens, and to pursue learning in a safe and positive environment so that they can master the state standards, graduate on time, and meet the challenges of their postsecondary endeavors.”

VISION STATEMENT

“Our vision for South Gibson County High School is to create a community of empowered learners in an atmosphere of mutual respect and trust where everyone experiences a sense of security and belonging. At SGC, our students will be inspired and challenged to learn, grow, and accomplish academic, social, and vocational goals.”

MOTTO

“SGC – A place where everyone can belong, grow, learn, and succeed.”

South Gibson County High School Alma Mater

The goal in writing the SGC Alma Mater was to have words that both reflect our new philosophy and that also provide a connection to the traditions of the schools that came before us. In order to achieve this goal, lines from both the Gibson High School and Medina High School Alma Maters were combined to create our first stanza. We feel that these words are reflective of the history of the communities that SGC represents today. It was imperative to us as the new SGC family to preserve the traditions that are cherished by so many as we continue to establish ourselves as a member of the communities of Gibson and Medina.

Our second stanza is a blend of old and new. The new words represent our school expectations – Steadfast, Gracious, and Conscientious. We chose to close our Alma Mater with a line shared by both former schools. Using this line allowed us to show those who came before us that we are grateful for the past and that we are anchored in memories as we move forward. Though original school buildings may close or change, the traditions established live on through SGC.

***On the county’s southern border
‘Neath the southern skies,
Proudly stands our Alma Mater
and waves her banners high.***

***Ever Steadfast, ever Gracious,
Conscientious, too!
Hail to the, Our Alma Mater,
South Gibson, we hail you!***

CONTACTING THE SCHOOL

At South Gibson County High School, parental contact is both welcomed and encouraged. However, often times during the day the principal and other members of the administrative staff are either with students, in classrooms, or away from their desks attending to general school business. Additionally, teachers' instructional time is protected and calls are limited to their planning blocks. Therefore, when you call the school and the individual does not answer immediately, please leave a VOICE MAIL message and the call will be returned as soon as possible. Every effort will be made to return parental phone calls in a timely manner. Also, we encourage families to visit our website and contact school staff using email if that is available and convenient.

SGC Main Phone Number: 731-783-0999

SGC Fax Number: 731-783-0011

www.sgchornets.org

Administration

Phil Rogers, Principal

Mark Dunn, Assistant Principal

Amber Harris, Assistant Principal

Administrative Support

Deanna Liberto, Student Services/Administrative Assistant

Jamie Goode, Bookkeeper/Administrative Assistant

Carrie Miller, Student Services/Receptionist/Administrative Assistant

Student Counseling Center (SCC)

Whitney Simpson, Counselor

Amber Tritt, Counselor

Cassie Perry, EPSO Coordinator/Guidance Clerk

Gibson County School District 2024-25 Calendar

| | | |
|---------------|--|----------------------------|
| 8/1 (Thurs) | Students 1 st Day of School | 11:30 Dismissal – no lunch |
| 9/2 (Mon) | Labor Day | No School |
| 9/16 – 9/20 | Parent/Teacher Conference Week | |
| 10/7 – 10/11 | Fall Break | No School |
| 10/14 (Mon) | Teacher Professional Development | No School |
| 11/25 – 11/29 | Thanksgiving Break | No School |
| 12/20 (Fri) | 1 st Term Ends | 11:30 Dismissal – no lunch |
| 12/21 – 1/5 | Winter Break | No School |
| 1/3 (Fri) | Teacher Professional Development | No School |
| 1/6 (Mon) | 2 nd Term Begins | |
| 1/20 (Mon) | Martin Luther King Day | No School |
| 2/10 – 2/14 | Parent/Teacher Conference Week | |
| 2/17 (Mon) | President’s Day | No School |
| 3/24 – 3/28 | Spring Break | No School |
| 4/18 (Fri) | Good Friday | No School |
| 5/9 (Fri) | Strawberry Festival | No School |
| 5/22 (Thurs) | 2 nd Term Ends | 11:30 Dismissal – no lunch |
| 5/23 (Fri) | Teacher Professional Development | No School |

Parents, 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 Day, January 20
- 8th day missed – President’s Day, February 17
- 9th day missed – Spring Break, March 28
- 10th day missed – Spring Break, March 27
- 11th day missed – May 22

Gibson County School District operates on a traditional school calendar. Students attend school for 180 days. Students attend class for a minimum of 7 hours each day.

2024-25 High School Reporting Periods

1st Quarter

| | |
|---------------------------|---------------------------|
| Begins | Thursday, August 1 |
| Quarter Class Final Exams | Thursday, October 3 |
| Grades Entered | Friday, October 4 by 1 PM |
| Report Cards | Tuesday, October 15 |

2nd Quarter

| | |
|----------------|--|
| Begins | Friday, October 4 |
| Final Exams | Thursday, December 19 (3 rd & 4 th Blocks) Friday, December 20 (1 st & 2 nd Blocks) |
| Grades Entered | Friday, January 3 by 1 PM |
| Report Cards | Tuesday, January 7 |

3rd Quarter

| | |
|---------------------------|-----------------------------|
| Begins | Monday, January 6 |
| Quarter Class Final Exams | Tuesday, March 11 |
| Grades Entered | Wednesday, March 12 by 1 PM |
| Report Cards | Friday, March 14 |

4th Quarter

| | |
|--|---|
| Begins | Wednesday, March 12 |
| Final Exams (12 th) | Wednesday, May 7 (3 rd & 4 th Blocks) Thursday, May 8 (1 st & 2 nd Blocks) |
| Grades Entered (12 th) | Thursday, May 8 by 1 PM |
| Final Exams (9 th -11 th) | Thursday, May 21 (3 rd & 4 th Blocks) Friday, May 22 (1 st & 2 nd Blocks) |
| Grades Entered | Friday, May 22 by 2 PM |

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

SGCHS Graduation Thursday, May 15, 2025 at 7:00 p.m.

****Reporting period dates are subject to minor changes as school calendar adjustments are made to accommodate days missed due to inclement weather or other district-mandated closings or cancellations.**

SGC BELL SCHEDULES 2023-24

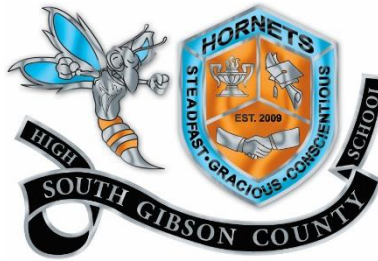
Traditional Schedule

| | |
|----------------------|--|
| 7:45 | Warning Bell |
| 7:55 - 9:25 | Announcements/Attendance/ 1 st Block |
| 9:25 - 9:35 | 2 nd Chance Breakfast |
| 9:35 - 10:55 | 2 nd Block |
| 11:00 - 11:25 | Focus |
| 11:30 - 1:30 | 3 rd Block and Lunch |
| 11:30 - 12:00 | Lunch A |
| 12:00 - 12:30 | Lunch B |
| 12:30 - 1:00 | Lunch C |
| 1:35 - 3:00 | 4 th Block |

In our classes, students are.....



SOUTH GIBSON COUNTY HIGH SCHOOL HONOR CODE



WHY HAVE AN HONOR CODE?

“We show that we are Conscientious by being honest, responsible, and high principled. We are honest in the completion of our academic work. We are responsible for our actions and words, for the tasks that are presented to us, and in meeting the expectations and standards set before us. Our high principles are evident by the consistency in which we expect and exhibit honesty and truthfulness in all areas of our academic, personal, and social lives.”

South Gibson County High School is an institution in which learning for a purpose takes place and student achievement is a priority. Useful and lasting learning does not occur unless the process which a student goes through to learn is an honest process that reflects that student’s true abilities as measured by his/her own efforts. ***Plagiarism, which is based on unsound learning, as is the case with cheating, is not a genuine process. It is a process that prepares a student for failure, not for success.*** In an academic institution, dishonesty serves to undermine the academic and intellectual integrity of the school. By establishing this honor code, the faculty and administration of South Gibson County High School indicate their commitment to work to eliminate such acts of dishonesty and to deal with offenses in a firm and decisive manner.

Each student is expected to understand and adhere to the Honor Code and understand the consequences for an Honor Code violation as outlined on the following page.

WHAT ACTS VIOLATE THE HONOR CODE?

Academic Dishonesty = Cheating, Plagiarism, and Misrepresentation of the truth

HOW ARE THESE VIOLATIONS DEFINED AT SGCHS?

Honor Code violations involve one or more of the following acts:

1. Using the work of another person as one's own.
2. Giving your work to someone else to use as their own.
3. Copying information from another student's test, exam, theme, book report, term paper or any other teacher- assigned project.
4. Plagiarizing (use another person's idea, expression or words without giving the original author credit).
5. Preparing for cheating in advance. Such action might involve having in one's possession a copy of a test to be given or a test that has already been given by a teacher, using the test or notes during a test or examination, or talking during quizzes, tests, or examinations
6. Failing to follow test procedures or instructions announced by the teacher (such as no talking, no turning around in your seat, raising your hand to ask questions)
7. Knowingly offering information verbally, written, or electronically that is either partially or completely inaccurate.

HOW IS A VIOLATION OF THE HONOR CODE PROVEN?

Honor Code violations may be proven by one of the following:

1. A teacher or administrator is knowledgeable of the act as defined above.
2. A student admits to a teacher or administrator that he/she committed the act.


WHAT HAPPENS WHEN THE HONOR CODE IS VIOLATED?

When a teacher determines to his/her satisfaction that a violation has occurred, he/she will take the appropriate action. Should a student violate the honor code, potential disciplinary actions for office referrals could include, but are not limited to, any of the following:

1. Parent contact
2. Loss of privileges
3. Loss of letters of recommendation
4. Suspensions or removals from positions of student authority
5. Loss of eligibility to receive the SGC or Academic Award at Awards Day
6. Loss of honors points
7. Loss of credit for assignment that was compromised due to committing an act outlined above in #1-7.
8. Other actions as determined by the administration

Our School-wide Behavioral Expectations

SOUTH GIBSON COUNTY HIGH SCHOOL HORNETS

| <h1 style="font-size: 2em; margin: 0;">S</h1> <p style="margin: 0;">We Show That We Are:</p> | <h1 style="font-size: 2em; margin: 0;">G</h1> <p style="margin: 0;">We Show That We Are:</p> | <h1 style="font-size: 2em; margin: 0;">C</h1> <p style="margin: 0;">We Show That We Are:</p> |
|--|--|---|
| <h2 style="margin: 0;">STEADFAST</h2> | <h2 style="margin: 0;">GRACIOUS</h2> | <h2 style="margin: 0;">CONSCIENTIOUS</h2> |
| <p style="text-align: center;">By Being:</p> <p style="text-align: center; font-size: 1.2em; color: #4F81BD;">Loyal</p> <ul style="list-style-type: none"> • to <i>Ourselves</i> • to our <i>Friends</i> • to our <i>School</i> <p style="text-align: center; margin-top: 20px;">By Being:</p> <p style="text-align: center; font-size: 1.2em; color: #4F81BD;">Dependable</p> <p style="text-align: center; margin-top: 20px;">And By Being:</p> <p style="text-align: center; font-size: 1.2em; color: #4F81BD;">Respectful</p> <ul style="list-style-type: none"> • of <i>Others</i> • of <i>Ourselves</i> • of our <i>School</i> | <p style="text-align: center;">By Being:</p> <p style="text-align: center; font-size: 1.2em; color: #4F81BD;">Kind Giving Polite Courteous</p> <p style="margin-top: 20px;">....to those in our school, families, and community. We care about others and share in their joys and concerns.</p> <p style="margin-top: 20px; color: #C85130;"><i>We strive to put others needs above our own.</i></p> <p style="margin-top: 20px; text-align: center;">We Honor Our School By Striving for Excellence in:</p> <ul style="list-style-type: none"> • academics, • extracurricular activities, • and in service to our communities. | <p style="text-align: center;">By Being:</p> <p style="text-align: center; font-size: 1.2em; color: #4F81BD;">Honest Responsible High-Principled</p> <p style="margin-top: 20px;">“We are honest in the completion of our academic work. We are responsible for our actions and words, for the tasks that are presented to us, and in meeting the expectations and standards set before us. Our high principles are evident by the consistency in which we expect and exhibit honesty and truthfulness in all areas of our academic, personal, and social lives.”</p> <div style="display: flex; align-items: center; justify-content: center; margin-top: 20px;">  <div style="margin-left: 10px;"> <p style="font-size: 0.8em; color: #4F81BD;"><i>Established by the SGC students and faculty - Inaugural Year 2009-2010</i></p> </div> </div> |

I. STUDENT BEHAVIOR

South Gibson County High School adheres to the Gibson County School District Code of Conduct as stated in **School Board Policy 6.300 and Disciplinary Procedures, Policy 6.313**. Any behavioral violation is subject to disciplinary action as deemed appropriate by the administration and in accordance to Board Policy.

As an additional behavioral intervention and level of support, SGC faculty and staff believe in using proactive measures to address student behavior before moving to reactive measures. In being proactive, we believe we can assist students in changing the behaviors that interfere with their learning and the learning of others. Reducing inappropriate behaviors will help us in our goal of creating a respectful school climate that leads to increased student achievement. We believe this approach builds a school where students are motivated to learn, and who have positive attitudes towards themselves, their peers, and their adult mentors. Additionally, this approach builds self-esteem so that students are empowered and have the courage to attempt challenging academic tasks that will lead them to the accomplishment of their long-term goals. The approach described above is called School-wide Positive Behavior Support (SWPBS). A research-based and proven behavioral intervention, SWPBS is a proactive, team-based framework for creating and sustaining safe and effective schools. Emphasis is placed on prevention of problem behavior, development of pro-social skills, and the use of data-based problem solving for addressing existing behavior concerns. School-wide PBS increases the capacity of schools to educate all students utilizing research-based school-wide, classroom, and individualized interventions. At South Gibson County High School, students are encouraged to conduct themselves in a manner that is respectable and that leads to positive outcomes in both their academic and personal lives.

School-wide Behavioral Expectations at SGC are established as follows:

Steadfast – loyal, dependable, and responsible

Gracious – kind, giving, polite, and courteous

Conscientious – honest, responsible, and high-principled

Students are expected to exhibit the three school-wide behavioral norms established for SGC throughout their daily activities at school, as well as during after school events and extracurricular activities. In any activity where students represent South Gibson County High School, they are to maintain the traits of **Steadfast, Gracious, and Conscientious** citizens. Through our SWPBS program, we acknowledge students who exhibit the expected behaviors with being named student of the week/month. This recognition encourages students to develop and demonstrate the qualities that reflect our school-wide expectations. From our SWPBS plan, we offer students incentives to achieve

better grades, improve attendance, and to assist the school in being the greatest learning environment possible.

All teachers have been requested to be on alert for students who exhibit behavior that is in compliance with our SWPBS program. When students represent SGC in the manner defined in our program, our school will be representative of our families and our community and will be a source of pride for all those involved. We hold our students to very high behavioral standards and expectations and fully believe in the abilities of every student at SGCHS to conduct him or herself in a manner that will be a credit to our school.

A. Forms of Behavioral Intervention/Discipline

In the unfortunate event that a student chooses to exhibit behaviors that interfere with the learning environment and that conflict with the philosophy and established school-wide expectations, administrators at SGC will utilize various interventions to address the target behaviors. SGC believes in positive behavioral interventions prior to punitive measures when working with students who exhibit inappropriate and disruptive behaviors. This philosophy is based on the belief and understanding that all behaviors serve a function; our job is to first find out the function of the behavior, and then to respond appropriately. Should it be determined that a student could benefit from a combination of positive and negative interventions, the following forms of behavioral consequences will be available.

Forms of intervention may include, but are not limited to:

1. Warning
2. Student conference
3. Teacher consequence
4. Parent conference
5. Administrative referral
6. Restricted privileges (Field Trip, Prom, etc.)
7. Probation
8. Student behavior contract
9. Hornet Support*
10. At-Risk Intervention Plan
11. Functional Assessment/Behavioral Intervention Plan
12. Daybreak Dialogue (before school detention with administrators)
13. Listening Lunch (supervised lunch detention in Hornet Support or other area)
14. After School Seminars (after school detention with administrators/staff)
15. Out of School Suspension*
16. Alternative Learning Center
17. Expulsion
18. Confiscation of Property
19. Service to Others
20. Independent Study Opportunity
21. Restitution

Disciplinary action may also include the removal of privileges of extra-curricular activities such as ball games, field trips, prom, participation in clubs/teams, etc. Administrators at SGC will not use corporal punishment in response to a behavioral violation.

***Hornet Support:**

Hornet Support is a setting provided throughout the school day that provides students with supervised behavioral support. Hornet Support provides opportunities for students to examine any unfortunate inappropriate actions or behaviors that have been determined to interrupt the learning process at SGC. Hornet Support offers students a supervised environment where they can closely examine their target behavior, determine why it occurred, what could have prevented it from occurring, and what other, more acceptable behaviors can be learned and practiced to ensure that the inappropriate behaviors do not occur in the future. Students assigned to Hornet Support will remain in the intervention activity until it is determined that they are able to make appropriate and responsible decisions reflective of students who are **Steadfast, Gracious, and Conscientious**. During the time that support is being given for their less than acceptable actions and behaviors, they will not participate in other activities during the school day as those activities might interfere in the learning process occurring during the Hornet Support session. Some activities that could disrupt the behavioral adjustment process include, but are not limited to, participation in any athletic contests (during the assigned time in Hornet Support), pep rallies, homecoming activities. Communication among the Hornet Support facilitator, administration, referring teachers, and students will expedite the students' return to class in a timely manner.

*Only administrators assign students to Hornet Support.

***OSS (Out of School Suspension):**

Suspension from school will occur as a last resort or will be used for cases of extreme behavioral violations that warrant student's removal from the school environment. We want students in class, engaged in the learning process, and working to meet the high standards and expectations held at SGC. Suspension is counterproductive to this effort. However, in extreme cases and/or after all other options have been exhausted, the administration may assign an out-of-school suspension for a specified number of days.

The state law provides that any principal of a public school in this state is authorized to suspend a pupil from attendance at such school, from any school-sponsored activities, or from riding a school bus for good and sufficient reasons. One hundred percent (100%) credit will be given to work made up during a suspension. ***A suspended student cannot attend school events or be involved in any extracurricular activity.***

B. Zero Tolerance (GCSD 6.309)

In order to ensure a safe and secure learning environment, the following offenses will not be tolerated:

- 1. Weapons and Dangerous Instruments** - Students shall not possess, handle, transmit, use, or attempt to use any dangerous weapon in school buildings or on school grounds at any time, or in school vehicles and/or buses or off the school grounds at a school-sponsored activity, function or event. Dangerous weapons for the purposes of this policy shall include, but are not limited to, a firearm or anything manifestly designed, made, or adapted for the purpose of inflicting death or serious bodily injury or anything that in the manner of its use or intended use is capable of causing death or serious bodily injury.
Violators of this section shall be subject to suspension and/or expulsion from school.
- 2. Firearms (as defined in 18 U.S.C. § 921)** - In accordance with state law, any student who brings or possess a firearm on school property shall be expelled for a period of not less than one (1) calendar year. The director of schools shall have the authority to modify this expulsion requirement on a case-by-case basis.
- 3. Drugs** - In accordance with state law, any student who unlawfully possesses any drug, including any controlled substance or legend drug, shall be expelled for a period of not less than one (1) calendar year. The director of schools shall have the authority to modify this expulsion requirement on a case by case basis.
- 4. Battery** - In accordance with state law, any student who commits battery upon any teacher, principal administrator, any other employee of the school or school resource officer shall be expelled for a period of not less than one (1) calendar year. The director of schools shall have the authority to modify this expulsion requirement on a case-by-case basis.

NOTIFICATION - When it is determined that a student has violated this policy, the principal of the school shall notify the student’s parent or guardian and the criminal justice or juvenile delinquency system as required by law.

The Director of Schools may modify this expulsion on a case-by-case basis. In the Gibson County School District, a student may continue his/her education for the length of the expulsion for a zero-tolerance offense in an alternative educational setting. Students may be assigned to attend school at the Alternative Learning Center. Selected courses may be continued through collaboration between teachers at South Gibson County High School and the ALC. All courses may not be available to be continued for credit at the ALC. (See Section F. ALC)

Parents and police will be notified for all zero tolerance acts.

C. Student Alcohol and Drug Testing: (GCSSD 6.3071)

Principals are authorized to order drug tests for individual students when there is a reasonable cause to believe that at least one of the following has occurred:

1. The school board policy on alcohol and drug use has been violated;
2. A search of lockers produced evidence of the presence of drugs and/or alcohol;
3. A search of persons and containers produced evidence of a presence of drug and/or alcohol;
4. A search of vehicles produced evidence of the presence of drugs and/or alcohol; or
5. Through observation or other reasonable information reported by a teacher, staff member, or other student that a student is using drugs and/or alcohol on school property.

Upon receiving reasonable information, the principal shall take the following steps:

1. Call the student into the principal's office or another private place;
2. Summon an appropriate witness to the proceeding and to assist in furtherance of the proceeding;
3. Inform the student of the substance or the information available to him/her that is the basis for the determination that a test is necessary;
4. Inform the student of the procedures to be followed in administering the test;
5. Give the student an opportunity to decline the test and inform the student that if the test is not taken the penalty shall be suspension from school and a hearing before the disciplinary hearing authority;
6. Notify the parent or guardian of the student of the impending test.

The appropriate witness shall take the student to a designated place in the school and collect a specimen from the student. The specimen shall be taken in a manner which will protect the privacy rights of the students and which will assure that the integrity of the specimen itself is not compromised.

The type of specimen taken shall depend on the substance in question and the test performed on the specimen from the student. The principal will forward the specimen for analysis to a laboratory accredited by the Tennessee Department of Health and Environment and designated by the Board.

Upon receiving a written, certified copy of the analysis from the laboratory, the principal shall do one of the following:

1. If the results of the analysis are negative, all evidence of the individual test, including all records in the school that the test was ordered and the reasons therefore, shall be destroyed.
2. If the results of the analysis are positive, the student and parents or guardian shall be given the written notice of the result. In addition, they shall receive referral information which shall include in-patient, out-patient, and community-based drug and alcohol treatment programs. In the case of positive results of the analysis, the principal shall suspend the student and refer the matter to the disciplinary hearing authority for further action.

D. Tobacco-Free Schools Act: SGC adheres to the Tobacco-Free Schools Act as outlined in the board policy below. In addition to tobacco and tobacco products, including smokeless tobacco, SGC prohibits the use or possession of e-cigarettes at school, on campus, and at all school sponsored events.

GCSSD 1.803 All uses of tobacco and tobacco products, including smokeless tobacco are prohibited in all of the school district's buildings. Smoking shall be prohibited in any public seating areas, including but not limited to, bleachers used for sporting events, or public restrooms. The use of tobacco or tobacco products, including smokeless tobacco, will be prohibited in all vehicles, owned, leased or operated by the district.

District employees and students enrolled in the district's schools will not be permitted to use tobacco or tobacco products, including smokeless tobacco, while they are participants in any class or activity in which they represent the school district. Any student who possesses tobacco products shall be issued a citation by the school principal/resource officer. The director of schools, in cooperation with the juvenile court and the local (police/sheriff's department), is responsible for developing procedures for issuance of the citations which shall include the form and content of citations and methods of handling completed citations.

Parents and students shall be notified of this citation requirement at the beginning of each school year.

Signs will be posted throughout the district's facilities to notify students, employees and all other persons visiting the school that the use of tobacco and tobacco products is forbidden.¹ The following notice shall be prominently posted (including at each ticket booth) for elementary or secondary school sporting events:

“Smoking is prohibited by law in seating areas and in restrooms.”

E. Discrimination/Harassment (Sexual, Racial, Ethnic, Religious) (GCSSD 6.304)

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.

Sexual Harassment

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature. Examples of conduct which may constitute sexual harassment include, but are not limited to:

- touching oneself sexually or talking about one's sexual activities in front of others;
- coercing, forcing or attempting to coerce or force the touching of anyone's intimate parts;
- sexually dirty jokes or gestures;
- graffiti of a sexual nature or notes or cartoons of a sexual nature;
- forcing or attempting to force sexual intercourse or a sexual act on another person;
- unwelcome touching, patting, pinching or physical contact other than necessary restraining of pupil(s) by school personnel to avoid physical harm to persons or property;
- offensive or graphic posters or book covers;
- violent acts; or
- unwelcome sexual behavior or words, including demands for sexual favors when accompanied by implied or overt promises of preferential treatment with regard to an individual's educational status.

Bullying/Intimidation/Cyberbullying/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 interferes 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.

Student Protection Guidelines

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 school administration or designee (as set forth in Policy 6.305 - Student Grievances and Complaint Procedures). 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 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 expulsion. An employee disciplined for violation of this policy may appeal the decision by contacting the Federal Rights Coordinator of the Employee Complaint Manager as set forth in Policy 5.501. 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. Building administrators are responsible for educating and training their respective staff and students as to the definition and recognition of discrimination/harassment.

F. Student Concerns, Complaints, and Grievances (GCSSD 6.305)

Decisions made by school personnel — such as aides, teachers, or assistant principals — which students believe are unfair or in violation of pertinent policies of the Board or individual school rules may be appealed to the school principal or a designated representative. To appeal, students will contact the principal's office in their school and provide their name, the issue and the reason for their appeal on a printed form available at the school office within two days. The appeal will usually be decided confidentially

and promptly, preferably within ten (10) school days. However, if the principal does not make a decision within ten (10) school days following the date of complaint, students or parents may appeal at that time by contacting the director of schools/designee at the central office. The information provided should include the student's name, the school and a description of the problem. An investigation and decision will be made within two (2) school days and communicated to the school principal and student by telephone. A written copy of the decision also will be sent to the student and the principal.

Discrimination/Harassment Grievance Procedures

Filing a Complaint — Any student of this school district who wishes to file a discrimination/harassment grievance against another student or an employee of the district may file a written or oral (recorded, if possible) complaint with a complaint manager.¹ Students may also report an allegation of discrimination/ harassment to any teacher or other adult employed in the school who shall inform a complaint manager of the allegation. The complaint should include the following information:

- Identity of the alleged victim and person accused;
- Location, date, time and circumstances surrounding the alleged incident;
- Description of what happened;
- Identity of witnesses; and
- Any other evidence available.

Investigation — Within twenty-four hours of receiving the student's complaint, the complaint manager shall notify the complaining student's parent/guardian and the principal who shall inform the director of schools. The parent/guardian shall be given notice of the right to attend an interview of the student in a non-intimidating environment in order to elicit full disclosure of the student's allegations. This interview shall take place within five (5) days from the time the complaint was first made. If no parent/guardian attends the interview, another adult, mutually agreed upon by the student and the complaint manager, shall attend and may serve as the student's advocate. After a complete investigation, if the allegations are substantiated, immediate and appropriate corrective or disciplinary action shall be initiated. The complaint and identity of the complainant will not be disclosed except (1) as required by law or this policy; or (2) as necessary to fully investigate the complaint; or (3) as authorized by the complainant. A school representative will meet with and advise the complainant regarding the findings, and whether corrective measures and/or disciplinary action were taken. The investigation and response to the complainant will be completed within thirty (30) school days. Copies of the report will be sent to the student, principal, Federal Rights Coordinator and the director of schools. One copy shall be kept in the complaint manager's file for one (1) year beyond the student's eighteenth (18th) birthday. The director of schools shall keep the Board informed of all complaints.

Decision and Appeal — If the complainant is not in agreement with the findings of fact as reported by the complaint manager, an appeal may be made, within five (5) work days to the director of schools. The director of schools will review the investigation, make any corrective action deemed necessary and provide a written response to the complainant. If the complainant is not in agreement with the director of schools' findings of fact, appeal may be made to the Board of Education within five (5) work days. The Board shall, within thirty (30) days from the date the appeal was received, review the investigation and the actions of the director of schools and may support, amend or overturn the actions based upon review and report their decision in writing to the complainant.

Appointing Complaint Managers

The director of schools shall appoint at least two complaint managers, one of each gender for each school. The Federal Rights Coordinator may serve as a complaint manager. The director of schools shall insert into this policy the names, addresses and telephone numbers of current complaint managers. (*see note*) This policy shall be published in the parent/student handbook distributed annually to every student. Building administrators are responsible for educating and training their respective staff and students as to the definition and recognition of discrimination/harassment.

South Gibson County High School Complaint Managers

Ms. Whitney Simpson

Mr. Mark Dunn

1000 Hornet Drive

Medina, TN 38355

731-783-0999

(Note: Title IX regulations require districts to identify the name, address and telephone number of the person who is responsible for coordinating the district's compliance efforts. A policy should not be adopted with a person's name in it; rather, the identifying information can be added and amended as necessary.)

G. Alternative Learning Center

Any student who does not abide by the Gibson County Board of Education policies or South Gibson County School policies may be assigned to the Alternative Learning Center. ***A student assigned to the alternative school cannot attend school events either at home or away, be involved in any extracurricular activities, or be on any South Gibson County or GCSSD Board of Education property other than the alternative school campus, unless approved by administration. This includes not only regular***

school events (such as athletic competitions, band/music concerts, club meetings and activities, etc.) but also one-time events including graduation and prom.

It is also important to note that all courses cannot be taught at the alternative school because of special requirements. Some of these courses include science labs, CTE classes, music, or other areas as determined by the administration.

H. Driver's License Revocation

Any student fifteen (15) years of age or older who becomes **academically deficient or deficient in attendance shall be reported to the Department of Safety for driver's license revocation.** A student shall be deemed academically deficient if he/she has not received passing grades in at least three (3) full unit subjects at the end of each semester grading period. A student shall be deemed deficient in attendance when he/she drops out of school or has ten (10) consecutive or fifteen (15) days total excused or unexcused absences during a single semester.

I. Dress Code

Daily wardrobe choices for the school environment should be made with responsibility, character, modesty, and self-respect in mind. Parents, we respectfully ask that you observe your student(s) to ensure that they attend school dressed in a manner that is appropriate for an academic environment.

Dress and grooming that is distracting, disruptive, or disturbing in school **as outlined below** is inappropriate and will not be permitted. Examples of clothing that are considered inappropriate, disruptive, or not conducive to creating a highly focused learning environment and should be **avoided** are outlined below.

- Avoid clothing with holes, frays, or mesh inserts that show skin or undergarments above the knees.
- For girls, tops that bare the midriff or show cleavage, transparent clothing, halters or racer back shirts, hats, skirts shorter than 3" above the knee, and skorts shorter than 4" above the knee should be considered **non-school attire**. If gym shorts are excessively short, it may be necessary for girls to wear sliding shorts or bike shorts under their athletic shorts. Dresses must not be shorter than 3" above the knee.
- Leggings or other form-fitting clothing must be worn with a top that covers the bottom.
- Tops with extremely thin or spaghetti straps should always be accompanied with a shirt, jacket, or sweater over them.
- Boys are responsible for wearing appropriate length shorts and appropriately fitting shorts just as our girls are responsible for the length and appropriate tightness of their clothing. Chubbies (or any other short, tight shorts) are not appropriate at school. Tank tops, unbuttoned shirts, tops that bare the midriff,

transparent clothing of any kind, and hats or caps should be held for **activities outside of the school environment.**

- Make sure your waist and the waist band of the pants you wear align. If your pants sag below your waist, the school staff will provide support to your pants by means of belts, pins, clips, or other creative and stylish devices so that your pants stay where they were meant to stay throughout the school day.
- Please make sure that you change from your pajamas, house shoes, lounging pants, etc. into clothing that is appropriate for school each day before leaving home. Sleepwear items are worn when relaxing and sleeping; neither of which occurs in the classroom setting.
- Students will leave their blankets at home with their pajamas and house shoes. In preparation for life after high school, students will learn to wear clothing that can accommodate diverse temperatures. Dress each morning knowing that you may perceive some classrooms to be cold and some to be warm. Dress in layers that you can add or remove and continue to be dressed appropriately for the learning environment.
- All students will remove all types of hats, caps, beanies, bandanas, do-rags, etc. upon entering the building and keep them off as long as they are inside the building. This does include girls.
- Please choose clothing that isn't suggestive or revealing. SGC students will wear clothing that does not advertise beer, tobacco products, or other substances that are not allowed on school property.
- Students will not adorn themselves with any type of jewelry, belt, choker, bracelet, or other accessories that contain studs, chains, spikes, gauges, etc.
- Throughout the school year, the administration reserves the right to ban or not allow any attire or grooming that might be disruptive or offensive and students will be required to change if they are not appropriately dressed.
- The established expectations for appropriate dress are applicable during the school day and also for any activity, special course, extended learning opportunities, or other event held during the summer or outside of the traditional school day. Should a student violate the dress code policy, disciplinary action will be administered in accordance with GCSSD Board Policy.
- ***Clothing that is in the opinion of the teacher or administration to be suggestive or offensive will not be allowed.***
- *First offense will result in the student having the opportunity to change their clothes immediately or report to Hornet Support until appropriate clothing can be obtained. 2nd – 5th offense will result in Hornet Support placement for the school day. Violations **beyond the 5th** offense will result in Out of School Suspension for all additional violations.*

J. CELLULAR PHONES/ELECTRONIC DEVICES (GCSSD 6.312)

SGC will enforce the issue of cell phones as outlined in GCSSD Board Policy 6.312. In reference to the use of cell phones in the classrooms at SGC, please pay careful attention to the following excerpt from the full policy:

“students may be permitted to have in their possession a cellular phone or other personal electronic devices in school, on school property, at after-school activities, and at school related functions. During school hours, cellular phones or other personal electronic devices are only permitted to be used at the discretion of the teacher (per their individual classroom policies and procedures) and/or Administrator for instructional purposes. In permitting the possession of such devices, the District, the school site, its Administration and employees assume no liability for the loss or damage of the device or its misuse by another person. If a disruption occurs or a student uses any cellular phone or personal electronic device for improper activities, a school employee shall direct the student to turn off the device and/or shall confiscate it. As a preventable measure, if applicable, all electronic devices should be placed in silent mode during regular school hours. If a school employee finds it necessary to confiscate a device, it will only be returned when retrieved by a parent or guardian.”

Remember, possession of a cell phone is not a disciplinary issue; however, the inappropriate or irresponsible use of a cell phone that results in a school disruption is a student choice that will lead to disciplinary consequences.

SGC Cell Phone Confiscation Timelines:

1st Offense – 24 hours

2nd Offense – 48 hours

3rd Offense and beyond – Phone will be held for a ***minimum*** of 48 hours (or more at discretion of administration) and the student will receive additional behavioral support in an effort to teach the importance of following established policies and valuing the educational opportunities available for them within the school environment. For repeat offenders, our concern is for the distractions that the device is causing and the impact of those distractions on the student’s ability to remain actively engaged in class activities, thus adversely impacting his/her academic achievement.

Additional specific information from the full policy includes the following: *“During times of testing and other student evaluations, teachers may request that students remove their cell phones from their possession, by returning to a locker or placing under a desk, reducing the possibility of compromised test security.*

Fire drills, assemblies, or other school evacuations are considered cell phone blackouts. During such contingencies, there will be absolute zero tolerance on cell phone use.

Cellular phones or other personal electronic devices are not to be used for unethical or unlawful purposes. Students must sign the provided Acceptable Use Policy in order to utilize mobile device during school hours within Gibson County Special School District. A student who violates this policy may be prohibited from possessing a cellular phone or personal electronic device at school or at school related events and/or may be subject to discipline in accordance with Board policy and the acceptable use policy.

In accordance with the Board's policy and administrative regulation on interrogations and searches, a school official may search a student's mobile communications device, including, but not limited to, reviewing messages or viewing pictures."

Cell phones MAY NOT BE USED by a driver of an auto while the auto is in motion on campus. (GCSSD Board Policy 6.312)

K. FOOD IN CLASSROOMS

Food policy in the classroom will be determined by each individual teacher.

L. OUTSIDE FOOD AND DRINK

Food brought to school should be in a proper lunch box/container. Please do not bring Styrofoam cups, McDonald's cups, Sonic cups, etc. This includes ANY container without a secure lid/top up to 32 oz in size. This also includes food being dropped off in the office from outside sources. Food will not be allowed to be brought to the office for students to pick up.

If a student reports to school mid-day due to a morning appointment or tardy for any reason, food will not be allowed to be brought into the building. If you purchase your lunch while you are out of school, you will need to consume your lunch before you enter the building.

M. SENIOR and UNDERCLASSMEN CONSEQUENCES

Seniors are the leaders on campus and are expected to act as positive role models for underclassmen. Seniors have significant events both throughout the year and at the end of the year that the senior may forfeit for misconduct. To that end, seniors committing a significant suspendable offense (for example, under the influence of drugs or alcohol at school or at a school event, involved in a fight or being involved in a destructive senior prank, or accumulation of offenses over the course of the school year) face the likelihood of losing all or some of their end-of-the-year privileges including events such as walking at graduation, attendance at prom, senior recognitions, etc.

The tradition of the graduating class conducting a senior prank could result in disciplinary action. Students should be mindful of the following specific situations to use as guidance, but know that this list is not exclusive:

- Students may not gain access to the inside of the building.
- No school disruptions
- No permanent alterations or damage to the building or grounds
- No spray paint or permanent markings
- Do not block any entrances to the building or parking lot
- Do not touch the farm animals
- Flag pole and flag are completely off limits

Also, as school staff members make significant efforts to provide a dignified and respectful graduation ceremony for all graduates and their families, any senior who demonstrates poor judgement in conduct **during** the graduation ceremony, either before the event, marching in, accessing the stage, walking across the stage, posing for photographs, exiting the stage, etc. will have their diploma held and will be subject to disciplinary action following the ceremony.

UNDERCLASSMEN: Any student (or student group) who chooses to implement any type of class prank or unauthorized celebration, will be held to the same guidelines, limitations, and consequences as outlined above.

N. SURVEILLANCE CAMERAS

Cameras may be used throughout our school building, grounds and transportation vehicles to monitor student behavior and activity. Information from these devices may be used for verification and determination of violation of school rules. Images captured on school surveillance cameras are and will remain confidential.

II. BUS POLICY AND EXPECTATIONS

Student conduct is of utmost importance to the transportation system.

A student shall exhibit appropriate behavior(s) that demonstrate a respect of the rights of another student and/or the driver; students are also expected to exhibit behaviors that would protect the safety of others in transport. Please refer to **GCSB Board Policy 6.308** for specific and detailed transportation guidelines.

A. Bus Expectations of SGC Students

Bus conduct is a serious matter. Your safety, the safety of our drivers, and the safety of other drivers and pedestrians is our main concern. Your time spent in transportation to and from school is of critical importance, and any behaviors that are considered distracting, unsafe, threatening, or careless cannot be tolerated. Behavioral expectations specific to the bus environment that are reflective of SGC students are outlined below.

1. Be on time at bus stop.
2. Practice safety to the bus, on the bus, and from the school bus.
3. Keep books and other articles off the aisle floor.
4. The rear door is for emergencies only. Use the front door to enter and leave the bus.
5. Respect the rights of your fellow students.
6. The bus driver is in command. Disrespect to drivers could result in school and bus suspension.
7. You will be considered in school if you are riding the bus.
8. A student shall become ineligible for school transportation after refusing to follow state and local rules and regulations pertaining to pupil transportation.
9. Students will not be allowed to exit the bus anywhere other than home or original pickup point unless there is a note signed by parent and school official.
10. Students are not allowed to exit the bus to walk or enter a vehicle unless by permission of school official. A violation will be reported to the school official.
11. Student projects may be allowed provided the student can keep them in their possession. No glass items are allowed. Animals, pets, etc., are prohibited.

B. Bus Procedures

1. Take your seat and remain there. No moving around.
2. Refrain from throwing any object on the floor, at others, or out the window.
3. Violations of safety procedures, such as opening emergency doors or windows, pushing while exiting, etc., are strictly prohibited.
4. Possession and use of tobacco is illegal.
5. No drinks, eating, or chewing gum will be allowed on the bus.
6. Anything considered a weapon or used as a weapon will not be allowed on the bus.
7. Leaning out of windows is unsafe (arms, hands, legs, etc.).
8. Gestures or shouting at pedestrians or vehicles is distracting.
9. A continuous violation of the expectations will result in an office conference, parent contact, and suspension from riding the bus.
10. The riding of a school bus is a privilege. That privilege may be taken away when a student demonstrates unacceptable behavior.
11. Students who have been suspended from the bus cannot ride the bus that evening unless authorized by the presiding principal. Suspension from the bus means all bus services.
12. Any criminal activity committed by a student or adult will result in an arrest.

III. ATTENDANCE (GCSSD 6.200)

Attendance is a key factor in student achievement and, therefore, students are expected to be present each day school is in session. It is the parent or guardian's

duty to monitor their student's school attendance and require their student to attend school. Please refer to the GCSSD website to access the full policy.

Please take notice of the GCSSD attendance policy. Board policy 6.200 in the Policy Manual states that any child receiving 3 unexcused absences or accruing excessive excused absences can receive an attendance contract from the school to set up communication and potential intervention. Upon further absences, the contract will be turned over to the district team. At five unexcused absences, your child may be turned over to truancy or other outlined consequences noted in the policy. Notes for excused absences must be turned in within five school days of the student's return to school. Please be mindful that three unexcused tardies equals an unexcused absence.

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. Students who are absent **five (5) days without adequate excuse** will be reported to the director of schools who will, in turn, provide written notice to the parents/guardians of the student's absence.

GCSSD policy specifies that the following notes will be used to excuse student absences: 1) maximum of five parent notes per year*; 2) doctor; and 3) funeral home. *A note from parents (unless circumstances warrant otherwise) will be honored for five absences. A "parent note" is considered used when a parent or guardian writes a note excusing their student from school. In 2014, the policy was updated to specify that 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.*

Therefore, a parent note submitted for a partial day's absence (one block, half-day, etc.) will be counted as one of the 5 accepted notes.

On the third unexcused absence, the parent will be notified by phone/mail. The student will meet with the SGC Attendance Review Committee to discuss their absences and determine a course of action to take moving forward. Along with attendance incentives provided by the school, consequences for unsatisfactory school attendance could include loss of school privileges including, but not limited to forfeiting the opportunity to attend various extracurricular activities including the school's prom. The principal has the authority to waive any case that violates this policy.

Attendance procedures specific to high school students in the Gibson County Special School District state that a student that misses 10 or more days (including unexcused absences, an accumulation of tardies resulting in unexcused absences, and days missed with parent notes) in a course, within a single semester, will default to the "hearing committee," otherwise known as the District Attendance Review Board. This board will

be composed of school and district level administrators and will recommend action based on a review of the student's attendance record. Actions could include, but are not limited to, denial of credit in the course, assignment to credit recovery, an exemption based on the nature of the absences, or other means by which the student can gain credit in the course. Only students with passing grades can appeal their absences.

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

Students whom accumulate 10 or more unexcused absences, this includes all day and partial day unexcused absences, will not be permitted to attend prom. Absences are counted up to the day of prom. Students must not have a financial obligation (school/athletic/cafeteria debt) one day prior to the day of prom.

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

Excused/Unexcused absences:

Phone calls will be made to parents or guardians of students accumulating three (3) unexcused absences. Students with five (5) unexcused absences will be reported to truancy board. Absences shall be classified as either excused or unexcused as determined by the principal or his/her designee. Excused absences shall include:

1. Personal illness;
2. Illness of immediate family member;
3. Death in the family;
4. Extreme weather conditions;
5. Religious observances; or
6. Circumstances, which in the judgment of the principal, create emergencies over which the student has no control.

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.

Make-up work must be completed within 5 school days of the day missed in order to receive credit. Students are encouraged to use the PASS Program (before and/or after school, and the daily RTI/Focus sessions).

The principal/designee shall count a student present for no more than two (2) days each school year for students participating in a postsecondary school visit. The student shall be counted present for the day of the postsecondary school visit and shall not be

counted present during any travel days. Please refer to GCSSD school board policy 6.2001 for complete details regarding attendance during postsecondary visits.

Students who have perfect attendance will receive recognition throughout the year. Students who have perfect attendance for the entire school year will be given a perfect attendance award.

B. SGC Absenteeism Policies and Procedures

On the day the student is absent, the student's parent will be contacted by phone concerning his/her absence. Upon returning to school a student must bring their written excuse to the main office and place it in the designated area. The written excuse is kept on file at the school for future reference.

After examining the student's written excuse from the parent, the principal or designee will determine whether the absence is excused. If a student misses school without permission, he/she is subject to being assigned appropriate interventions through the Hornet Support program designed for purposeful examination into the causes and consequences, both long and short term, of missing school.

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

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

C. Signing Out of School —The faculty and staff strongly discourage students from signing out of school early. Only parents or guardians may check a student out of school and could be asked to present a photo ID when the student is checked out. Perfect attendance certificates are earned when the student is present each day without missing any portion of the school day, and incentives from our SWPBS program encourage school attendance.

Under normal conditions, students will not be permitted to leave the school grounds during the school day. To leave the school in an emergency, the student should report to the office to notify school staff and obtain permission to leave campus.

Should a student need to be dismissed early, they are required to provide a written Parent Note that contains the following information: Student Name, Grade, Date and Time of Dismissal, Reason for Dismissal, Parent/Guardian Signature, Phone Number where Parent/Guardian can be reached. Students will present the note to their teacher to be dismissed to the office to sign out. The note must be given to an office worker for verification. Ordinarily, students will not be allowed to leave campus by a phone call to the school, however in rare and extenuating circumstances school administration will

review these requests on an individual basis. Under no conditions should the student leave campus without permission from the principal or designee. The student must use the designated QR code located in the main office, after their note has been verified by an office assistant. (Signing out in the office is not considered permission to leave. Students working in the office do not have the authority to let other students go home.) If a student is ill and needs to go home, he/she must be excused from the office. No teacher is permitted to excuse a student until the principal or designee authorizes the excuse. Students who do not sign out in the main office on the day and time of dismissal will be classified as leaving the building without permission and appropriate disciplinary action will be taken.

If students return to school on the same day that he or she signs out, he or she must sign back in at the front office. Students who are 18 years old will not be able to sign themselves out without parent permission and will follow the same process outlined above.

D. Tennessee Attendance Law – for additional information on Tennessee Compulsory Attendance Law, reference TCA §49-6-3009

E. Tardies

1. Tardy to School-- Promptness is a serious matter and is a quality shared by Steadfast, Gracious, and Conscientious students. All students who arrive to school after 7:55 a.m. must report to the main office to sign in. A student who has accumulated more than 3 unexcused tardies will be subject to a referral to the SGCHS Hornet Support program to explore causes of and implement interventions and solutions for tardiness to school. If a student drives to school and receives 3 tardies, driving privileges could be suspended, pending completion of the Hornet Support Intervention. Continual tardiness may result in parent conference and after-school independent study opportunities to learn the critical relevance of arriving to functions in a timely manner. Tardiness is a behavior that, if not addressed through teaching and learning opportunities in high school, will jeopardize the success of students in their college or career experiences after graduation.

2. Tardy to Class—Tardiness to class results in lost instructional time and disruption to the overall instructional process for the entire class. Therefore, students who are late to class, with an unexcused tardy, will receive appropriate interventions by the classroom teacher for the first three infractions. Students will be referred to administration on the 4th tardy and all subsequent tardies for further consequences, including, but not limited to time in Hornet Support. Tardies are recorded by block and each block is individual of all others. Teachers deliver bell-to-bell instruction in order to maximize learning opportunities at SGC. Students have a responsibility to arrive to all

classes on time and ready to take advantage of the meaningful, engaging, and purposeful learning activities planned for that block.

F. Arrival & Departure

The school doors open at 7:10 a.m. Upon arrival, students shall report to the cafetorium. At 7:45, a bell will ring to dismiss students to first block. Prior to 7:45, students will enter the building through the gymnasium doors and report to the cafetorium. After 7:45 a.m., entrance to the building will be through the main lobby doors. This entrance faces Hornet Drive and is the right set of doors opening into the foyer area by the main office. After the final dismissal each day, students must leave the school building within 10 minutes unless under the supervision of a teacher.

G. Field Trips

In order for a student to participate in school sponsored field trips, the student must have satisfactory attendance, a passing average OR demonstrate satisfactory progress and attempts to meet academic and behavioral expectations in the classes that will be missed at the time of the field trip. Students with academic, behavior, or attendance issues may be denied permission to participate in field trips.

IV. STUDENT COUNSELING CENTER

Our Student Counseling Center staff provides a comprehensive counseling model to all students, focusing on the needs of the students in three areas of development: personal and social, academic, and career. School counselors work collaboratively with administrators, teachers, parents, and students to maximize student achievement by providing services in counseling, assessment, placement, and information. Specific services include class scheduling; six-year plan review; orientation; career guidance; transcript/records maintenance; testing services; educational, vocational, and post-secondary choices; scholarship/special programs information distribution; consultant services to parents, teachers, and administration; referrals to other agencies; and counseling-individual and small-groups of students who have academic or personal concerns.

A. Class Changes

Students may only request a class schedule change at the beginning of a semester. The reason for the request must meet the approved criteria. Forms and info are available in the Student Counseling Center. Students enrolled in honors, AP, Dual Credit, or Dual Enrollment will not be allowed to change classes after completing their registration process without administrator's approval and due to extenuating circumstances that prevent the student from remaining enrolled in the course.

B. Driver's Permit Procedures (Compulsory Attendance Form) (GCSSD 6.200)

More than ten (10) consecutive or fifteen (15) reported absences (excused or unexcused) 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.

In order to qualify for reclaiming a driver's permit or license, the student must make a passing grade in at least three (3) full unit subjects or their equivalency at the conclusion of the grading period.(TCA 49-6-3017)

In accordance with TCA 49-6-451, when a student between the ages of 13 and 18 engages in and is convicted of such prohibited conduct as possession, use, sale, consumption of any alcoholic beverage, wine or beer, or any controlled substance, or is involved in the possession or carrying of a weapon on school property, the student/offender can be issued a denial or suspension of driving privileges until age 18 by the Tennessee Department of Safety, Driver Control Division.

SGC Procedures for obtaining Compulsory Attendance Form

- All forms must be requested through the SGC Student Counseling Center 5 days prior to appointment date.
- Forms are only valid for 30 days.
- No form will be faxed to the TN Department of Transportation.
- If you request an additional copy of your compulsory attendance form, it will be provided at a cost of \$1.00.
- If you are unsuccessful in passing the test, please provide us with documentation to request a reprint of your attendance form at no cost. When your new appointment is made, please notify the Student Counseling Center 5 days prior to the appointment date in order to have your new form available. To avoid cost of reprinting form, please provide documentation from the prior testing session that resulted in your need to obtain the form again.

C. Standardized Testing

1. TNReady Assessments

TNReady is a part of the Tennessee Comprehensive Assessment Program (TCAP) and is designed to assess true student understanding, not just basic memorization and test-taking skills. It is a way to assess what our students know and what we can do to help them succeed in the future.

High school students take the following assessments *at the end of each course*:

- English I and II
- Algebra I, II, and Geometry
- Biology
- U. S. History

2. ACT Test Requirement (11th grade students)

All students in the 11th grade are required to take the ACT test during their junior year on either a national test date or the state test date. State legislation requires the ACT test to provide educators with diagnostic information to assist in developing interventions for the purpose of increasing high school graduation rates and improving student preparation for postsecondary achievement (TCA 49-6-6001). Tennessee students will only be given one voucher to cover the cost of the ACT test, either for one of the national dates or the state date, during the junior year. After using the one fee voucher, **the fee to take the ACT is \$69; ACT Plus Writing fee is \$94.00.**

Visit www.act.org for additional information concerning fee waivers, state vouchers, late fees, other fees, test dates, test sites, and any updates.

| <u>Test Date</u> | <u>Registration Deadline</u> | <u>Late Fee Required (\$38.00)</u> |
|------------------|------------------------------|------------------------------------|
| 9/14/24 | 8/9/24 | 8/25/24 |
| 10/26/24 | 9/20/24 | 10/7/24 |
| 12/14/24 | 11/8/24 | 11/22/24 |
| 2/8/25 | 1/3/25 | 1/20/25 |
| 4/5/25 | 2/28/25 | 3/16/25 |
| 6/4/25 | 5/9/25 | 5/26/25 |

Why is your Junior year the time to take the ACT for the first time?

- You will have completed most of the courses covered by the ACT.
- If you do not score as well on the ACT Test as you would like, you can retake the test in the fall of your senior year.
- You will be prepared for when colleges contact you during the summer before your senior year.
- You can use your test results to help plan what courses you want to take during your senior year.

3. ACT Senior Testing Option

All rising seniors will have the opportunity to retake the ACT in the fall semester. The state legislature has allocated funding to ensure that all seniors have the option of retaking the ACT exam. National and state scoring data indicate that the majority of students increase their scores when they take the ACT a second time. Because the ACT is a widely-used measure of college and career readiness, even small score increases (one or two points) can have a major impact on a student's postsecondary opportunities. Information will be provided on the school website and through our call system when details are confirmed.

4. PSAT/NMSQT (11th grade)

The Preliminary SAT®/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a standardized test that provides firsthand practice for the SAT Reasoning Test™ and gives juniors a chance to enter National Merit Scholarship Corporation (NMSC) scholarship programs. Juniors who wish to enter the National Merit Scholarship Competition take the PSAT at their own expense in the fall semester.

D. NCAA Clearinghouse (NCAA Eligibility Center) Requirements



Division I or Division II– Any student planning to enroll in a Division I or Division II college and who wants to participate in athletics or receive an athletic scholarship as a freshman must meet specific requirements while in high school.

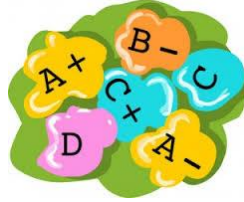
Please visit www.ncaa.org and navigate through the Division I and Division II tabs. If you have specific questions, please contact the school's assistant principal/athletic director.

Also, any student planning to enroll in a NAIA Member School should visit [http://www.naia.org/](http://www.naia.org) and navigate to the NAIA Eligibility Center for more information.

E. Military

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

V. ACADEMIC GUIDELINES



Classification of Students

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

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

Sophomore.....Minimum of 5 units passed

Junior..... Minimum of 10 units passed

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

Requirements for Graduation

Students must select and complete an elective focus of no less than 3 credits of study and earn a minimum of 24 credits that include the READY CORE requirements as follows:

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

**GCSSD requires graduates to complete one unit in computer education and one elective unit.

Grading Policies

Progress reports will be available to students and parents at the end of 4 1/2 weeks. Report cards will be available online at the end of each quarter (9 weeks). After two quarters, a final exam will be administered.

Grading Scale and Grade Point Average (GPA)

Student GPA is calculated by dividing the total amount of grade points earned by the total number of courses attempted. Grade point averages range from 0.0 to a 4.0.

| | |
|------------|------------------|
| 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 |

Honor Roll

To be eligible for the A Honor Roll, students must earn an A for all classes for the current quarter (Q1, Q2, and Q3). To be eligible for the A/B Honor Roll, students must earn A's and/or 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 at Awards Day. Students only enrolled in dual enrollment courses and pass/fail courses will only be recognized for S1 and S2.

GCSSD Final Exam Exemption Policy 2024-2025

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. Discipline infractions incurred at any point in the semester will be considered.

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 only 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 enter grades and attendance events in the exam exemption spreadsheet on the deadline date, students will be notified the following day of their exemption status.

❖ 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 | Attendance & Grades Deadline |
|--------------------------------------|-----------------|-------------|------------------|------------------------------|
| Quarter 1 Final Exams | Thurs., Oct. 3 | Any | Thurs., Sept. 26 | Tues., Oct. 1 |
| Semester 1 Final Exams | Thurs., Dec. 19 | 3rd and 4th | Thurs., Dec. 12 | Tues., Dec. 17 |
| | Fri., Dec. 20 | 1st and 2nd | | |
| Quarter 3 Final Exams | Tues., March 11 | Any | Tues., March 4 | Fri., March 7 |
| Senior Semester 2 Final Exams | Wed., May 7 | 3rd and 4th | Wed., April 30 | Mon., May 5 |
| | Thurs., May 8 | 1st and 2nd | | |
| Underclassmen Semester 2 Final Exams | Wed., May 21 | 3rd and 4th | Wed., May 14 | Mon., May 19 |
| | Thurs., May 22 | 1st and 2nd | | |

Diploma Types/Recognitions

- To earn a **regular high school diploma**, students must (1) earn the prescribed twenty-four (24) credits required by GCSSD, (2) pass the Civics Exam, (3) complete the ACT or SAT, (4) have a satisfactory record of attendance and discipline, and (5) all requirements outlined in board policy. (TSBE 2.103)
- Students with disabilities must earn the prescribed 22 credit minimum in order to earn a regular diploma.
- An **Occupational Diploma** may be awarded to students with disabilities who have (1) not met the requirements for a high school diploma, (2) have satisfactorily completed an individualized education program, (3) have satisfactory records of attendance and conduct, and (4) have completed the occupational diploma Skills, Knowledge, and Experience Mastery Assessment (SKEMA) created by the Tennessee Department of Education and have completed two (2) years of paid or non-paid work experience. The determination that an occupational diploma is the goal for a student with a disability will be made at the conclusion of the student's tenth (10th) grade year or two (2) academic years prior to the expected graduation date. Students who obtain the occupational diploma may continue to work towards the high school diploma through the end of the school year in which they turn twenty-two (22) years old.

- A **Special Education Diploma** may be awarded to students with disabilities who, at the end of their fourth year of high school have (1) not met the requirements for a high school diploma, (2) satisfactorily completed an individualized education program (IEP), and (3) have satisfactory records of attendance and conduct.

Graduation with Hornet Scholar and State Honors

- The **Hornet Scholar** Diploma (Please see description in the Class Ranking section below).
- Students who score at or above all of the subject area readiness benchmarks on the ACT or equivalent scores on the SAT will graduate with **State Honors**.

Recognitions

- Students who attain a B average and complete at least one of the following will be recognized as graduating with **State Distinction**:
 - Earn a national and/or state recognized industry certification
 - Participate in at least one of the Governor’s Schools
 - Participate in one of the state’s ALL State musical organizations
 - Earn statewide recognition or award at a skill- or knowledge-based state tournament, convention, or competition 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 thirty-one or higher composite score on the ACT or SAT equivalent
 - Attain a score of three or higher on at least two advanced placement exams
 - Successfully complete the International Baccalaureate Diploma Programme
 - Earn twelve or more semester hours of postsecondary credit
- The **Tennessee Scholar** is awarded to students who apply for and complete the following:
 - 4 English Courses
 - 4 Mathematics Courses (Algebra I, Algebra 2, Geometry, and one higher level math). Sails Bridge math will count toward Tennessee Scholars requirements if students finish the dual credit portion.
 - 3 Laboratory Science Courses (Biology and Chemistry are required and one additional lab science, Physics strongly preferred)

- 3 Social Studies (Must meet requirements of the Tennessee Diploma Project)
 - Personal Finance as required by the State of Tennessee
 - Must meet State requirements for health and/or physical education
 - 1 Fine Arts
 - 2 Foreign Language courses in the same language
 - Additional Criteria –Choose at least two credits from the following: (These courses can be a combination of two of the following or two in the same category). These additional courses cannot count toward other requirements for Tennessee Scholars.
 - Career Technical Education
 - Fine arts (Such as music, art, dance, drama, production, etc.)
 - AP courses which are not already used for basic requirements
 - Dual credit / dual enrollment courses which are not already used for basic requirements
 - International Baccalaureate courses not used for basic requirements
 - Online courses not used for basic requirements
 - Workforce Development Skills Requirements
 - 80 hours of Volunteer Service to the Community
 - Maintain a “C” Average minimum in all Tennessee Scholars courses.
 - 95% Attendance Required. (Cannot miss more than 36 total days in 4 years of high school)
 - No out-of-school suspensions
- A student who earns a composite score of nineteen (19) or higher on the ACT, or an equivalent score on the SAT, and earns a capstone industry credential as promoted by the Department of Education, shall be recognized as a “**Tennessee Tri-Star Scholar**” upon graduation from high school. A student who fulfills the requirements of the Tennessee Work Ethic Distinction program shall also be recognized as a Tennessee Tri-Star Scholar upon graduation from high school.

Class Ranking

To become valedictorian or salutatorian, students must be enrolled at South Gibson County High School at least four (4) of the seven (7) semesters preceding the final semester.

The Hornet Scholar Status recognition incorporates a student’s ACT score in order to advance awareness of the importance of postsecondary and career readiness for GCSSD

high school graduates. Class ranking and graduation speakers will be determined by the Scholar Status rankings. In the case of a tie, the tiebreaker will be the GPA on a 100 point scale. All classes that receive a numerical final grade will be used in the Scholar formula. Each class will only be counted once. The highest grade received in a course will be used.

We will “super score” ACTs. This information will be continuously updated by guidance staff as new scores arrive. “Super scoring” an ACT means using the highest score achieved on each subtest.

The Hornet Scholar will be defined as a student achieving 1,700 or more points on the following scale:

$$\text{ACT X 27.7778 (maximum of 1,000) PLUS GPA X 250 (maximum of 1,000)}$$

The following weighting of quality points will be used for Scholar Status:

- a. One-half (1/2) 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) quality point shall be added to the numerical quality point value corresponding to the letter grade received in the course for an AP, dual enrollment, and statewide dual credit course**

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.

****This GPA scale will be used only for calculating Scholar Status and not for the purposes of reporting on a student’s transcript.***

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

Valedictorian honors will be awarded to the Hornet Scholar who has the highest numerical score on the Scholar scale referenced above and who has attended South Gibson County High School for at least four consecutive semesters.

Salutatorian honors will be awarded to the Hornet Scholar who has the second highest numerical score on the Scholar scale referenced above and who has attended South Gibson County High School for at least four consecutive semesters.

Academic Recognition at Graduation Ceremonies

Graduates who are eligible for special recognition at their graduation ceremony will wear the following cords/tassels as appropriate.

Beta Club – Black Cord

Blood Donor – Red Cord

Hornet Scholar – 3 colored tassel (Columbia Blue, Orange, Black)

Honors – Gold Cord

Latin Honors - Students with GPAs in the following ranges will be recognized:

Summa cum Laude: 3.9-4.0

Magna cum Laude: 3.7-3.89

Cum Laude: 3.5-3.69

With Honors: 3.2-3.49

VI. SPECIAL LEARNING OPPORTUNITIES

The **ACT Prep** course 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.

Advisor/Advisee is our school-wide mentor program that encourages the development of good relationships and effective communication between students and teachers. Meeting regularly assists students in coping with academic concerns and setting goals that facilitate a positive school experience.

Advanced Placement courses are offered in AP Calculus, AP English, AP Human Geography, AP Psychology, and AP US History. See summary in the course descriptions. Guidelines are available in the counselor's office. Due to the scheduling issues which occur when a student decides to withdraw from an AP course after the school year has begun, it is necessary that both student and parent commit to AP courses for the entire school year.

Local Dual Credit Courses provides student with opportunities to earn postsecondary credit through a local community college. Student taking Computer Applications, Personal Finance, and Lifetime Wellness will take a challenge exam at the end of the course. Those who pass the challenge exam will receive postsecondary credit at the community college.

Statewide Dual Credit Courses provides academically challenging high school courses which are aligned to postsecondary standards. Students have the opportunity to earn credit that can be applied to any TN public postsecondary institution. Tennessee high school and postsecondary faculty work together to develop the learning objectives and a challenge exam for each course, which are tied to current postsecondary

expectations. SGCH offers dual credit courses in pre-calculus and statistics. A student who enrolls in dual enrollment courses must be self-disciplined, excellent with time-management, organized, and independent in his/her work. (See honors courses section)

Dual Enrollment Courses are postsecondary courses. High school students are enrolled at the postsecondary institution and earn postsecondary credit upon successful completion of the course. High school credit is awarded based on local policy. Dual enrollment courses at SGC are taught on our high school campus through an online platform. Dual enrollment courses are taught by postsecondary faculty or credentialed adjunct faculty. SGC partners with both Jackson State Community College, TCAT, UT Martin, and University of Memphis to offer various dual enrollment courses. A student who enrolls in dual enrollment courses must be self-disciplined, excellent with time-management, organized, and independent in his/her work. (See honors courses section)

Honors Courses SGC elects to offer honors courses within its high school curriculum. In doing so, the faculty and staff at SGC ensure that the approved honors courses substantially exceed the content standards, learning expectations, and performance indicators as approved by the State Board of Education. Further, SGC will ensure that additional rigor is being provided by implementing the framework of standards for honors courses listed below:

Framework of Standards for Honors Courses

Honors courses will substantially exceed the content standards, learning expectations, and performance indicators approved by the State Board of Education. Teachers of honors courses will model instructional approaches that facilitate maximum interchange of ideas among students: independent study, self-directed research and learning, and appropriate use of technology. *All honors courses must include multiple assessments exemplifying coursework (such as short answer, constructed-response prompts, performance-based tasks, open-ended questions, essays, original or creative interpretations, authentic products, portfolios, and analytical writing).*

Additionally, an honors course shall include a **minimum of five of the following nine** components:

- Extended reading assignments that connect with the specified curriculum
- Research-based writing assignments that address and extend the course curriculum.
- Projects that apply course curriculum to relevant or real-world situations. These may include oral presentations, power point presentations, or

other modes of sharing findings. Connection of the project to the community is encouraged.

- Open-ended investigations in which the student selects the questions and designs the research.
- Writing assignments that demonstrate a variety of modes, purposes, and styles.
 - Examples of mode include narrative, descriptive, persuasive, expository, and expressive.
 - Examples of purpose include to inform, entertain, and persuade.
 - Examples of style include formal, informal, literary, analytical, and technical.
- Integration of appropriate technology into the course of study.
- Deeper exploration of the culture, values, and history of the discipline.
- Extensive opportunities for problem solving experiences through imagination, critical analysis, and application.
- Job shadowing experiences with presentations which connect class study to the world of work.

SGC offers honors courses in English I, II, III and IV, Algebra I and II, Geometry, Pre-Calculus, Statistics, Biology I and II, Physical Science, Physics, Anatomy and Physiology, Chemistry, and Spanish III. Students must have sufficient evidence (outlined in the following admission criteria) that his or her participation in an honors level course is appropriate and are required to sign and adhere to the Honors Contract. Administration may monitor academic performance and make schedule adjustments as necessary. Please consider the following when choosing accelerated classes.

*Parents are asked to be realistic about their student's abilities and should help establish reasonable levels of expectations. Not every student is capable of this level of study. It should also be recognized that a student may have advanced abilities in one subject area but not in another.

*Emphasis is placed on independent study and research. Originality plays a key role. Creativity and higher order reasoning are important to success in accelerated courses.

*The pace of instruction is faster than in other courses. Good note taking and reading skills are essential. Work must be completed on a daily basis and absences are especially detrimental.

*Successful students are self-motivated, persistent, and self-disciplined. They show initiative, meet deadlines, strive for excellence, study independently, and accept responsibility for the quality of their own work.

*The **highly motivated** student with average abilities can perform satisfactorily in accelerated level courses.

*AP Courses, Local Dual Credit, State-Wide Dual Credit, Industry Certification, and Honors Courses are weighted and will have 5 points (for AP), 4 points (for Local Dual Credit, State-Wide Dual Credit, and Industry Certification), and 3 points (for Honors) added to the grades used to calculate the semester average. Grade weighting for AP Courses occurs only for those who take the National Exam.

Criteria for Admission into Honors Courses

- Students will have to meet certain criteria to be admitted into honors courses. This criteria is based on previous TVAAS data and standardized test scores.
- If TVAAS is substandard or unavailable, an advanced score on the most recent related TNReady can qualify. If the student is an out-of-state transfer, then the state achievement test results from their previous state will be used. Teacher/administrator recommendation can override substandard TVAAS and previous state achievement scores. Teacher/administrator recommendation must be accompanied by level of performance on the most recent related state achievement test along with a narrative of work ethic and classroom behavior.

Work-Based Learning will allow seniors to explore careers in a field related to coursework through a community-based job skills setting. Contact the school counselor for additional information concerning credits and other requirements.

VII. ACADEMIC SUCCESS

“If you are not willing to learn, no one can help you. If you are determined to learn, no one can stop you.” ---Author Unknown

At SGC the expectation is for all students to master the required standards for each course as set forth by the State of Tennessee Department of Education. To meet that level of proficiency, SGC adheres to the belief that all students are accountable for learning.

Should a student miss a deadline, fail to demonstrate mastery of learning to a satisfactory level, or fall behind for any reason, teachers will implement procedures that will assist him or her in successfully accomplishing the identified learning task. Types of supports may include, but are not limited to immediate parent notification by teacher,

teacher/student contracts for extended learning opportunities, additional time spent in academic setting, etc.

Options for Academic Support at SGC

1. Extended Learning (Summer) is an opportunity for students who did not master required standards in a particular class or for students who end the year with learning still to be completed or performed to a satisfactory level. This includes assignments that are incomplete on the last day of the school year. Students will be recommended for participation in SGC's Summer Extended Learning program by their teacher and will attend with a learning plan, goals, and objectives established from the teacher of record. This learning plan will focus on either (1) specific assignments that are missing or completed below proficiency or, (2) on the essential standards that the student did not master during the course despite repeated attempts, alternative learning opportunities, extra instructional time, and parent communication.

2. RTI² - Response to Instruction and Intervention is an opportunity for students who need strategic support in reading and/or math. Students who have an RTI plan will spend 90 minutes a day in a program that targets deficit skills in math, reading, or both.

3. FOCUS – Each day immediately following 2nd block, students have 30 minutes available to address academic needs. There are multiple options for support during this time, including focus groups (AP, RTI, etc.), meeting with teachers for reteaching, or simply remaining in their 2nd block classroom and using the 30 minutes to study, read, etc. Should students choose not to take advantage of this opportunity, they could be required to attend extended learning or ultimately be required to repeat a course.

SUPPORTING ACADEMIC SUCCESS AT SOUTH GIBSON COUNTY HIGH SCHOOL

Faculty, staff, and students at South Gibson County High School understand that the academic expectation is for all students to master the required state standards for each course. To meet the required level of proficiency, SGC has implemented a support program that assists us in holding all students accountable for all required academic tasks.

RTI² and FOCUS are support services that provide students with numerous levels of academic assistance in order for them to successfully accomplish learning. First and foremost, students should make every effort to be prepared for class daily which means their best effort should be evident when assignments are first made or when tests are taken for the first time. We acknowledge that situations arise when students need

support in addition to their regular class time. Some specific ways that students can receive support outside of their classes are:

- teacher/student contracts for extended learning opportunities,
- additional time spent in the academic setting for reteaching, or
- additional time spent with teachers or other school staff either before school, after school, or during the FOCUS block available every day immediately following 2nd block.

If a student fails to turn in an assignment, on time and at a satisfactory level, or fails a test, the teacher of the student determines if, when, and how a student can change his or her grade. Grades can only be changed when a student shows that he/she has learned the material. Taking different versions of tests multiple times does NOT show that learning has occurred and is not supported at SGC.

If a grade of zero (0) appears in place of a grade, you will know that an assignment is missing or that there continues to be ***learning*** to accomplish. Make-up work is to be completed with 5 school days of the day missed in order to receive credit. When the student completes their academic responsibilities as outlined by the teacher, the zero will be replaced by the actual grade. The grade the student earns will reflect true learning, meaning no deductions of points will occur as a result of a student needing extra time or additional opportunities to learn the required material. Deadline extensions and opportunities for alternative ways to prove that learning has occurred are determined by the teachers based on individual student circumstances. After teachers exhaust all levels of additional support and a student continues to be non-compliant in their academic responsibilities, the zero will become the final grade for the assignment.

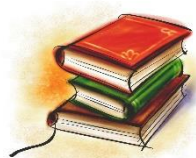
Additionally, assessments of student learning can be done in many ways other than continued attempts at taking a failed test or assignment. Alternative assessments and assignments will be selected at the teacher's discretion. ***Retaking tests is not the best solution to the problem of unsuccessful performance on academic tasks – rather looking closely at not only the instructional process but also the student's participation in his/her learning activities and preparation for assessments will yield better content knowledge which will result in better test scores and readiness for college and career.***

If a student's semester average is between a 50 and 59 at the end of the semester, a final means of support will be available through the credit recovery program.

After all options for academic support have been exhausted, the consequence for students not taking advantage of the support offered at SGC could result in a student receiving a failing grade and having to repeat a course.

Please encourage your students to be prepared, take learning seriously, and take advantage of the support provided through the Intermission program. The learning community at South Gibson County High School strives for academic success along with career and college readiness for every student.

4. Credit Recovery/Extended Learning - Credit Recovery/Extended Learning is the final opportunity for students to successfully complete the requirements of a course and earn course credit. Available for students who have a final course average between 50 – 59, Credit Recovery is offered immediately following the semester in which the failing grade was earned. Students are enrolled in the program by their teacher and are given assignments to complete. Credit Recovery for 1st semester is held after school during January and February. Credit Recovery for 2nd semester is held during the two weeks immediately following the last day of school. As Credit Recovery is a privilege and is not required by the school, high expectations for appropriate student behavior and work ethic are in place. Disciplinary issues during Credit Recovery will not be tolerated. Should a student be suspended from Credit Recovery, he/she will be removed from the credit recovery program and will be required to repeat the course.



VIII. COURSE DESCRIPTIONS

CAREER TECHNICAL EDUCATION

Visit <https://www.tn.gov/education/topic/career-clusters> for comprehensive career clusters and course descriptions

Agriculture, Food, and Natural Resources Career Cluster

Agricultural Power and Equipment

Prerequisite: Principles of Ag Mechanics

Agricultural Power and Equipment is 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 Page 2 agricultural mechanics.

Agriscience

Agriscience is an introductory laboratory science course that prepares students for biology, subsequent science and agriculture courses, and postsecondary study. This course helps students understand the important role that agricultural science and technology serves in the 21st century. In addition, it serves as the first course for all programs of study in the Agriculture, Food and Natural Resources Cluster. This course counts as a lab science credit toward graduation requirements.

Greenhouse Management

Prerequisite: Principles of Plant Science and Hydroculture

Greenhouse Management is an applied-knowledge course designed to prepare students to manage greenhouse operations. This course covers principles of greenhouse structures, plant health and growth, growing media, greenhouse crop selection and propagation, and management techniques.

Large Animal Science

Prerequisite: Small Animal Science

Large Animal Science is 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.

Principles of Plant Science and Hydroculture

Prerequisite: Agriscience

Principles of Plant Science and Hydroculture focuses on essential knowledge and skills related to the science of plant growth. This course covers principles of plant health, growth, reproduction, and biotechnology, as well as fundamental principles of hydroponics and aquaponics.

Principles of Agricultural Mechanics

Prerequisite: Agriscience

Principles of Agricultural Mechanics is 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.

Small Animal Science

Prerequisite: Agriscience

Small Animal Science is 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. This course covers anatomy and physiological systems of different groups of small animals, as well as careers, leadership, and history of the industry.

Vet Science

Prerequisite: Large Animal Science

Veterinary Science is 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.

Architecture and Construction Career Cluster

Fundamentals of Construction

Fundamentals of Construction is a foundational course in the Architecture & Construction cluster covering essential knowledge, skills, and concepts required for careers in construction. Upon completion of this course, proficient students will be able to describe various construction fields and outline the steps necessary to advance in specific construction careers. Students will be able to employ tools safely and interpret construction drawings to complete projects demonstrating proper measurement and

Approved January 30, 2015 Page 2 application of mathematical concepts. Standards in this course also include an overview of the construction industry and an introduction to building systems and materials. Students will begin compiling artifacts for inclusion in their portfolios, which they will carry with them throughout the full sequence of courses in their selected program of study.

Residential/Commercial Construction I

Prerequisite: Fundamentals of Construction

Residential & Commercial Construction I is the second course in the Residential & Commercial Construction program of study intended to prepare students for careers in construction by developing an understanding of the different phases of a construction project from start to finish. Upon completion of this course, proficient students will be able to demonstrate knowledge and skill in the earlier phases of building construction, including site layout, foundation systems, concrete, framing systems, and electrical systems. Students will be able to perform concrete work; frame walls, ceilings, and floors of a structure; and install proper wiring while safely employing tools and interpreting construction drawings to complete projects. Emphasis is placed on demonstrating proper measurement and application of mathematical concepts.

Residential/Commercial Construction II

Prerequisite: Residential/Commercial Construction I

Residential & Commercial Construction II is the third course in the Residential & Commercial Construction program of study intended to prepare students for careers in construction by developing an understanding of the different phases of a construction project from start to finish. Upon completion of this course, proficient students will be able to demonstrate knowledge and skill in the later phases of building construction including roofing systems, exterior finishing, stair framing systems, masonry systems, and plumbing systems. Students will be able to perform masonry work; frame roofs; install shingles on roofs; apply exterior finishes; and install proper piping for plumbing systems while safely employing tools and interpreting construction drawings to complete projects. Emphasis is placed on demonstrating proper measurement and application of mathematical concepts.

Arts, Audio/Visual Technology, & Communication Career Cluster

Foundations of Fashion Design

Prerequisite: Visual Art

Foundations of Fashion Design introduces students to the rich history of the fashion industry and the basic design principles that are integral to its operation. This course studies the history of the fashion industry, elements and principles of design, textile history and composition, as well as basic construction principles. Artifacts will be created for inclusion in a portfolio, which will continue to build throughout the program of study.

Business Management & Administration Cluster

Business Communications

Business Communications is a course 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 Approved April 10, 2015 Page 2 styles and methods for professional business communications using the proper tools to deliver effective publications and presentations.

Business Management

Recommended Prerequisite: Computer Applications

Students in Business Management will develop a foundation in the many activities, problems, and decisions that are intrinsic to the management of a successful business, as well as an appreciation for the importance of these responsibilities. Areas to be examined include business organization, ethical and legal responsibilities, communication, decision-making, personnel, safety, professional development, and related careers. By gaining an understanding of these areas, students will be better prepared to enhance the business decisions of tomorrow. (Specific activities will require use of Internet, word processing, and spreadsheet software.)

Computer Applications

Computer Applications is a foundational course intended to teach students the computing fundamentals and concepts involved in the proficient use of common application software. Upon completion of this course, students will gain basic proficiency in word processing, spreadsheets, databases, and presentations. In addition, students will have engaged in key critical thinking skills and will have practiced ethical and appropriate behavior required for the responsible use of technology. Standards in this course are aligned with Tennessee Common Core State Standards for Literacy in Technical Subjects and Tennessee Common Core State Standards in Mathematics.*

Finance Career Cluster

Accounting I

Recommended Prerequisites: Basic keyboarding/computer skills, Algebra I

Accounting I introduces concepts and principles based on a double-entry system of maintaining the electronic and manual financial records for a sole proprietorship, a partnership, and a corporation. It includes analyzing business transactions, journalizing, posting and preparing worksheets and financial statements.

Accounting II

Prerequisite: Accounting I

Accounting II is an advanced study of concepts, principles, and techniques used by businesses to maintain electronic and manual financial records. This course expands on content explored in Accounting I to cover the accounting processes of a variety of different firms, including merchandising, manufacturing, and service-oriented businesses. Upon completion of this course, proficient students will gain in-depth knowledge of business accounting procedures and their applications to business operations. Upon completion of this course, students will be prepared for postsecondary study and advanced training in accounting or business. Additionally, completion of this course can lead to a work-based learning (WBL) experience as the program of study capstone.

Banking and Finance

Prerequisites: Personal Finance

Banking and Finance is designed to challenge students with real-world banking and financial situations through a partnership with a local financial institution. This business partnership should provide resources for faculty and students that include but are not limited to mentors, seminars, and hands-on experience with day-to-day banking operations.

Intro to Business and Marketing

Introduction to Business and Marketing is an introductory course designed to give students an overview of the Business Management and Administration, Marketing, and Finance career clusters. The course helps Approved April 10, 2015 Page 2 students prepare for the growing complexities of the business world by examining basic principles of business, marketing, and finance in addition to exploring key aspects of leadership, ethical and social responsibilities, and careers. Students' academic skills in communications, mathematics, and economics are reinforced with activities modeled in the context of business topics.

Personal Finance

Personal Finance is a foundational course designed to inform students how individual choices directly influence occupational goals, future earning potential, and long term financial well-being. The standards in this course cover decision-making skills related to goal setting, earning potential, budgeting, saving, borrowing, managing risk, and investing. The course helps students meet the growing complexities of personal financial management and consumer decision making.

Health Science Career Cluster

Health Science Anatomy and Physiology

Prerequisites: Biology; Health Science Education

Health Science Education Anatomy and Physiology is a course in which students will examine human anatomy and physical functions. They will analyze descriptive results of abnormal physiology and evaluate clinical consequences. A workable knowledge of medical terminology will be demonstrated.

Diagnostic Medicine

Prerequisite: Health Science Education

Diagnostic Medicine creates a picture of an individual's health status at a single point in time. This could include following careers and career areas: audiologist, cardiology, imaging, medical laboratory, radiography, nuclear medicine, stereotactic radiosurgery, cytotechnology, clinical laboratory technician, pathologists, medical physician, histotechnologist.

Exercise Science

Prerequisite: Rehabilitation Careers

Exercise Science is an applied course designed to prepare students to pursue careers in kinesiology and exercise physiology services. Upon completion of this course, proficient students will be able to apply concepts of anatomy and physiology, physics, chemistry, bioenergetics, and kinesiology to specific exercise science contexts. Through these connections students will understand the importance that exercise, nutrition, and rehabilitation play in athletes or patients with debilitating or acute metabolic, orthopedic, neurological, psychological, and cardiovascular disorders. In addition, students have the opportunity to incorporate communication, goal setting, and information collection skills in their coursework in preparation for future success in the workplace.

Health Science Education

Health Science Education is an introductory course designed to prepare students to pursue careers in the fields of biotechnology research, therapeutics, health informatics, diagnostics, and support services. Upon completion of this course, a student proficient

in Health Science Education will be able to identify careers in these fields, 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. This course will serve as a strong foundation for all of the Health Science programs of study.

Medical Therapeutics

Prerequisite: Health Science Education

Medical Therapeutics is an applied course designed to prepare students to pursue careers in therapeutic services. Upon completion of this course, a proficient student will be able to identify careers in therapeutics services; assess, monitor, evaluate, and report patient/client health status; and identify the purpose and components of treatments. The student will incorporate communication, goal setting, and information collection skills to be successful in the workplace.

Nursing Education

Prerequisites: Medical Therapeutics and Anatomy & Physiology

Nursing Education is a capstone course designed to prepare students to pursue careers in the field of nursing. Upon completion of this course, a proficient student will be able to implement communication and interpersonal skills, maintain residents' rights and independence, provide care safely, prevent emergency situations, prevent infection through infection control, and perform the skills required of a nursing assistant.

Rehabilitation Careers

Prerequisite: Health Science Education

Rehabilitation Careers is an applied course designed to prepare students to pursue careers in rehabilitation services. Upon completion of this course, a proficient student will be able to identify careers in rehabilitation services. The successful student will recognize diseases, disorders or injuries related to rehabilitation services and correlate the related anatomy and physiology then develop a plan of treatment with appropriate modalities. The student will incorporate communication, goal setting, and information collection skills to be successful in the workplace.

Clinical Internship

Students may choose to complete a clinical internship after completing Medical Therapeutics, Diagnostic Medicine, Health Informatics, Support Services, Rehabilitative Therapies, Nursing Education, Biomedical Applications or Emergency Medical Services. The internships should be completed in a hospital, nursing home, rehab center, medical office, or other health care related facility.

Hospitality & Tourism Career Cluster

Culinary Arts I

Culinary Arts I is the first level of Culinary Arts and prepares students for gainful employment and/or entry into post-secondary education in the food production and service industry. Designed to introduce students to food preparation concepts, terminology and practices in the modern commercial kitchen, the content provides students the opportunity to acquire marketable skills by examining both the industry and its career opportunities and by developing food preparation and service and interpersonal skills. Fundamental techniques and skills are taught with an emphasis on safety, sanitation, and proper equipment operation and maintenance.

Laboratory facilities and experiences, which simulate commercial food production and service operations, offer school-based learning opportunities.

Culinary Arts II

Culinary Arts II is the second level of Culinary Arts and prepares students for gainful employment and/or entry into post-secondary education in the food production and service industry. Content provides students the opportunity to acquire marketable skills by demonstrating the principles of safety and sanitation, food preparation skills, and teamwork to manage an environment conducive to quality food production and service operations. Laboratory facilities and experiences, which simulate commercial food production and service operations, offer school-based learning and work-based learning opportunities.

Culinary Arts III

Culinary Arts III is the third level of Culinary Arts and it serves as a capstone course. It, too, prepares students for gainful employment and/or entry into post-secondary education in the food production and service industry. Content provides students the opportunity to apply the marketable culinary arts skills they have acquired by assuming increasingly responsible positions, including participation in a cooperative education experience.

Human Services Career Cluster

Family Studies

Family Studies is an applied knowledge course that examines the diversity and evolving structure of the modern family. Upon completion of the course, proficient students will have knowledge of the demographic, historical, and social changes of interpersonal relationships, as well as parenting, and the effect of stressors on the family. Artifacts will be created for inclusion in a portfolio, which will continue to build throughout the program of study.

Introduction to Human Studies

Introduction to Human Studies is a foundational course for students interested in becoming a public advocate, social worker, dietician, nutritionist, counselor, or community volunteer. This course covers the human needs, overview of social services, career investigation, mental health, and communication. Artifacts will be created for inclusion in a portfolio, which will continue to build throughout the program of study.

Lifespan Development

Lifespan Development builds basic knowledge in human growth and development. The course standards include developmental theory, principles of growth, behavior of children from conception through adolescence, adult development and aging, and death and dying. Artifacts will be created for inclusion in a portfolio, which will continue to build throughout the program of study.

Nutrition Across the Lifespan

Prerequisite: Intro to Human Studies

Nutrition Across the Life Span is for students interested in learning more about becoming a dietitian, nutritionist, counselor, or pursuing a variety of scientific, health, or culinary arts professions. This course covers human anatomy and physiological systems, nutrition requirements, as well as social, cultural, and other impacts on food preparation and integrity. Artifacts will be created for inclusion in a portfolio, which will continue to build throughout the program of study.

Information Technology

Coding

Prerequisite: Algebra I, Computer Science Foundations

Coding I is a course intended to teach students the basics of computer programming. The course places emphasis on practicing standard programming techniques and learning the logic tools and methods typically used by programmers to create simple computer applications. Upon completion of this course, proficient students will be able to solve problems by planning multistep procedures; write, analyze, review, and revise programs, converting detailed information from workflow charts and diagrams into coded instructions in a computer language; and will be able to troubleshoot/debug programs and software applications to correct malfunctions and ensure their proper execution.

Marketing Career Cluster

Marketing and Management I: Principles

Marketing and Management I: Principles focuses on the study of marketing concepts and their practical applications. Students will examine the risks and challenges that marketers face to establish a competitive edge in the sale of products and services. Topics covered include foundational marketing functions such as promotion, distribution, and selling, as well as coverage of economics fundamentals, international marketing, and career development.

Transportation, Distribution, & Logistics Career Cluster

Maintenance and Light Repair I

The Maintenance and Light Repair I (MLR I) course prepares students for entry into Maintenance and Light Repair 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

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

Maintenance and Light Repair III

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

Maintenance and Light Repair IV

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

FINE ARTS

Visual Art I

Visual Art I is an introduction to visual arts and as such, there are no prerequisites to take this course. In Visual Art I, we explore the Elements of Art (line, shape, space, form, value, color, and texture) and the Principles of Design (balance, proportion, emphasis,

unity, rhythm, movement, harmony, and variety). These two foundations will help students organize information visually to create successful designs.

In this course, we explore a number of different art mediums such as pencil, oil pastel, watercolor, pen and ink, acrylic paint, charcoal, and mixed media. We also study a number of different techniques and processes such as portfolio design, cut-and-paste collage, value scales, still-life, self-portrait, color blending, abstract art, and basic 3-dimensional design.

Visual Art II

This course picks up where Visual Art I leaves off, focusing more on technique and the exploration of unique forms of media. Students will begin to develop a unique portfolio of work in their own personal style.

Materials and techniques that will be explored in this class include: 1 and 2-point perspective, charcoal observational drawing, clay, mixed-media, still-life, pastel drawing, landscape painting, and more.

Students may take Visual Art II multiple times, and it will be a different experience for students each time they take it. New and varied projects will be presented to students who have taken Visual Art II multiple times.

Theater Arts I

This basic theater class is offered to any student who needs a fine arts elective and has never been in theater before. In this class, students learn the history behind theater as well as basic staging movement and character development. Some of the projects include music videos, commercials, silent movies, and a short one act play.

Theater Arts II

This advanced theater class is only offered to students who have completed Theater Arts I or been a part of one of the school productions. In this course students learn how to use method acting as well as technical acting to define a role. Some of the projects for this class are music videos, Improv Everywhere projects, and traveling one acts.

Marching Band

The Marching Band meets during the Fall Semester and is open to any student wishing to participate, pending approval by the Band Director. Previous playing experience and musical knowledge is not required, but certainly encouraged. This class includes many required rehearsals and performances that all members must participate in. These

performances include football game halftime shows, weekend marching competitions, the Christmas Concert and the Christmas Parade.

Concert Band

The Concert Band meets during the Spring Semester and is open to any student wishing to participate, pending approval by the Band Director. Previous playing experience and musical knowledge is not required, but certainly encouraged. This class includes required rehearsals and performances that all members must participate in. These performances include an ensemble concert, the spring concert, and the spring parades.

Percussion Class

This class meets during the Fall Semester and is open to any Percussion students who have passed the audition process during the previous Spring Semester. Special exceptions can be made due to transfers or other circumstances pending approval by the Band Director. This class will participate in the same rehearsals and performances that the Marching Band participates in. Members of this class will be asked to learn parts to more than one percussion instrument during the course of the semester, including Bells, Timpani, Drums, and other various percussion instruments.

Guard Class

This class meets during the Fall Semester and is open to any Color Guard students who have passed the audition process during the previous Spring Semester. Special exceptions can be made due to transfers or other circumstances pending approval by the Band Director. This class will participate in the same rehearsals and performances that the Marching Band participates in, with the exception of the Christmas Concert.

General Music

This class is open to anyone wishing to learn the very basics of music notation, music history, and the many other areas of the musical arts. No previous experience in reading music or playing an instrument is necessary, and there will be no afterschool rehearsals or performances in this class. Participation in class projects and class work will be reflected in the student's grade of this class. This class is meant for anyone who is not in the band, but still wants to learn about the basics of music.

Health, Physical Education, & Safety

Lifetime Wellness

This course will help each student better understand the important concepts and activities of lifelong physical activity. This approach to total wellness encompasses the

physical, mental, social, and emotional well-being of the individual. During this course the students will be introduced to the following topics:

- Disease Prevention and Control
- Nutrition
- Substance Use and Abuse
- Mental/Emotional/Social Health
- Safety and First Aid
- Personal Fitness

Physical Education

This course will help students attain and maintain an individual level of physical fitness. Programs for the development of strength, endurance, flexibility, and cardiovascular conditioning will be implemented.

Weightlifting

The class is structured to emphasize muscular strength development. Students are provided principles and practice techniques for a beginning strength program. Progression concepts are taught and practiced as students develop and work at their individual performance levels.

LANGUAGE ARTS

English I

A semester of English I follows the standards set by the Tennessee Department of Education. The standards for English I include study and practice in the areas of language, communication, writing, research, logic, informational text, media, literature, and vocabulary. The standards in each section will be met by covering various units including short stories, novels, poetry, research, drama, and others. It is the hope of the English department at SGCHS that you, the student, will come to class every day with an open mind and willingness to learn more about the English language. The classroom should to be a space for expression and creativity in writing and speech. Each student will be taught useful skills that he or she will use in every class at South Gibson County and outside of the classroom walls. The student will take the TNReady assessment for this course.

English II

English II is a survey course covering the different genres of literature, including short stories, novels, drama, poetry, and epics. Intensive grammar study is a key element of the course. In addition to literary studies, students create several written pieces following different modes (narrative, persuasive, expository, etc). Other elements of

communication are incorporated into the course of study, including group dynamics, interpreting different media and informational texts, as well as analysis logic and methods of persuasion. The student will take the TNReady assessment for this course.

English III

English III provides an overview of American literature and thought from Puritan to modern times. In addition to selections from the anthology, students will read from a selection of American novels. The course also will stress essay writing in the persuasive mode in preparation for the required state writing assessment. Grammar and usage will be taught relating to student writing as well. The credit earned from this course fulfills a graduation requirement. English I and II are prerequisites.

English IV

English IV provides an overview of British literature and thought through the centuries. Students will read selected passages, as well as choose from a selection of British authors. The course will focus heavily on research writing, in addition to college preparatory and vocational writing. The credit earned from this course fulfills a graduation requirement. English I, II, and III are prerequisites.

English Honors Courses (I, II, III, IV)

Honors English courses are geared toward high-achieving students who wish to study the material more in-depth. Honors courses include additional reading and creative projects, lengthier writing assignments, and further explorations of literary concepts and ideas. (see pages 48-50 for admission criteria for honors courses)

AP English/AP History

The AP Program allows high school students the opportunity to engage in a typical introductory-level college curriculum. Students wishing to pursue college English and History credits will enroll in both courses and will take them simultaneously over the course of the full school year on an alternate day schedule.

The AP English Language and Composition course focuses on rhetorical analysis of nonfiction texts and the development and revision of well-reasoned, evidence-centered analytic and argumentative writing.

The AP U.S. History course focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and an understanding of content learning objectives organized around seven themes, such as identity, peopling, and America in the world. In line with college and university U.S.

history survey courses' increased focus on early and recent American history and decreased emphasis on other areas, the AP U.S. History course expands on the history of the Americas from 1491 to 1607 and from 1980 to the present. It also allows teachers flexibility across nine different periods of U.S. history to teach topics of their choice in depth. College Course equivalent AP U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. history course. (open to 11th and 12th graders)

Journalism/Publications

In this elective course, students will learn publication design, photojournalistic writing, and organizational skills. Students in this class are responsible for the creation and production of the yearbook and will be assigned specific page layouts. Assignments include: collecting and taking photographs, conducting interviews, writing captions and stories, organizing the information in to well-designed page-layouts, editing the pages for spelling errors and misinformation, meeting deadlines, and the sale of advertisements. Class work time may be required outside of the regular class period. Attendance at after school events is a requirement. An application and interview process is required for this class.

MATHEMATICS

Applied Mathematical Concepts

Applied Mathematical Concepts is designed for students interested in careers that use mathematics such as banking, industry, or human resources. This course provides a rich problem solving experience, is designed with industry needs in mind, and is aligned with ACT college and career readiness standards. Topics include an in-depth study of financial mathematics, linear programming, logic and Boolean Algebra, problem solving, sets, counting techniques and combinatorial reasoning, basic probability and statistics beyond earlier courses, distribution, and understanding and using confidence intervals.

Algebra I and Algebra I A/B*

A major focus of Algebra I and Algebra I A/B is the study of functions and the ability to work flexibly with verbal, symbolic, graphic, and tabular representations. Other topics emphasized in the course include solving equations (both linear and quadratic), slope as rate of change, proportionality, representing and solving inequalities, systems of equations, and irrational numbers. Statistical and geometric applications will be investigated. This course also includes operations of Polynomials, applications of exponents including negative and zero, application of radicals, solving a variety of equations including absolute value, radicals, etc., solving, graphing, and applying inequalities, relations, linear functions, absolute value functions, systems of linear

functions, permutations, combinations, algebraic rational expressions, and quadratic functions. Concept building through connections, reasoning, and communications will be emphasized, especially student justification of solutions and methods. Students will use physical models to represent, explore, and develop abstract concepts. The use of appropriate technology will help students apply mathematics in an increasingly technological world.

***Algebra I is a one semester course (18 weeks) and will be assessed by the TNReady assessments (Parts I and II). Algebra I A/B is a full year course in which the student can earn an elective math credit and the Algebra I credit. The student will take the TNReady assessments for this year-long course as scheduled for the 2nd semester courses.**

Algebra I Honors

This course includes everything that is in the Algebra I A/B course, but it has more depth and is taught at a faster pace. Some Geometry and Algebra II concepts are covered. The student is expected to be self-motivated and capable of doing independent as well as group work. This is a fast-paced class in which a new objective is covered every day and all testing is cumulative. Exceptional Algebra I students will be strongly encouraged to take Honors or Advanced Honors Geometry. The student will take the TNReady assessment for this course. (see pages 48-50 for admission criteria for honors courses)

Algebra II

Algebra II will provide an understanding of language, notion, application, of algebraic skills and the use of real and complex numbers systems. It will include the understanding of algebraic relations and functions, exponents, radicals, polynomial functions, quadratic relations and systems of equations, higher order degree polynomials, trigonometric functions, and identities, series and sequences, and probability and statistics. The student will take the TNReady assessment for this course.

Algebra II Honors

Prerequisite: Algebra I, Geometry

This course includes the same topics taught in Algebra II, but with more depth and a faster pace. This course is designed for those students planning to take Pre-calculus. The student will take the TNReady assessment for this course. (see pages 48-50 for admission criteria for honors courses)

Advanced Placement Calculus

This course is equivalent to a first course in college calculus. It is designed to develop higher order thinking skills and includes topics such as limits, derivatives and integration. Students who successfully complete AP Calculus will take the AP exam in May for possible college credit.

Bridge Math

Prerequisite: Algebra I, Algebra II, and Geometry

This course is required for seniors who have scored less than 19 on the math portion of the ACT and was designed by college level developmental studies teachers. Certain basic, but essential mathematical skills are required in order to prepare all students for life beyond high school. These particular skills will be developed in an environment that promotes learning beyond skill and drill techniques. These new skills will be introduced in conjunction with appropriate mathematical concepts and will be related to previous learning. Applications of these skills will play a principal role in the learning and assessment process. Technology will be used to strategically enhance the student's understanding of core concepts via the use of multiple problem solving strategies.

Geometry

This course is designed to develop an understanding of basic structure of geometry, plane, and solid, and of the critical and creative reasoning skills necessary to enable students to function successfully in the 21st century. This course offers the student the opportunity to apply the process of mathematical modeling to real-world situations and to communicate mathematical ideas and processes both orally and in writing to become proficient in problem solving. The content includes the basics of numerical reasoning, the use of algebraic methods in solving problems in geometry, the properties of geometric figures and special applications, the area and volume formulas, probability and statistics, and transformations. The student will take the TNReady assessment for this course.

Geometry Honors

This course will substantially exceed the content standards, learning expectations, and performance indicators for Geometry approved by the State Board of Education. The teacher will incorporate instructional approaches that facilitate maximum interchange of ideas among students: independent study, self-directed research and learning, and appropriate use of technology. Students will be evaluated using multiple types of assessments exemplifying course work (such as short answer, constructed response prompts, performance-based tasks, and open-ended questions). (see pages 48-50 for admission criteria for honors courses) The student will take the TNReady assessment for this course.

Dual Credit Pre-Calculus

Prerequisite: Algebra I, Geometry, Algebra II

This course provides an in-depth exploration of many concepts with an emphasis on properties and graphs of functions, solving equations and inequalities, rational functions, exponential and logarithmic functions, trigonometry, trigonometric identities, circles, vectors, and real-life models.

Dual Credit Statistics

Prerequisite: Algebra I, Algebra II, and Geometry

Statistics is one of the most widely used types of mathematics in the professional world. Thus, this course is appropriate for any student preparing to exit high school, and will provide a solid foundation for future study. Furthermore, the course will cover most topics included in a college-level Statistics class. The emphasis of this course will be done through investigation of meaningful problems individually or in cooperative groups, while using appropriate technology. Topics include representing and describing various data and distributions, designing and evaluation statistical studies, and working with random variables and probability.

SCIENCE

Biology I

Biology I content builds proficiency in the understanding of the structures and functions of living things at the cellular level. Patterns of heredity, the classification of living things and the role of technology in biological processes are emphasized in this course. Interactions within various ecological environments are examined. The course offers a balance between textual and investigative information. At the end of this course, students will complete the Tennessee End of Course Biology exam.

Biology I Honors

Students survey the properties and characteristics of living organisms. Group and individual projects, lab investigations, and other college-related skills will be developed as we examine biochemistry, energy flow, patterns of heredity, and ecological interactions. This course is taught at an accelerated pace. A research paper and outside reading are required. At the end of this course, students will complete the Tennessee End of Course Biology exam. (see pages 48-50 for admission criteria for honors courses)

Biology II Honors

Prerequisites: Biology I, Chemistry I

This CLEP course introduces students to major specialty areas of biology. Students explore: comparative anatomy and zoology, embryology, genetics, immunology, microbiology, botany, cell structure & function, molecular genetics (DNA), ecology and evolution. Its goal is to enable students to substantially expand their understanding of current biological topics. A research paper and outside reading are required. (see pages 48-50 for admission criteria for honors courses)

Chemistry I

Recommended pre-requisites: Physical Science, Algebra I

Chemistry I is a *laboratory science course* in which students investigate the composition of matter and the physical and chemical changes it undergoes. Students use science process skills to study the fundamental structure of atoms, the way atoms combine to form compounds, and the interactions between matter and energy. Students explore chemistry concepts through an inquiry-based approach. Embedded standards for Inquiry, Mathematics, and Technology & Engineering are taught in the context of the content standards for Atomic Structure, Matter and Energy, and Interactions of Matter.

Chemistry I Honors

This course is designed for students who wish to study the content more in-depth. Honors Chemistry will include additional reading and creative projects, lengthier writing assignments, and further explorations of concepts and ideas.

Anatomy & Physiology Honors

Prerequisites: Biology I, Chemistry I

This course is the extensive study of the human body's structures and respective functions at the molecular/biochemical, cellular, tissue, organ, systemic, and organism levels. Students explore the human body through laboratory investigations, models, diagrams, and/or comparative studies of the anatomy of other organism. A research paper and outside reading are required. (see pages 48-50 for admission criteria for honors courses)

Physics

Physics is the study of matter and energy and their interactions. It provides a systematic understanding of the fundamental laws that govern physical, chemical, and biological processes. Physics is the root science. This Physics course is designed to: instruct students in foundational physics concepts, prepare students to exist in an increasingly technological society, develop the students' analytical, problem solving, and laboratory skills and integrate math, science and technology.

Physical Science

Physical Science is a study of the basic concepts addressed in Chemistry and Physics. The Chemistry aspects of the course will address atomic structure, the Periodic Table of Elements, chemical properties, chemical equations and reactions. Topics of study in the field of Physics will include Newton's Laws of Motion, calculations for measuring speed, work, and power. Related information is covered on basic machines, heat, electricity, and wavelengths. This course includes mathematics and solving equations.

Physical Science Honors

This course is designed for students who wish to study the content more in-depth. Honors Physical Science will include additional reading and creative projects, lengthier writing assignments, and further explorations of concepts and ideas. (see pages 48-50 for admission criteria for honors courses)

STEM I

Foundations is 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 are able to 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.

SOCIAL STUDIES

Contemporary Issues

Contemporary Issues examines current local, national, and international issues and events. Methods and materials involved include oral reports, written summaries, group projects, films, newspapers, television, magazines, and class discussions.

Economics

Economics is the study of the production, consumption and distribution of goods as they relate to the individual and the state. A study of the role of the individual and of

government in economics seeks to enlighten the students about the productive process involving land, labor, capital, management, and technology. Consumer economics, the business world, budgeting, conservation of resources, money and banking, credit, inflation, national and international trade, and economic development are representative units of study. Emphasis is placed upon analysis and interpretation of economic data leading to the development of sound concepts of economics.

U.S. Government

In this course, students are provided an overview of government through the study of U.S. Constitution and the federal system of government it establishes. As students come to understand the law making process, as well as the interpretative nature of the Constitution, they gain insight into the ability of our system to adjust to changing times. The structure- executive, legislative and judicial branches- and the relationships between the national, state, county and city governments are studied in depth. Students examine social legislations, the United States in world affairs, federal and states' rights, and the role and function of political parties. The growth of government, the philosophy of the democratic process, and the obligations of citizens are thoroughly explored.

AP Human Geography

AP Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface.

World History

The students will explore many various subjects in World History. They will discuss and define many of the world's religions, famous world leaders, significant events that have influenced modern history. The course will begin with the study of early civilizations and finish with the end of World War II.

Psychology

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

Advanced Placement Psychology

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. Students explore and apply psychological theories, key concepts, and phenomena associated with numerous topics. Throughout the course, students will employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas.

U.S. History

U.S. History begins with the Constitution of 1798 and moves through each major period with more emphasis placed on the period from 1865 to the present. The course provides the student with a general knowledge and appreciation for the political, social, and economic developments of the United States.

Advanced Placement English/AP History

The AP Program allows high school students the opportunity to engage in a typical introductory-level college curriculum. Students wishing to pursue college English and History credits will enroll in both courses and will take them simultaneously over the course of the full school year on an alternate day schedule.

The AP English Language and Composition course focuses on rhetorical analysis of nonfiction texts and the development and revision of well-reasoned, evidence-centered analytic and argumentative writing.

The AP U.S. History course focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and an understanding of content learning objectives organized around seven themes, such as identity, peopling, and America in the world. In line with college and university U.S. history survey courses' increased focus on early and recent American history and decreased emphasis on other areas, the AP U.S. History course expands on the history of the Americas from 1491 to 1607 and from 1980 to the present. It also allows teachers flexibility across nine different periods of U.S. history to teach topics of their choice in depth. College Course equivalent AP U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. history course. (Open to 11th and 12th graders)

TN History

Students will examine 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 of Tennessee. 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.

Dual Enrollment Courses

***Student enrolled in DE courses receive their instruction and assignments from either JSCC or UT Martin faculty. SGC provides a staff member to supervise students as they work independently and at their own pace. Upon satisfactory completion, students have the opportunity to receive both high school & college credit for these courses.

English Composition I

A course designed to emphasize the development of writing skills applied to different purposes with emphasis on logic, organization, levels of usage, information gathering, and audience awareness. Familiarity with basic essay form and outlining techniques is assumed.

English Composition II

A course designed to focus on expository writing using both research and documentation procedures and the ideas found in literature.

Music Appreciation

An in-depth approach to the study of music and its relationship to other art forms, historical and cultural events, and everyday life in the past and present day. Leading composers, styles, and significant compositions from the Middle Ages to the present are studied in order to encourage a more effective understanding of music and its role in cultural history.

Psychology

An introduction to the methods, findings, and terminology in psychology. Emphasis will be placed in the following areas: history, philosophy of science, methodology, statistics, physiology, development, motivation, emotion, altered states of consciousness, sleep and dreaming, sensation, and perception.

Speech

Throughout their lives, students will communicate within the family, in the workplace, and in society. In order to become a more effective communicator, students will

prepare ideas in an organized format, speak clearly with confidence and poise, and listen critically to others. In this course, the student will develop the skills needed to generate ideas, research topics, organize information, and prepare for oral presentations.

U.S. History

A study of the Industrial Revolution, new political movements, and the emergence of the United States as a world power will be conducted. World War I, the Great Depression, World War II, and historical events of the 1950s through the present will be included.

U.S. History part A

A study of America's European background, colonial development, and the American Revolution will be conducted. Also, the rise of sectional controversies, the Civil War, and Reconstruction will be treated in a topical manner.

Animal Science

Fundamental principles of animal agriculture. Biological and scientific aspects of development, inheritance and feeding. Animal products and scope of the animal industry.

Programing Concepts

An introduction to programming in the C++ language. Types and representations, arithmetic, strings, arrays, control structures, basic algorithm design, and problem solving.

Teaching as a Profession

A course designed to provide prospective Educator Preparation Program (EPP) majors with an introduction to Statistics / Teacher Education 505 Course Descriptions teaching as a profession. Includes an overview of the Educator Preparation Program (EPP) Conceptual Framework and development of the EPP portfolio.

Sociology

A general survey of the fundamental concepts, methods, and theoretical perspectives underlying social relationships.

Art Appreciation

Understanding the visual arts and their roles in western and non-western traditions through an examination of their media, formal structure, and cultural context.

Significant visual achievements, from ancient times to the contemporary period, will be examined and discussed.

IX. ORGANIZATIONS

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

Athletics - Students may choose to try out to play the following sports at SGCHS: football, girls basketball, boys basketball, golf, tennis, baseball, softball, soccer, cross country, and girls volleyball.

BASS Fishing Club/Team - An organization open to all interested students. Please contact the club sponsor for additional information.

Beta Club - A national academic/service organization open to sophomores, juniors, and seniors who have an academic grade-point average of at least 90. The same exclusions apply as for Honor Roll.

Bible Club – An organization open to all interested students. Please contact the club sponsor for additional information.

Book Club - An organization open to all interested students. Please contact the club sponsor for additional information.

Cheerleading - Cheerleaders are chosen through a try-out procedure using a teacher evaluation and performance rating.

Computer Club – Please contact the club sponsor for additional information.

Creative Writing Club – Please contact the club sponsor for additional information.

Drama Club – Please contact the drama teacher for additional information

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

Fellowship of Christian Athletes (FCA) – Please contact the club sponsor for additional information.

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

Future Farmers of America (FFA) - A national organization open only to agriculture students.

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

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

Mural Club – An organization sponsored by the Art Department which has the goal of beautifying the school through the addition of wall murals in addition to organizing art-related field trips throughout the year. Any student who has a positive attitude, good work ethic, and an aptitude toward painting are encouraged to join. Please contact the club sponsor for additional information.

Quiz Bowl

SGC Shooting Sports Team – Please contact the athletic director for information.

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

Spanish Club - An organization to promote appreciation of foreign culture.

Student Ambassadors – Please contact the club sponsor for additional information.

X. MEDIA CENTER

The goal of the SGC Media Center is to foster a love of reading and learning among the students and teachers with the necessary resources to meet this goal. This goal will be met by selecting materials and resources that meet the objectives and criteria as outlined in the School Library Bill of Rights which can be located on our school's website.

Media Center Policies and Procedures

The SGC Media Center is open from 7:45 a.m. until 3:10 p.m. each day.

- You may come to the media center for pleasure reading, checking books in and out, and working on research assignments (books or internet).
- You may check out up to two books at a time.
- Books may be checked out for two weeks (14 days) at a time. If you need books longer than that, you may recheck them. Magazines and reference books are not available for check out.
- In the event of lost or damaged library books or materials, a replacement fee will be assessed and library privileges will be suspended until fee is cleared. Upon payment of lost or damaged library books, all library privileges will be reinstated.
- Replacement cost for lost books or other materials is expected to be submitted by the student responsible for checking out the materials so that duplicate materials can be purchased to replace the lost or missing items.
- You will need a media center pass to come to the Media Center without your teacher or class.
- Please be respectful of others while you are in the Media Center. Work quietly and allow other students the opportunity to do the same.
- Remember to push your chairs under the tables and pick up your things before leaving.
- Please bring any supplies you will need with you to the Media Center (paper, pencil, etc.)
- Food or drink (including gum and candy) should be consumed outside the Media Center in order to avoid the possibility of spilling liquid or other sticky substances onto pages of books, tables, or equipment.

- Unless you have special permission to leave, you are to remain in the Media Center until the bell rings for the next class. If you are to return to class, your teacher will note that on the pass, and the Media Specialist will sign it before you leave.
- If you are to stay in the Media Center until the next class, please do not stand by the door to wait for the bell.

Computer Use

- You must have an authorization (acceptable use) policy on file with the school before accessing the Internet on school computers.
- Computers are available for research/educational needs. The use of non-educational games, participation in chat groups, or sending email should be avoided on school computers. You risk losing your rights to the use of the computers if you choose to engage in the above activities that have been identified as inappropriate uses of school equipment.
- Please obtain the Media Center Specialist's permission prior to using the computer(s) in the media center.

Copies

- Please get permission before printing anything.
- Black and white copies are \$0.10 per page for school-related printing. Please be sure that you only print in black and white.

XI. STUDENT ACTIVITIES (not club related)

A. Summer Activity Policy

All school-related summer activities must be approved in advance by the principal.

B. Athletic Contests

Article IV, Section 7. (Tennessee Secondary School Athletic Association Official Handbook.) All games shall be properly supervised and policed to insure sportsmanlike contests. The host school shall be responsible for providing orderly conduct on the part of all spectators. Member schools are responsible for the conduct of their own fans and students at every athletic contest. All SGC rules and Board of Education Policies are in effect at athletic contests, both home and away. All athletes must earn six (6) full credits the preceding year and be enrolled in three (3) academic classes the current semester to be eligible to participate in any athletic contest. To be eligible for spring sports, students must earn 3 credits in the fall semester.

Participation in athletics and other extracurricular activities is a privilege and may be subject to additional participation guidelines established by the school and/or coach/sponsor.

C. Extracurricular Activities

South Gibson County High School may sponsor various extracurricular activities throughout the year. Students are expected to exhibit appropriate dress and behavior that is reflective of the norms and expectations of a citizen of South Gibson County High School – appearance, behavior, and actions should reflect character that is **Steadfast, Gracious, and Conscientious**.

XII. SCHOOL HEALTH POLICY

A. Health History Forms

Every student is required to have a health history form filled out as part of the computer registration. This form contains valuable information should an emergency occur at school.

B. Administration of Medication (School Board Policy) TCA 49-5-415

Students who are required to have medications at school must comply with the following regulations as put forth by board policy.

All medication should be brought to the school nurse by a parent or guardian.

Over the counter medications must be in a new, unopened container with complete instructions for administration. The student's name should be written on the bottle. A medication administration form must be completed and signed by the parent/guardian. Medication must be administered based on label instructions.

Prescription medication must be brought in a new, pharmacy labeled bottle with full prescribing information on the label. A medication form must be completed and signed by the parent/guardian **AND** physician, Nurse Practitioner or Physician Assistant.

We will not be able to administer over the counter (OTC) or prescription medications without the signed paperwork in place.

In certain circumstances (diabetes, asthma, severe allergy, cystic fibrosis, etc.) your child may carry their medication with them. This requires parent consent, physician order, nurse review and documentation.

You may download medication forms from the school district web site at www.gcssd.org under School Health Services.

C. Immunizations TCA 49-6-5001 and TCA 49-6-5002

No child shall be permitted to attend school in the Gibson County Special School District without proof of required immunizations for their age level unless exempted as provided by law. Immunizations must be on a valid State of Tennessee Immunization form. Those with immunizations from out of state will have to go to the local health department for transfer of records to the correct form.

XIII. OTHER SCHOOL POLICIES OR PROCEDURES

A. 1:1 Program

GCSSD provides a digital classroom environment for all 9-12 grade students that enables our school and district to better engage, share, and participate in a collaborative learning community. This district-managed system, powered by both Google Suite Education and Office 365 (Microsoft), provides access to online classrooms, an email account, Drive (documents, spreadsheets, presentation, forms), and Microsoft Teams. This very important step towards developing a modern learning approach allows all students the opportunity to receive a laptop to keep until they graduate. The 1:1 program will allow us to give students the technology skills they need when they graduate and move on to career or college. Additional information can be found on our district website at www.gcssd.org.

B. Visitor Passes

Our campus is a "CLOSED CAMPUS." Visitors will gain access to the building at the right set of double doors at the main entrance by pressing the call button located beside the doors. School staff will unlock the doors at that time. All visitors must then report to the main office immediately upon entering the building.

C. Student Parking

Student parking is provided at SGC in a specific area with the purchase of a parking permit at a cost of \$10.00. Driving and operating an automobile on school property is a privilege, not a right. All rules and regulations must be observed, or driving/parking privileges will be revoked. Safe driving habits shall be observed at all times. Students shall park in the designated area only and vacate cars immediately upon arrival at school. Students shall not be in the parking lot during the day without administrative approval and permission will be granted only in emergency situations. Students should make sure that all lunch money, library books, jackets, purses, etc. are brought into the building at the beginning of the school day as students are not allowed to return to cars for needs of this type. ***Campus speed limit is 5 MPH.*** The school system is not responsible for vehicles or contents. ***CARS ARE SUBJECT TO SEARCH. Students parking in unauthorized areas or on campus without a parking permit may have cars towed at student's expense.***

D. Student Lockers

Each student is responsible for the contents and condition of his or her assigned locker. School officials may inspect the contents of any locker at any time. **LOCKS ARE RECOMMENDED and are available for rent from SGC for \$5.00. Personal locks are not to be used and will be promptly removed by administration.** Lockers must be cleaned out by the last full day of school.

E. Textbooks

Textbooks are loaned to students and should be treated with care. Students must return all textbooks when withdrawing from school and at the end of the course taken. If a textbook is lost, damaged or destroyed, students must pay for the book before receiving another textbook.

F. Items Brought to School for Students

Students are responsible for picking up any item(s) dropped off at the front office during the school day. The front office is not responsible for contacting or delivering items to students in their classrooms.

G. Lost & Found

The lost and found department is in the library media center. If unclaimed, the item will be donated to a charitable organization or discarded.

H. Student Fees

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

I. Free or Reduced Lunch

Applications for free or reduced-priced lunches are available online on the district webpage.

GCSSD Food Service Management Policy 3.500 indicates the following requirements for students participating in the school meal program:

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

Breakfast – Students are offered food choices daily that consist from 4 of the 5 food 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 component. Students participating in the breakfast program must take 3 or 4 of the offered items to count as a complete meal.

J. Cafeteria Policies and Meal Prices

Students and adults will adhere to the GCSSD School Meal Charge Policy that became effective on July 1, 2017. Complete information about the cafeteria program, including the Meal Charge Policy is available via the district website at www.gcssd.org Please click on the For Parents tab and navigate to the Cafeteria link. In addition, the policy is available as part of the online student registration information to insure all students, including transfer students, have access upon enrollment.

If you wish to view the School Meal Charge Policy in its entirety, please visit the following link: <https://www.gcssd.org/Page/8675>

“My School Bucks” is the online meal payment system where access can be granted to make meal payments and view student’s meal purchases and current account balances. There is a minimal convenience fee charged when online payments are made. This fee is charged by the company and not the school district. Access to “My School Bucks” can be found at www.gcssd.org.

Meal Prices:

| | <u>Breakfast</u> | <u>Lunch</u> |
|--------------|------------------|--------------|
| Student Meal | \$1.50 | \$2.75 |
| Adult Meal | \$2.75 | \$4.75 |
| Visitor Meal | \$3.00 | \$5.00 |

K. Student Information

Parents/Guardians are responsible for notifying the school office for any changes of name, address, phone number, parent/guardian or any other contact information.

XIV. PARENT INFORMATION

A. Parental Academic Assistance

Things Parents Can Do to Encourage Achievement

- Make clear that school is the number one priority for young people.
- Attend parent night activities, parent/teacher conferences, open houses, etc.

- Encourage and supervise your child's studies at home.
- Encourage your child to take challenging courses in high school.
- Become involved with your child's school activities.
- Keep in touch with your student's teachers and counselor.
- Monitor system-wide progress reports and report cards.
- Help teenagers plan and prepare for future goals.
- Stay informed of college and scholarship deadlines.
- Stress the importance of regular attendance by scheduling appointments early in the morning or late in the afternoon so students miss very little school.
- Help to create a society that values academic achievement.

B. Parent Notification

Please be advised of the following:

- Any parent who wishes to have a conference with a teacher(s) may schedule an appointment by calling the main office.
- A parent who wishes to withdraw his/her student from school must pick up a withdrawal form from the counselor's office prior to withdrawal. Failure to properly withdraw can result in a delay of mailing school records to the school in which the student plans to attend.

XV. OTHER POLICIES

A. Nondiscrimination Policy for all Gibson County Schools

Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 and Section 504 of the rehabilitation act of 1973 require school districts to have officially adopted policy statements of nondiscrimination on the basis of sex, handicap, national origin, and race.

—It is the policy of the Gibson County School District not to discriminate on the basis of sex, race, national origin, creed, age, marital status, or disability in its educational programs, activities or employment policies as required by Titles 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.

Section 504: *Section 504 of the Rehabilitation Act of 1973* provides that: No otherwise qualified individual with handicaps in the United States...solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

Section 504 Complaints: Individuals may submit an oral or written request/complaint to the principal, district 504 coordinator, or director of schools. The coordinator will hear ADA/Section 504 complaints.

Cultural and Racial Diversity:

It is also the policy of this District that the curriculum materials utilized reflect the cultural and racial diversity present in the United States and the variety of careers, roles, and lifestyles open to women as well as men in our society. One of the objectives of the total curriculum and teaching strategies is to reduce stereotyping and to eliminate bias on the basis of sex, race, ethnicity, religion, and disability. The curriculum should foster respect and appreciation for the cultural diversity found in our country and an awareness of the rights, duties, and responsibilities of each individual as a member of a pluralistic society.

Inquiries regarding compliance with Title VI, Title IX and Section 504 may be directed to:

Gibson County School District
130 Trenton Hwy.
Dyer, TN 38330
Phone: 731-692-3803

B. Homeless Education Information

Homeless Children & Youth Have the Right to a Free, Appropriate Public Education under the McKinney-Vento Federal Legislation and may be eligible for additional educational services. Please contact the Gibson County School District if you have questions.

C. Family Rights and Privacy Act (FERPA)

The Family Education Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99) gives parents of minor children certain rights with respect to the student's educational records. These rights transfer to the student when he or she reaches the age of 18. Students to whom rights have transferred are eligible students. Student records and information will be released in accordance with FERPA guidelines. These guidelines may be found at www.ed.gov/policy/gen/reg/ferpa/

Any policy or 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. Revisions and additions to policies and procedures found in this handbook may occur as deemed necessary by the administration. Additionally, this handbook is not all inclusive of the policies, procedures, and guidelines at SGC. This document is to be used as a summary and is not considered all inclusive or

comprehensive. Updates and revisions are ongoing and new versions will be published annually.

If you have any questions or need additional information, please feel free to call

Phil Rogers, Principal at (731) 783-0999