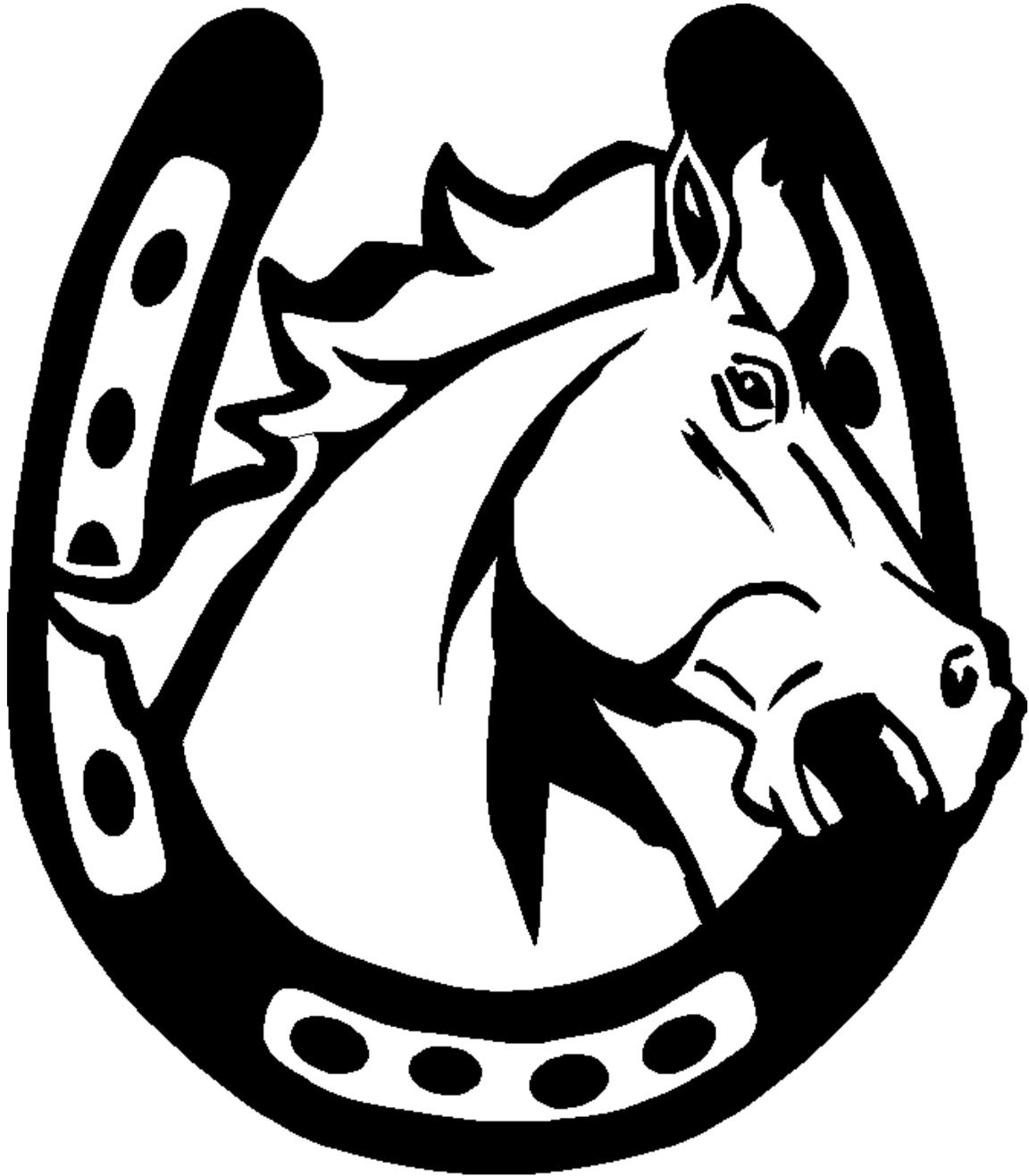


South Columbus High School



Student – Parent Handbook 2018

ADMINISTRATION

COLUMBUS COUNTY BOARD OF EDUCATION

Worley Edwards
Zone 4

Barbara Yates-Lockamy
Zone 2

Monte Herring
Zone 3

Randy Coleman
Zone 1

Junior Dew
Zone 5

William W. Phipps
Board Attorney

COLUMBUS COUNTY ADMINISTRATION

Mr. Alan Faulk
Superintendent

Dr. Jonathan Williams
Associate Superintendent

COLUMBUS COUNTY BOARD OF COMMISSIONERS

Amon McKenzie
Zone 1

Edwin Russ
Zone 4

Giles "Buddy" Byrd
Zone 3

James Prevatte
Zone 2

Trent Burroughs
Zone 5

Ricky Bullard
Zone 6

Charles McDowell
Zone 7

Mike Stephens
County Attorney

William Clark
County Manager

SOUTH COLUMBUS HIGH SCHOOL ADMINISTRATIVE TEAM

Mr. Adam Thompson
Principal

Mr. Bobby Godwin
Assistant Principal

Mrs. Michelle Simmons
Assistant Principal

SOUTH COLUMBUS HIGH SCHOOL ADVISORY COUNCIL

Mrs. Connie Frink
Mr. Greg Hewett
Mrs. Christa Hilbourn
Mrs. Jenny Johnson
Mr. John Blosser

Mrs. Jacqueline S. Beck
Mrs. Caroline Koonce
Mr. Lindy Jacobs
Mrs. Nicole Ganus
Mrs. Marissa Stackhouse

SOUTH COLUMBUS HIGH SCHOOL FACULTY AND STAFF

ADMINISTRATIVE TEAM

Mr. Adam Thompson	Principal
Mr. Bobby Godwin	Assistant Principal
Mrs. Michelle Simmons	Assistant Principal/ Instructional Coach

AGRICULTURE DEPARTMENT

<u>Name</u>	<u>Room No.</u>	<u>Staff Assignment</u>
Mr. Jonathan Lovett**	312	Agriculture
Mr. Woodrow Smith	310	Agriculture

ARTS DEPARTMENT

Mrs. Jimmy Price **	129	Chorus
Mrs. Crystal Hairston	131	Band/Color Guard
Mrs. Amy Jones	125	Theater Arts/Dance
Mrs. Joy Long	127	Visual Arts

BUSINESS DEPARTMENT

Mrs. Angela Zokal	310	Business Education
Mr. Justin Hughes	313	Business Education

ENGLISH DEPARTMENT

Mrs. Cheryl Cartrette**	212	English
Ms. Christy Fipps-Todd	202	English
Mr. Marquette Banks	204	English
Mrs. Peggy Smith	206	English
Mrs. Jody Rice	209	English

EXCEPTIONALITIES

Mrs. Melissa Jones **	308	Special Education
Mr. Robbie Lee	116	Special Education
Mrs. Na'Shayla Pearsey	100	Special Ed. Job Coach
Mrs. Keysha Frink	309	Special Education
Mrs. Donna J. Simmons	116	Special Ed. Assistant
Mrs. Emma Ward	116	Special Ed. Assistant
Mrs. Wendy White	100	Special Education
Mrs. Teresa Barnhill	112	Special Education

GUIDANCE

Mrs. Stacy Stout-Prince	1113	Guidance Counselor
Mrs. Sammy Worley	1115	Guidance Counselor
Mrs. Stephanie Nance	1111	Clerical

HEALTH OCCUPATIONS

Mrs. Shonna Gurkin**	300	Health Occupations
Mr. Darren Norris	314	EMT Instructor

HEALTHFUL LIVING

Mr. Russell Dove	Weight Room	Health/Physical Education
Mr. Bryant Edwards	148	Health/Physical Education
Ms. Megan Storms**	146	Health/Physical Education
Mr. Scott Johnson	146	Health/Physical Education

HOME ECONOMICS – FAMILY AND CONSUMER SCIENCE

Ms. Everlene Davis**	319	Home Economics
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IN-SCHOOL SUSPENSION

Ms. Debra Hemmingway	107	In-School Suspension
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JUNIOR RESERVE OFFICERS' TRAINING CORPS (JROTC)

Sgt. Karl Gore	318	JROTC
Sgt. Melvin Mathews	320	JROTC

MATHEMATICS

TBA	216	Mathematics
Mr. David Marlowe	203	Mathematics
Mrs. Tanya Martinez**	215	Mathematics
Mrs. Ashlee White	214	Mathematics
Mr. William George	201	Mathematics
Mrs. Mary Gore	210	Mathematics

MEDIA

Mrs. Crystal Stubbs	110	Media Coordinator
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SCIENCE

Mr. Darryl Spivey	218	Science
Ms. Baleigh Fisher	211	Science
Mrs. Rachel Meares	217	Science
Mrs. Melissa Ransom**	213	Science
Ms. Jennifer Foley	219	Science

SOCIAL STUDIES

Mr. Brett Burroughs**	305	Social Studies
Mr. Ira Warwick	205	Social Studies
Mr. Jonathan Taylor	301	Social Studies
Mr. Tommy Hall	303	Social Studies
Mrs. Ashley Fleenor	307	Social Studies

SPANISH

Mrs. Misty Jarman	208	Spanish
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TRADE & INDUSTRIAL TECHNOLOGY

Mr. Carlton Cox**	304	Auto Technology
Mr. Ronald Carteret	312	Carpentry/T&I

SPECIAL POPULATIONS

Mrs. Tabatha Worthington	1116	Special Populations
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STUDENT SERVICES

Officer John Cobbs		Mrs. Rhonda Ward
Ms. Lora Lloyd		Mrs. Mandy Hewett

CAFETERIA STAFF

Mrs. Sandra Stanly	121	Asst. Manager
Ms. Eugondia Simmons	121	Food Service
Mr. Samuel Williams	121	Food Service
Ms. Nancy Trock	121	Manager

CLERICAL STAFF

Ms. Tanya Duncan	109	Secretary/Bookkeeper
Ms. Connie Mills	109	Secretary/NCWISE
Mrs. Wendy Suggs	109	Secretary/Receptionist

CUSTODIAL STAFF

Mr. Freeman Grate		Custodian
Mrs. Barbara Howard		Custodian
Mr. Staffon Stackhouse		Head Custodian
Ms. LuBerta Hunter		Custodian

NOTE: ** Denotes Department Chairpersons



South Columbus High School

40 Stallion Drive * Tabor City, NC 28463 * 910-653-4073 * Fax 910-653-9461

Adam Thompson
Principal

Michelle Simmons
Assistant Principal

Dear Stallions:

We would like to take this opportunity to welcome you to South Columbus High School. For some of you an exciting four-year journey is about to begin and for others it is about to come to a close. Along the way, you will have opportunities to excel in your educational endeavors. These opportunities will shape your future and provide a strong foundation that will help you be successful in life. Memories will be shared with people you will grow to love and trust.

Not only will you be making memories and experiencing many wonderful opportunities, but you will be preparing for what lies beyond high school. Whether you choose a university, a technical school, or work, you should be well prepared with the guidance of our faculty and staff.

At South Columbus High School you will have the opportunity to participate in many clubs, sports, and organizations. There will also be the likelihood of winning awards and scholarships. That search begins here, with the **Student Handbook**. This handbook will provide you with valuable information about our policies and procedures.

This year, our goal will be to continue to grow as an excellent educational institution. Only through your hard work and dedication can we improve upon the successful tradition that has been established by those who came before us. The choices you make will directly impact your education and the success of our school.

We challenge each of you to strive for academic excellence and to set goals that will ensure your future success. We welcome your input as we meet the challenges presented by the 2018-2019 school year. Our door is always open to suggestions and recommendations for improvement. Together we can achieve greatness!

Again, welcome to South Columbus High School. We hope you learn a great deal and have fun in the process.

Administratively yours,

Mr. Adam Thompson
Principal

Mr. Bobby Godwin
Assistant Principal

Mrs. Michelle Simmons
Assistant Principal

Our Mission Statement

The mission of South Columbus High School is to develop and enhance the life-long quest for knowledge by guiding productive individuals, nurturing receptive minds, and maintaining high standards for all students in order to prepare them for a global society.

GOALS

1. To emphasize character education – **Respect, Responsibility, Attitude, Trustworthiness, Caring, Fairness, Leadership, Citizenship, Tolerance, and Honesty.**
2. To maintain a safe and educationally conducive environment for students and to ensure that each student feels welcome to participate in the total program.
3. To create an atmosphere where the individual student is respected, valued, and accepted by his peers and teachers.
4. To provide opportunities for students to gain training in the entry-level skills needed for various occupations, to acquire job-readiness, and to provide opportunities to further develop communication skills in the academic and vocational areas.
5. To counsel students to set realistic educational and occupational goals.
6. To set positive values for the school and to provide firm guidelines and rules that are presented, explained, and fairly and strictly enforced.
7. To encourage students to develop strong self-discipline.
8. To involve students in the school decision-making process concerning matters which directly affect the student.
9. To improve the average daily attendance of students and to reduce the dropout rate.
10. To increase the number of students successfully completing courses at South Columbus High School. (Reduce the retention rate.)
11. To improve end-of-course test scores.
12. To provide adequate guidance and counseling services for students.
13. To promote parent interest in school functions.
14. To promote a cooperative relationship with the communities.
15. To involve the staff in a curriculum audit of each subject at South Columbus High School.
16. To maintain a High Growth status.
17. To meet Average Yearly Progress (AYP).

Columbus County Schools

2018-2019 School Year Calendar

AUGUST 2018						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

5 15

SEPTEMBER 2018						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

19 20

OCTOBER 2018						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

23 23

NOVEMBER 2018						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

18 22

DECEMBER 2018						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

14 21

JANUARY 2019						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

18 23

FEBRUARY 2019						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

20 20

MARCH 2019						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	31
31						

21 21

APRIL 2019						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

16 22

MAY 2019						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

18 23

JUNE 2019						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	30
30						

5

MAKE UP DAYS
Days missed due to inclement weather may be made up on Saturdays or on designated teacher workdays provided the students will not attend school more than 5 days per calendar week.

14 Additional Days of Employment

3 Mandatory Teacher Workdays

11 Holidays

10 Annual Leave-Vacation Days

5 Mandatory Professional Development Days

172 Student Days; Forgive 5 days

215 Teacher Days; Aug. 13 -Jun. 7

School Month Ends-First & Last Day of School-Graduation

Aug. 27 First Day for Students
Sep. 21 1st School Month Ends
Oct. 3 First Six Weeks Ends
Oct. 18 2nd School Month Ends
Oct. 22 First Nine Weeks Ends
Nov. 15 3rd School Month Ends
Nov. 8 Second Six Weeks Ends
Dec. 17 4th School Month Ends

Dec. 14-20 1st Semester Exams
Dec. 20 Second Nine Weeks Ends
Dec. 20 Third Six Weeks Ends
Jan. 29 5th School Month Ends
Feb. 25 6th School Month Ends
Feb. 19 Fourth Six Weeks Ends
Mar. 12 Third Nine Weeks Ends
Mar. 22 7th School Month Ends

Apr. 3 Fifth Six Weeks Ends
Apr. 18 8th School Month Ends
May 20-24 2nd Semester Exams
May 24 Last Day for Students
9th School Month Ends
Sixth Six Weeks Ends
Fourth Nine Weeks Ends

**SOUTH COLUMBUS HIGH SCHOOL
2018-2019 FEE SCHEDULE**

REQUIRED FEES: (Pay Homeroom Teacher)

\$3.50	Instructional Supplies
1.50	Physical Education
<u>1.00</u>	Guidance
\$6.00	TOTAL

SUBJECT FEES: (Pay Subject Teacher)

\$20.00	Art
20.00	Teacher Cadet
20.00	Keyboarding/Typewriting
20.00	Computer Technology
20.00	Computer Applications I and II
10.00	Small Business/Entrepreneurship
20.00	Agriculture/Horticulture
20.00	Family and Consumer Sciences
20.00	Auto Technology, Introduction to Trade, Principles of Technology
20.00	Health Occupations
20.00	Band
20.00	Chorus
20.00	Theatre/Dance
20.00	AP Sciences
5.00	Physical Science, Biology, Physics, Earth Science
15.00	Chemistry
10.00	Advanced Physical Education
20.00	Parking Fee

CLUB FEES ARE PAID TO THE CLUB SPONSOR.

BREAKFAST AND LUNCH PRICES

Universal Free Breakfast & Lunch

Student 2nd Lunch Fee...\$2.50

Breakfast Adults.....\$1.80

Adults/Others: \$3.80

INSURANCE

All students will complete their insurance package online during the first week of school that includes premium rates for the 2018-2019 school year.

Important Dates

PSAT: October 14, 2015

SAT TEST DATES

Oct. 6, 2018
Nov. 3, 2018
Dec. 1, 2018
Mar. 9, 2019
May 4, 2019
June 1, 2019

SAT REGISTRATION DATES

Sept. 7, 2018
Oct. 5, 2018
Nov. 2, 2018
Feb. 8, 2019
April 5, 2019
May 3, 2019

Regular Registration Fee- \$46, With Essay \$60, Late Registration Fee- \$29

See Mrs. Stout-Prince or Mrs. Worley for the registration fee information.

For fee waivers for SAT, ask in the Guidance Office.

South Columbus Code Number is 342-820; NCAA Clearing House Code Number is 9999.

ASVAB TEST DATE - TBA

FIRST SEMESTER TESTING

VOCATS Post-Test

MSLs& EOCs:

Pre-ACT.

Workkeys

SECOND SEMESTER TESTING

ACT

VOCATS Post-Test:

MSLs& EOCs:

NCExtend

Workkeys

REPORT CARD RELEASE DATES

Grades 9-12

<u>End Six Weeks</u>	<u>Release Date</u>
October 3, 2018	October 15, 2018
November 8, 2018	November 20, 2018
December 20, 2018	January 15, 2019
February 19, 2019	March 1, 2019
April 3, 2019	April 15, 2019
May 24, 2019	June 7, 2019

INTERIM PROGRESS REPORT RELEASE DATE

2018-2019

Grades 9-12

September 14, 2018
October 19, 2018
December 3, 2018
January 28, 2019
March 13, 2019
May 8, 2019

SOUTH COLUMBUS HIGH SCHOOL BELL SCHEDULE FOR 2018-2019

First Day Schedule

7:30 – Teachers Arrive
7:45 – 7:59 – Breakfast
8:00 – 8:30 – Homeroom
8:35 – 9:35 – 1st Period
9:40 – 11:15 – 2nd Period
11:15 – 11:45 – 1st Lunch
11:50 – 1:25 – Class for 1st Lunch (3rd Period)
11:20 – 12:55 – 3rd Period (2nd Lunch Group)
12:55 – 1:25 – 2nd Lunch
1:30 – 3:05 – 4th Period

Regular Schedule

7:30 – Teachers Arrive
7:45 – 7:59 – Breakfast
8:00 – 9:35 – 1st Period
9:40 – 11:15 – 2nd Period
11:15 – 11:45 – 1st Lunch
11:50 – 1:25 – Class for 1st Lunch (3rd Period)
11:20 – 12:55 – 3rd Period (2nd Lunch Group)
12:55 – 1:25 – 2nd Lunch
1:30 – 3:05 – 4th Period

Homeroom Schedule

7:30 – Teachers Arrive
7:45 – 7:59 – Breakfast
8:00 – 9:25 – 1st Period
9:30 – 9:35 – Homeroom
9:40 – 11:15 – 2nd Period
11:15 – 11:45 – 1st Lunch
11:50 – 1:25 – Class for 1st Lunch (3rd Period)
11:20 – 12:55 – 3rd Period (2nd Lunch Group)
12:55 – 1:25 – 2nd Lunch
1:30 – 3:05 – 4th Period

One Hour Delay

9:00 – 10:20 – 1st Period
10:25 – 11:45 – 2nd Period
11:45 – 12:15 – 1st Lunch
12:20 – 1:40 – Class for 1st Lunch (3rd Period)
11:50 – 1:10 – 3rd Period (2nd Lunch Group)
1:10 – 1:40 – 2nd Lunch
1:45 – 3:05 – 4th Period

Two Hour Delay

10:00 – 11:05 – 1nd Period
11:10 – 12:15 – 2nd Period
12:15 – 12:45 – 1st Lunch
12:45 – 1:50 – Class for 1st Lunch (3rd Period)
12:20 – 1:25 – 3rd Period (2nd Lunch Group)
1:25 – 1:55 – 2nd Lunch
2:00 – 3:05 – 4th Period

Assembly/Club Day Schedule

7:30 – Teachers Arrive
7:45 – 7:59 – Breakfast
8:00 – 9:15 – 1st Period
9:20 – 10:35 – Club
10:40 – 11:55 – 2nd Period
12:00 – 12:30 – 1st Lunch
12:35 – 1:50 – Class for 1st Lunch (3rd Period)
12:00 – 1:15 – 3rd Period (2nd Lunch Group)
1:15 – 1:45 – 2nd Lunch
1:50 – 3:05 – 4th Period

Pep Rally Schedule

7:30 – Teachers Arrive
7:45 – 7:59 – Breakfast
8:00 – 9:20 – 1st Period
9:25 – 10:45 – 2nd Period
10:45 – 11:15 – 1st Lunch
11:20 – 12:40 – Class for 1st Lunch (3rd Period)
10:50 – 12:10 – 3rd Period (2nd Lunch Group)
12:10 – 12:40 – 2nd Lunch
12:45 – 2:05 – 4th Period
2:05 – 2:15 – Assemble in Gym
2:15 – 3:05 – Pep Rally

1:00 Dismissal Day

7:30 – Teachers Arrive
7:45 – 7:59 – Breakfast
8:00 – 9:05 – 1st Period
9:10 – 10:15 – 2nd Period
10:20 – 11:25 – 3rd Period
11:30 – 12:35 – 4th Period
12:35 – 1:00 – Lunch

EXIT STANDARDS

All students will graduate from a rigorous, relevant academic program that equips them with the knowledge, skills, and dispositions necessary to succeed in both post-secondary education and 21st Century careers and to be participating, engaged citizens. Academic rigor and relevance are based on established expectations that ensure that all students develop the capacity to master content that is complex and challenging.

A student must complete one of the following courses of study: *Career Preparation, College/Tech Prep, College/University Prep, or Occupational Prep. The Occupational Course of Study is available for certain students with an Individualized Education Plan (IEP). (See Course of Study Exit Standards Chart on the following page.) *Note: The Career Prep Course of Study may not be available to all students beginning in 2006/07 due to pending legislation.

In addition, each student must pass the reading and mathematics portions of the *N.C. Competency Tests*. Note that the attainment of at least Level III on the reading and/or mathematics parts of the Grade 8 *N.C. End-of-Grade Tests* will satisfy the appropriate competency testing requirements. (The one standard error of measurement which allows promotion from grade eight does not satisfy the competency requirement.) Students must satisfy the *N.C. Online Test of Computer Skills* requirements. All attendance requirements must be met. If a course has a *N.C. End-of-Course Test*, it serves as the final exam, and the student must take the test to earn the course credit.

Beginning with the students who enter grade nine in 2006-2007, the expanded high school exit standards will be effective.

Students must score at proficiency Level III or above in the following five End-of-Course Tests to earn a diploma:

- **English II**
- **Math I**
- **Biology**

The potential to complete the high school courses required for college entry in a three-year period will be an option.

TRADITIONAL EARLY GRADUATE RULES

For those whose fortuitous schedules might allow them to graduate early, certain rules must be accepted:

1. The early graduate may remain in contention for those honors and awards associated with his/her graduating class; e.g., valedictorian, scholarships.
2. As a member of the adult community, a graduate is invited to all school functions which are open to the public.
3. A graduate is not eligible to participate in student functions. Examples include, but are not limited to, athletic and academic competitions, club meetings/events/trips, and dances. Exceptions will include:
 - a. Spring commencement ceremonies.
 - b. The junior-senior prom.
 - c. Achievement ceremonies and special functions on approval of the principal.

EXIT DOCUMENTS

- Diploma
- Certificate of Achievement - A person who cannot satisfy the N.C. Competency Testing Program requirements but who meets all other North Carolina *diploma* requirements may receive a certificate of achievement. He or she may return to the school at each administration of the competency tests to retake the portion(s) failed. A public notice will always appear in local newspapers before the fall and spring testing dates. If the student does pass at some future date, the certificate may be traded for a diploma.
- Graduation Certificate - Available to a student whose Individual Education Plan calls for remedial-level courses (refer to section on exceptional children).
- Attendance Certificate - A local certificate acknowledging that the student has attended high school for four years. (Requires principal approval).

NORTH CAROLINA ACADEMIC SCHOLARS PROGRAM

The students who qualify for this special recognition

- will be designated by the State Board of Education as North Carolina Academic Scholars.
- will receive a seal of recognition attached to their diplomas.
- may receive special recognition at graduation exercises and other community events.
- may be considered for scholarships from the local and state business/industrial community.
- may use this special recognition in applying to post-secondary institutions. (Candidates are identified by the end of grade 11 and their candidacy can be included in application forms and/or transcripts sent to these institutions.)

The following revised plan is effective for students who enter the ninth grade for the first time in or after 2009-2010. Students must:

- Begin planning for the program before entering ninth grade to ensure they obtain the most flexibility in their courses.
- Complete all the requirements of this North Carolina Academic Scholars Program.
- Have an overall four-year un-weighted grade point average of 3.500
- Complete all requirements for a North Carolina high school diploma.

ACADEMIC SCHOLARS PROGRAM

2003-2004		2009-2010		Changes
		Future-Ready Core Course of Study		
Credits	The following designated number of credits per subject area listed below must be taken in grades 9-12.	Credits		Omits 9-12 Requirement (HSP-M-001)
4	English I, II, III, IV	4	English I, II, III, IV	None
4	Mathematics (Algebra I, Algebra II, Geometry, and a higher level math course with Algebra II as prerequisite OR Integrated Mathematics I, II, III, and a higher level mathematics course with Integrated Mathematics III as prerequisite)	4	Mathematics (should include Algebra I, Algebra II, Geometry, and a higher level math course with Algebra II as prerequisite OR Integrated Mathematics I, II, III, and a higher level mathematics course with Integrated Mathematics III as prerequisite)	Aligned to the Future-Ready Core requirements. The fourth math credit will be required to be a higher level math that meets MAR (Minimum Admission Requirements) for UNC system.
3	Science (a Physics or Chemistry course, Biology, and an Earth/Environmental Science course)	3	Science (Physics or Chemistry course, Biology, and an Earth/Environmental Science course)	None
3	Social Studies (World History, Civics/Economics, and U.S. History)	3	Social Studies (World History, Civics/Economics, and U.S. History)	None
1	Healthful Living	1	Health and Physical Education	None
2	Languages other than English (two credits of the same language)	6	Two (2) elective credits in a second language required for the UNC System Four (4) elective credits constituting a concentration recommended from one of the following: Career and Technical Education (CTE), JROTC, Arts Education, Second Languages, any other subject area	Aligned to the Future-Ready Core requirements focus on concentration and including the UNC system requirement of two second language credits. Reduces elective requirements by three
1	Career and Technical Education			
1	Arts Education (Dance, Music, Theatre Arts or Visual Arts)			
5	Elective credits to include at least two second-level or advanced courses (examples of electives include JROTC and other courses that are of interest to the student)			
3		Higher level courses taken during junior and/or senior years which carry 5 or 6 quality points such as: -AP -IB -Dual or college equivalent course -Advanced CTE/CTE credentialing courses -On-line courses -Other honors or above designated courses	Includes 3 additional credits in more rigorous courses but allows LEAs the flexibility of accessing those courses	
		OR		
		2	Higher level courses taken during junior and/or senior years which carry 5 or 6 quality points such as: -AP -IB -Dual or college equivalent course -Advanced CTE/CTE credentialing courses -On-line courses -Other honors or above designated courses And Completion of The North Carolina Graduation Project	Includes 2 additional credits in more rigorous courses but allows LEAs the flexibility of accessing those courses. Includes The North Carolina Graduation Project.
24		24 or 23 + NCGP		Same number of credits required as original policy but obtainment of credits is more rigorous

High School Graduation Requirements

From the time you enter kindergarten, you're getting ready for high school graduation.

To make sure you stay on track for a high school diploma, please remember that every high school student must meet state course and credit requirements in addition to any local requirements. To view the state course and credit requirements, look in the colored blocks below for the section that matches when you entered ninth grade for the first time.

Your school counselor is available to answer any questions you may have about what you need to reach your goal of high school graduation.

For Ninth Graders Entering Between 2000 – 2008-09		For some Ninth Graders with Cognitive Disabilities 2000 ->	For Ninth Graders Entering in 2009 – 2011-12	For Ninth Graders Entering in 2012-13 and Later
CONTENT AREA	CAREER PREP Course of Study Requirements	OCCUPATIONAL Course of Study Requirements (Selected IEP students excluded from EOC Proficiency Level requirements)	FUTURE-READY CORE	FUTURE-READY CORE
	COLLEGE TECH PREP* Course of Study Requirements			
English	4 Credits I, II, III, IV	4 Credits Occupational English I, II, III, IV	4 Credits I, II, III, IV <i>Effective with the 10th Grade class of 2011-12 English I, II, III, IV or a designated combination of 4 courses</i>	4 Credits I, II, III, IV or a designated combination of 4 courses
	COLLEGE/ UNIVERSITY PREP Course of Study Requirements (UNC 4-yr college)	4 Credits I, II, III, IV	4 Credits I, II, III, IV <i>Effective with the 10th Grade class of 2011-12 English I, II, III, IV or a designated combination of 4 courses</i>	4 Credits I, II, III, IV or a designated combination of 4 courses
Mathematics	3 Credits Including Algebra I <i>This requirement can be met with Integrated Math I & II when accompanied with the Algebra I EOC.</i>	3 Credits Occupational Mathematics I, II, III	4 Credits I, II, III, IV <i>Effective with the 10th Grade class of 2011-12 English I, II, III, IV or a designated combination of 4 courses</i>	4 Credits I, II, III, IV or a designated combination of 4 courses
	3 Credits* Algebra I, Geometry, Algebra II, OR Algebra I, Technical Math I & II, OR Integrated Mathematics I, II, & III	4 Credits Algebra I, Algebra II, Geometry, and higher level math course with Algebra II as prerequisite OR Integrated Mathematics I, II, III, and a credit beyond Integrated Mathematics III	4 Credits I, II, III, IV <i>Effective with the 10th Grade class of 2011-12 English I, II, III, IV or a designated combination of 4 courses</i>	4 Credits I, II, III, IV or a designated combination of 4 courses

A student, in rare instances, may be able to take an alternative math course sequence as outlined under State Board of Education policy. Please see your school counselor for more details.

A student, in rare instances, may be able to take an alternative math course sequence as outlined under State Board of Education policy. Please see your school counselor for more details.

Science	3 Credits A physical science course, Biology, Earth/ Environmental Science	3 Credits A physical science course, Biology, Earth/ Environmental Science	3 Credits A physical science course, Biology, Earth/ Environmental Science	2 Credits Life Skills Science I, II	3 Credits A physical science course, Biology, Earth/ Environmental Science	3 Credits A physical science course, Biology, Earth/ Environmental Science	3 Credits A physical science course, Biology, Earth/ Environmental Science	3 Credits A physical science course, Biology, Earth/ Environmental Science
Social Studies	3 Credits Civics and Economics, US History, World History****	3 Credits Civics and Economics, US History, World History****	3 Credits Civics and Economics, US History, World History**** (2 courses to meet UNC minimum admission requirements - US History & 1 elective)	2 Credits Social Studies I (Government/ US History) Social Studies II (Self-Advocacy/ Problem Solving)	3 Credits Civics and Economics, US History, World History****	3 Credits Civics and Economics, US History, World History****	3 Credits Civics and Economics, US History, World History****	4 Credits Civics and Economics, World History****, US History I and II OR AP US History****, additional social studies course*****
World Languages	Not required	Not required*	2 Credits in the same language	Not required	2 Credits in the same language	Not required*	Not required for high school graduation. A two-credit minimum is required for admission to a university in the UNC system.	Not required for high school graduation. A two-credit minimum is required for admission to a university in the UNC system.
Health and Physical Education	1 Credit Health/Physical Education	1 Credit Health/Physical Education	1 Credit Health/Physical Education	1 Credit Health/Physical Education	1 Credit Health/Physical Education	1 Credit Health/Physical Education	1 Credit Health/Physical Education	1 Credit Health/Physical Education
Electives or other requirements***	2 Elective Credits and other credits designated by LEA	2 Elective Credits and other credits designated by LEA	3 Elective Credits and other credits designated by LEA	Occupational Preparation: 6 Credits Occupational Preparation I, II, III, IV** Elective credits/ completion of IEP objectives/Career Portfolio required	6 Credits required	6 Credits required	6 Credits required	6 Credits required
					2 elective credits of any combination from either: - Career and Technical Education (CTE) - Arts Education - World Languages	2 elective credits of any combination from either: - Career and Technical Education (CTE) - Arts Education - World Languages	2 elective credits of any combination from either: - Career and Technical Education (CTE) - Arts Education - World Languages	2 elective credits of any combination from either: - Career and Technical Education (CTE) - Arts Education - World Languages
					4 elective credits strongly recommended (four course concentration) from one of the following: - Career and Technical Education (CTE) - JROTC - Arts Education (e.g. dance, music, theater arts, visual arts)	4 elective credits strongly recommended (four course concentration) from one of the following: - Career and Technical Education (CTE) - JROTC - Arts Education (e.g. dance, music, theater arts, visual arts)	4 elective credits strongly recommended (four course concentration) from one of the following: - Career and Technical Education (CTE) - JROTC - Arts Education (e.g. dance, music, theater arts, visual arts)	4 elective credits strongly recommended (four course concentration) from one of the following: - Career and Technical Education (CTE) - JROTC - Arts Education (e.g. dance, music, theater arts, visual arts)
					- Any other subject area (e.g. social studies, science, mathematics, English)	- Any other subject area (e.g. social studies, science, mathematics, English)	- Any other subject area (e.g. social studies, science, mathematics, English)	- Any other subject area (e.g. social studies, science, mathematics, English)

Career/Technical	4 Credits in Career/ Technical Select courses appropriate for career pathway to include a second level (advanced) course; OR 4 Credits in JROTC;	4 Credits Select courses appropriate for career pathway to include a second level (advanced) course.	Not required	4 Credits Career/Technical Education electives		
JROTC	4 Credits in JROTC; OR 4 Credits in an Arts Discipline Select courses appropriate for an arts education pathway to include an advanced course.					
Arts Education (Dance, Music, Theatre Arts, Visual Arts)	Recommended: at least one credit in an arts discipline and/or requirement by local decision (for students not taking an arts education pathway)	Recommended: at least one credit in an arts discipline and/or requirement by local decision	Recommended: at least one credit in an arts discipline and/or requirement by local decision	Recommended: at least one credit in an arts discipline and/or requirement by local decision		
Total	20 Credits plus any local requirements	20 Credits plus any local requirements	20 Credits plus any local requirements	22 Credits plus any local requirements	21 Credits plus any local requirements	22 Credits plus any local requirements

* A student pursuing a College Tech Prep course of study may also meet the requirements of a College/University course of study by completing two credits in the same second language and one additional unit in mathematics.

** Completion of 300 hours of school-based training, 240 hours of community-based training, and 360 hours of paid employment.

*** Examples of electives include JROTC and other courses that are of interest to the student.

**** Effective with ninth graders of 2003-04, World History must be taken to meet the requirements of World Studies.

***** A student who takes AP US History instead of taking US History I and US History II must also take an additional social studies course in order to meet the four credits requirement.

CHART OF COURSES BY DEPARTMENTS

ENGLISH

10012R	Reading (Remedial)
952021A	Integrated Academics
10272C	Fundamentals of English (Standard)
10212C	English I (Standard)
10215C	English I (Honors)
10222C	English II (Standard)
10225C	English II (Honors)
10232C	English III (Standard)
10235C	English III (Honors)
10242C	English IV (Standard)
10245C	English IV (Honors)
10292C	Yearbook I (Standard)
10292C2	Yearbook II (Standard)
10312C	Newspaper Journalism (Standard)
110255B	Creative Writing (Standard)
95102C	SAT Preparation (Standard)
10237C	Language and Composition (Advanced Placement)
10247C	Literature and Composition (Advanced Placement)
95202CA	Advancement Via Individual Determination

MATHEMATICS

20082C9	Fundamentals of Algebra and Geometry (Standard)
20202C	Introductory Mathematics (Standard)
20172C	Technical Math II (Standard)
20082C	Foundations of Algebra
20232C	Algebra I (Standard)
20242C	Algebra II (Standard)
20245C	Algebra II (Honors)
20302C	Geometry (Standard)
20305C	Geometry (Honors)
20252C	Advanced Functions & Modeling (Standard)
20512Z	Integrated Mathematics I
20522Z	Integrated Mathematics II
20532Z	Integrated Mathematics III
20542Z	Integrated Mathematics IV
20705C	Pre-Calculus (Honors)
20767C	Calculus (Advanced Placement)
20667C	Statistics (Advanced Placement)

SCIENCE

30382C	Earth/Environmental Science (Standard)
30385C	Earth/Environmental Science (Honors)
30427C	Environmental Science (Advanced Placement)
30802C	Applied Biology (Standard)
30202C	Biology I (Standard)
30205C	Biology I (Honors)
30102C	Physical Science (Standard)
30212C	Biology II (Standard)
30215C	Biology II (Honors)
30502C	Chemistry I (Standard)
30505C	Chemistry I (Honors)
30512C	Chemistry II (Standard)
30515C	Chemistry II (Honors)
30602C	Physics (Standard)
30605C	Physics (Honors)
30612C	Physics II (Standard)
30615C	Physics II (Honors)
30217C	Biology (Advanced Placement)
30517C	Chemistry (Advanced Placement)
30617C	Physics (Advanced Placement)
30812C	Science of Photography I (Standard)
30815C	Science of Photography II (Honors)

SOCIAL STUDIES

40242C	World History (Standard)
40245C	World History (Honors)
40522C	Civics and Economics (Standard)
40525C	Civics and Economics (Honors)
40212C	United States History (Standard)
40215C	United States History (Honors)
40412C	Current Affairs and Issues (Standard)
40415C	Current Affairs and Issues (Honors)
95125C	Teacher Cadet I (Honors)
95135C	Teacher Cadet II (Honors)
40802C	Psychology & Sociology (Standard)
40805C	Psychology (Honors)
40102C	Philosophy (Standard)
40237C	European History (Advanced Placement)
440247C	World History (Advanced Placement)
40217C	United States History (Advanced Placement)
40807C	Psychology (Advanced Placement)
40312C	World Geography (Standard)
40315C	World Geography (Honors)
40047C	Government & Politics (Advanced Placement)

HEALTHFUL LIVING

90112C	Health/Physical Education (Standard)
90152CWB	Weight Training Boys (Standard)
90152CWG	Weight Training Girls (Standard)
90152CA	Advanced Physical Education (Standard)

FOREIGN LANGUAGES

10512C	Spanish I (Standard)
10522C	Spanish II (Standard)
10535C	Spanish III (Honors)
10545C	Spanish IV (Honors)

ARTS EDUCATION - DANCE

51152C	Dance I (Standard)
51162C	Dance II (Standard)
51172C	Dance III (Standard)
51175C	Dance III (Honors)
51182C	Dance IV (Standard)
51185C	Dance IV (Honors)
51182C5	Dance V (Standard)
51182C6	Dance VI (Standard)

ARTS

54332C2	Graphics/Commercial Design/Painting II
52202C	Music Appreciation (Standard) - see also Chorus
52552CCG	Color Guard and Majorettes (Standard)
52842C	Independent Studies in Music/Beginning Band (Standard)
52552C	Band I (Standard)
52562C	Band II (Standard)
52572C	Band III (Standard)
52572CH	Band III (Honors)
52582C	Band IV (Standard)
52582CH	Band IV (Honors)

ARTS EDUCATION - BAND*Continued from Previous Page*

52552CS Symphonic Band I (Standard)
 52562CS Symphonic Band II (Standard)
 52572CS Symphonic Band III (Standard)
 52582CS Symphonic Band IV (Standard)
 52652C Jazz Band I (Standard)
 52 652C2 Jazz Band II (Standard)
 52652C3 Jazz Band III (Standard)
 52652C4 Jazz Band IV (Standard)
 52752C Piano (Standard)
 52157C Music Theory (Advanced Placement)

ARTS EDUCATION - CHORUS

52202C Music Appreciation (Standard) - see also Band
 52302C Chorus I (Standard)
 52312C Chorus II (Standard)
 52322C Chorus III (Standard)
 52325C Chorus III (Honors)
 52332C Chorus IV (Standard)
 52335C Chorus IV (Honors)
 52332C5 Chorus V (Standard)
 52302CC Concert Choir I (Standard)
 52312CC Concert Choir II (Standard)
 52322CC Concert Choir III (Standard)
 52302CS Show Choir I (Standard)
 52312CS Show Choir II (Standard)
 52322CS Show Choir III (Standard)
 52157C Music Theory (Advanced Placement)

ARTS EDUCATION - THEATRE ARTS

53152C Theatre Arts I (Standard)
 53162C Theatre Arts II (Standard)
 53172C Theatre Arts III (Standard)
 53175C Theatre Arts III (Honors)
 53182C Theatre Arts IV (Standard)
 53185C Theatre Arts IV (Honors)
 53192C Theatre Arts V (Standard)
 53252C Technical Theatre I (Standard)
 53262C Technical Theatre II (Standard)
 53262C3 Technical Theatre III (Standard)
 53262C4 Technical Theatre IV (Standard)
 53422C Play Production (Standard)

ARTS EDUCATION - VISUAL ARTS

54332CAT Graphic Design I (Standard)
 54252C Graphic Design II (Standard)
 54152C Visual Arts I (Standard)
 54162C Visual Arts II (Standard)
 54172C Visual Arts III (Standard)
 54175C Visual Arts III (Honors)
 54182C Visual Arts IV (Standard)
 54185C Visual Arts IV (Honors)
 54292C Ceramics I (Standard)
 54292C2 Ceramics II (Standard)
 54332C Graphics/Commercial Design/Painting (Standard)
 54527C Studio Art (Advanced Placement)

EXCEPTIONAL CHILDREN

92100C Occupational English I
 92110C Occupational English II
 92120C Occupational English III
 92130C Occupational English IV
 92200C Occupational Mathematics I
 92210C Occupational Mathematics II
 92220C Occupational Mathematics III
 92310C Occupational Life Skills Science I
 92320C Occupational Life Skills Science II
 92450C Occupational Social Studies I
 92460C Occupational Social Studies II
 92400C Occupational Preparation I
 92410C Occupational Preparation II
 92420C Occupational Preparation III
 92430C Occupational Preparation IV
 95500C1 Employability Skills I
 95500C2 Employability Skills II
 95500C3 Employability Skills III
 00010CCM Individualized Curriculum
 00010CCO Individualized Curriculum
 00010CPM Individualized Curriculum
 00010CVO Individualized Curriculum

JUNIOR RESERVE OFFICER TRAINING CORPS (JROTC)

95012C JROTC I
 95022C JROTC II
 95032C JROTC III
 95042C JROTC IV
 95042C5 JROTC V
 95402C6 JROTC VI
 95402C7 JROTC VII
 95402C8 JROTC VIII
 95042C9 JROTC IX
 95042C10 JROTC X

CAREER/TECHNICAL COURSES

* Completer Course

AGRICULTURAL EDUCATION

68102C Agriscience Applications
68112C Ag. Production I
68122C Ag. Production II*
68312C Agricultural Mechanics I
68322C Agricultural Mechanics II*
68412C Horticulture I
68422C Horticulture II*
68432C Horticulture II- Turf Grass*
68822C Horticulture II – Landscape Construction*
68512C Environmental & Natural Resources I
68522C Environmental & Natural Resources II*
68992C Agricultural Advanced Studies*

HEALTH OCCUPATIONS EDUCATION

72112C Allied Health Sciences I
72122C Allied Health Sciences II*
72125 Allied Health Sciences II* (honors)
72322PT Pharmacy Technician
72325PT Pharmacy Technician (honors)
72992C Health Science Advanced Studies*

BUSINESS TECHNOLOGIES

61452C Career Management
62002C Principles of Business and Personal Finance
62152C Business Law
62352C Small Business/Entrepreneurship*
63112C Accounting I
64112C Computer Applications I
64172C Microsoft Word, PP, & Pub.
64192C Microsoft Excel & Access
64142C Multi Media and Webpage Design*
65142C Digital Communication Systems
64152C E-Commerce I
65352C Business and Electronic Communications
65992C Business Advanced Studies*

FAMILY AND CONSUMER SCIENCES EDUCATION

70152C Teen Living
70352C Apparel Development I
70362C Apparel Development II*
70452C Foods I
7046 2C Foods II*
70652C Parenting and Child Development
70862C Personal Finance
71112C Early Childhood I
71122C Early Childhood II*
71992C Family and Consumer Sciences Advanced Studies

TRADE AND INDUSTRIAL EDUCATION

74002C Intro to Trade & Industrial Education (ITIE)
75112C Automotive Service Technology I
75122C Automotive Service Technology II*
72132C Automotive Service Technology III*
77212C Carpentry I
77222C Carpentry II*
77232C Carpentry III*
79992C Trade & Industrial Advanced Studies*

MARKETING EDUCATION

66702C Sports Marketing and Entertainment I
66712C Sports Marketing and Entertainment II*
70862C Personal Finance
66992C Marketing Advanced Studies*

CAREER DEVELOPMENT EDUCATION

61452C Career Management

Virtual Course Offerings

NOTE: Virtual course offerings are subject to change and availability is based on institution offerings each semester.

UNCG iSchool

Cultural Anthropology
Dance Appreciation
Principles of Microeconomics
Elementary German
Elementary German
Physical Fitness for Life
Masterpieces of Cinema
Music Appreciation
Contemporary Moral Problems
American Politics
Political Issues
General Psychology
Introduction to Sociology
Social Problems

SCC Learn and Earn

Success and Study Skills
Art Appreciation
Introduction to Business
Human Relations
Introduction to Computers
Introduction to Interpersonal Communication
Environmental Issues
World Regional Geography
Genealogy and Local History
International Relations
General Psychology
World Religions
Sociology of the Family

NCVPS

10334 AP English Language and Composition
10344 AP English Literature and Composition
10834 AP Latin IV
13454 AP Chinese
20664 Statistics AP
20764 AP Calculus AB
20774 AP Calculus BC
25084 AP Computer Science A
30214 AP Biology
30424 AP Environmental Science
30634 AP Physics B
40044 AP Gov and Politics: US
40214 AP U.S. History
40234 AP European History
40244 AP World History
40324 AP Human Geography
1052QZ Spanish II (HS Credit)
1053O Spanish III Honors
1053QZ Spanish III (HS Credit)
10644 AP German V
1054O Spanish IV Honors
1054QZ Spanish IV (HS Credit)
1060Q German I
1060QZ German I (HS Credit)
1061Q German II
1061QZ German II (HS Credit)
1062O German III Honors
1062QZ German III (HS Credit)
1063O German IV Honors
1063Q German IV
1063QZ German IV (HS Credit)
1070Q Russian I
1070QZ Russian I (HS Credit)
1071Q Russian II
1071QZ Russian II (HS Credit)

40544 AP Macro
 40554 AP Micro
 40804 AP Psychology
 52154 AP Music Theory
 54484 AP Art History (9-12)
 10210 English I and IB
 1021Q English I and IB
 10220 English II
 1022Q English II and IB
 10230 English III Honors
 1023Q English III
 10240 English IV
 1024Q English IV
 1031Q Journalism I
 1041Q French I
 1041QZ French I (HS Credit)
 1042Q French II
 1042QZ French II (HS Credit)
 Credit)
 10430 French III Honors
 1043QZ French III (HS Credit)
 10440 French IV Honors
 1044QZ French IV (HS Credit)
 1046Q Chinese I
 1046QZ Chinese I (HS Credit)
 1047Q Chinese II
 1047QZ Chinese II (HS Credit)
 10480 Chinese III Honors
 1048QZ Chinese III (HS Credit)
 10490 Chinese IV
 1051Q Spanish I
 1051QZ Spanish I (HS Credit)
 1052Q Spanish II
 1080Q Latin I
 1080QZ Latin I (HS Credit)
 1081Q Latin II
 1081QZ Latin II (HS Credit)
 10820 Latin III Honors
 1082QZ Latin III (HS Credit)
 1083QZ Latin IV (HS Credit)
 1095Q Arabic I
 1095QZ Arabic I (HS Credit)
 1096Q Arabic II
 1096QZ Arabic II (HS Credit)
 2023Q Algebra I
 2023QZ Algebra I (HS Credit)
 20240 Algebra II Honors
 2024Q Algebra II
 2024QZ Algebra II (HS Credit)
 2025Q Adv Functions & Modeling
 2025QZ Adv Functions & Modeling (HS
 Credit)
 20300 Geometry Honors
 2030Q Geometry
 2030QZ Geometry (HS Credit)
 2051Q Integrated Math I
 2052Q Integrated Math II
 20700 Pre-Calculus Honors
 20730 Calculus Honors
 3010Q Physical Science
 3010QZ Physical Science (HS Credit)
 30200 Biology Honors
 3020Q Biology
 3020QZ Biology (HS Credit)
 30230 Anatomy and Physiology Honors
 30380 Earth/Environ Science Honors

3038Q Earth/Environ Science
 3038QZ Earth/Environ Science (HS Credit)
 30500 Chemistry Honors
 30600 Physics Honors
 30800 Forensics
 4010Q Medieval Studies
 4010QZ Medieval Studies
 4011Q African-American Studies
 4011QZ African-American Studies
 40210 US History Honors
 4021Q US History
 4021QZ US History
 40240 World History Honors
 4024Q World History
 4024QZ World History
 40520 Civics and Economics Honors
 4052Q Civics and Economics
 4052QZ Civics and Economics
 40800 Psychology Honors
 4080Q Psychology
 4080QZ Psychology
 5210Q Bop to Pop: Music Appreciation

5220Q Music Hist/Appre (9-12)
5415Q Visual Arts I (9-12)
5437Q Digital Photography
6200Q Principles of Business
6235Q Small Business/Entrep Be
6311Q Computerized Accounting
6312Q Computerized Accounting II
6411Q Computer Applications I
6415Q eCommerce I Honors
6416Q eCommerce II Honors
6412Q Comp Prog I - VB NET
6514Q Digital Com Systems
6615Q Small Business/Entrep Me
9011Q Health/PE
9013Q Healthful Living
9510Q SAT Preparation
9565Q Generic VPS Course



Nursing Pathway
 Columbus County Schools
 High School to College Transition Pathway
 Associate Degree in Nursing



HIGH SCHOOL PLAN

Students must complete 4 technical credits in their pathway in order to be a CTE concentrator. Three (3) technical credits **MUST** come from the Foundational Courses and at least one (1) must be at the completer level. The fourth (4) credit can be either a Foundational or Enhancement Course.

**Southeastern Community College
 Associates Degree Nursing**

	9	10	11	12	Year 1	Year 2	Year 3
English I	English II	English III	English IV	NUR 117 Pharmacology	NUR 111 Intro to Health Concepts	NUR 113 Family Health Concepts	
Math I	Math II	Math III	Math IV or CTE Math Equivalent	COM 231 Public Speaking	NUR 112 Health-Illness	NUR 212 Health System Concepts	
Earth/Environmental Science	Biology	Physical Science or Chemistry	Nursing Fundamentals	SOC 210 Introduction to Sociology	NUR 211 Health Care Concepts	NUR 213 Complex Health Concepts	
World History	Civics and Economics	American History I	Pharmacology Fundamentals	ENG 231 American Literature I	POL 120 American Government	SOC 225 Social Diversity	
Healthful Living	Health Science I	Health Science II	PHI 240 Introduction to Ethics (CCP)	ART 111 Art Appreciation			
Health Science Careers LCO or other Elective	Microsoft Excel	American History II	PSY 241 Developmental Psychology (CCP)	MAT 171 Precalculus Algebra			
MS Word/PPT/Publisher	Personal Finance	ACA 122 College Transfer Success (CCP) ENG 111 Writing and Inquiry (CCP)	BIO 168 Anatomy and Physiology I (CCP)	CHM 151 General Chemistry I			
Art Elective (One required for graduation)	Health Science Elective	PSY 150 General Psychology (CCP)		HIS 131 American History			
		Summer Term ENG 112 Writing/Research in the Discipline (CCP)	Summer Term BIO 169 Anatomy and Physiology II (CCP)	Summer Term MAT 152 Statistical Methods I	Summer Term NUR 114 Holistic Health Concepts	Summer Term BIO 275 Microbiology	

Through the Career & College Promise (CCP) program, SCC offers seamless dual enrollment opportunities to qualifying high school juniors and seniors. Students must apply for admission into the ADN Program. Admission to the nursing program is competitive, meeting the requirements to complete the formal application process does not guarantee admission into program.



Mechatronics Engineering Technology
 Columbus County Schools - Juniors
 High School to College Transition Pathway
 Associate Degree in Mechatronics Engineering Technology



HIGH SCHOOL PLAN

Students must complete 4 technical credits in their pathway in order to be a CTE concentrator. Three (3) technical credits **MUST** come from the Foundational Courses and at least one (1) must be at the completer level. The fourth (4) credit can be either a Foundational or Enhancement Course.

**Southeastern Community College
 Associates Degree Mechatronics**

	9	10	11	12	Year 1	Year 2
English I	English I	English II	English III	English IV	DFT 119 Basic CAD	ELC 128 Introduction to PLC
Math I	Math II	Math III	Math III	Math IV or CTE Math Equivalent	ATR 112 Introduction to Automation	ELC 213 Instrumentation
Earth/Environmental Science	Biology	Physical Science or Chemistry	Physical Science or Chemistry	ATR 115 Introduction to Mechatronics (CCP)	ELC 117 Motors and Controls	MEC 130 Mechanisms
World History	Civics and Economics	American History I	American History I	CIS 110 Introduction to Computers (CCP)	ELN 133 Digital Electronics	ELC 125 Diagrams and Schematics
Healthful Living	Agricultural Mechanics I	Agricultural Mechanics II	Agricultural Mechanics II	ELC 131 Circuit Analysis (CCP)	ART 111 Art Appreciation	MEC 111 Machine Processes I
Agriscience Application	Microsoft Excel	American History II	American History II	HYD 110 Hydraulics/ Pneumatics I (CCP)	PSY 150 General Psychology	WBL 110 or 111 Work-Based Learning
MS Word/PPT/Publisher	Personal Finance	ENG 111 Writing & Inquiry (CCP)	ENG 111 Writing & Inquiry (CCP)	PHY 151 College Physics I (CCP)	COM 231 Public Speaking	
Career Management	Art Elective (One required for graduation)	MAT 171 Precalculus Algebra (CCP)	MAT 171 Precalculus Algebra (CCP)			
		ACA 115 Success & Study Skills (CCP)	ACA 115 Success & Study Skills (CCP)			
		ISC 112 Industrial Safety(CCP)	ISC 112 Industrial Safety(CCP)			

Through the Career & College Promise (CCP) program, SCC offers seamless dual enrollment opportunities to qualifying high school juniors and seniors.



Mechatronics Engineering Technology

Columbus County Schools - Seniors
 High School to College Transition Pathway
 Associate Degree in Mechatronics Engineering Technology



HIGH SCHOOL PLAN

Students must complete 4 technical credits in their pathway in order to be a CTE concentrator. Three (3) technical credits **MUST** come from the Foundational Courses and at least one (1) must be at the completer level. The fourth (4) credit can be either a Foundational or Enhancement Course.

**Southeastern Community College
 Associates Degree Mechatronics**

	9	10	11	12	Year 1	Year 2
English I	English I	English II	English III	English IV	ACA 115 Success & Study Skills	ELC 128 Introduction to PLC
Math I	Math II	Math II	Math III	Math IV or CTE Math Equivalent	DFT 119 Basic CAD	ELC 213 Instrumentation
Earth/Environmental Science	Biology	Biology	Physical Science or Chemistry	ATR 115 Introduction to Mechatronics (CCP)	ATR 112 Introduction to Automation	MEC 130 Mechanisms
World History	Civics and Economics	Civics and Economics	American History I	CIS 110 Introduction to Computers (CCP)	ELC 117 Motors and Controls	ELC 125 Diagrams and Schematics
Healthful Living	Agricultural Mechanics I	Agricultural Mechanics I	Agricultural Mechanics II	ELC 131 Circuit Analysis (CCP)	ELN 133 Digital Electronics	MEC 111 Machine Processes I
Agriscience Application	Microsoft Excel	Microsoft Excel	American History II	HYD 110 Hydraulics/Pneumatics I (CCP)	ART 111 Art Appreciation	COM 231 Public Speaking
MS Word/PPT/Publisher	Personal Finance	Personal Finance			PSY 150 General Psychology	ISC 112 Industrial Safety
Career Management	Art Elective (One required for graduation)				MAT 171 Precalculus Algebra	PHY 151 College Physics I
					ENG 111 Writing & Inquiry	WBL 110 or 111 Work-Based Learning

Through the Career & College Promise (CCP) program, SCC offers seamless dual enrollment opportunities to qualifying high school juniors and seniors.



SCC Manufacturing Technician
 Columbus County Schools - High School to Workforce
 Manufacturing Skills Pathway
 Columbus County Industry Certification



HIGH SCHOOL PLAN				12	11	10	9	Southeastern Community College or Workplace
<p>Students must complete 4 technical credits in their pathway in order to be a CTE concentrator. Three (3) technical credits MUST come from the Foundational Courses and at least one (1) must be at the completer level. The fourth (4) credit can be either a Foundational or Enhancement Course.</p>								
English I	English II	English III	English IV					
Math I	Math II	Math III	Math IV or CTE Math Equivalent					
Earth/Environmental Science	Biology	Physical Science or Chemistry	Advanced Studies in Construction or Automotive Service III					
World History	Civics and Economics	American History I	Working Smart (CCP) Charlotte Mecklenburg Workforce Development Partners (CIMWDP) Working Smart (Soft Skills Certification)					
Healthful Living	Carpentry I or Automotive Service I	Carpentry II or Automotive Service II	SCC Manufacturing Technician (CCP) Manufacturing Skills Standard Council (MSSC Safety); OSHA 10 for General Industry; American Heart Association (AHA) CPR/First Aid/AED SCC Manufacturing Technician					Employment and/or Workforce Training and/or Associate Degree Program
Core & Sustainable Construction or Introduction to Automotive Service	Microsoft Excel	American History II	General Industry Forklift (CCP) National Safety Council (NSC) General Industry Lift Truck- Sit Down Lift Truck (18 years or older)					
MS Word/PPT/Publisher	Personal Finance							
Career Management	Art Elective (One required for graduation)							

Through the Career & College Promise (CCP) program, SCC offers seamless dual enrollment opportunities to qualifying high school juniors and seniors.
 Subject to periodic review and revision. Revised June 2018. 910.788.6279 ♦ WWW.SCCNC.EDU/CCP ♦ ccp@scnc.edu

GRADE CLASSIFICATION

A high school pupil shall be classified according to units passed. No student may take two required English courses during the same year, except in the case of a course failure or a fourth-year student needing 11th or 12th grade English to graduate. The courses must be taken in sequence (English I, II, III, and IV).

The basic graduation rule is that a student shall have earned his/her maximum potential credits minus four (potential – 4 = graduation). To enter 9th grade, students must complete 8th grade.

<u>To Enter</u>	<u>Potential Credits</u>	<u>Minimum Credits Required</u>	<u>Calculation</u>
10 th grade	8 units	6 units	$8 - 2 = 6$
11 th grade	16 units	14 units	$16 - 2 = 14$
12 th grade	24 units	20 units	$24 - 4 = 20$
For graduation	32 units	28 units	$32 - 4 = 28$

OFF-CAMPUS AND DUAL ENROLLMENT COURSE WORK

Any student who plans to seek course credit outside the Columbus County School District must have prior approval of her or his principal and the superintendent of schools (or his designee). No credit will be applied toward high school graduation unless earned in school system which meets the minimum requirements of the North Carolina Department of Public Instruction. Southeastern Community College cannot award credit toward Columbus County high school graduation.

In accordance with established policies and regulations of the North Carolina State Board of Education, the Columbus County Board of Education allows selected students enrolled in the secondary schools of Columbus County to be concurrently enrolled in an institution of the Community College System of North Carolina.

Qualifying students may be enrolled concurrently in a community college subject to the following conditions:

1. Qualifying students are second-semester seniors enrolled in a Columbus County School System high school.
2. Must be 16 years old.
3. A grade earned on the community college campus shall become part of the student's record.
4. A qualifying student must be enrolled at the high school in a minimum of two 90-minute courses.
5. A dual enrollment application form must be submitted for the semester the student seeks to qualify for enrollment at the community college. The form shall be signed by the parent or legal guardian, school principal, superintendent of schools, and admissions officer of the community college. The form will be available at each high school.
6. The student and the family shall be responsible for all costs associated with enrollment at a community college.
7. Qualifying students enrolled in an approved program at a community college shall be fully responsible for transportation to and from such institution with no liability incurred by the Columbus County Board of Education.
8. The student shall provide to the high school the original registration form and receipt for tuition and fees. The college shall provide the official grade report.

CLASS RANK, MARSHALS, AND HONOR GRADUATES

I. Class Ranking – Set by State Board of Education on February 3, 1994

A. Curriculum organization (Grades 9-12)

1. Course Levels – 4
 - a. Advanced Placement
 - b. Honors
 - c. Standard
 - d. Remedial
2. Definitions
 - a. Advanced Placement – Courses that have the highest level of difficulty. Students enrolled in these classes can be exempt from certain college freshmen courses based upon performance on the Advanced Placement tests.
 - b. Honors – Selected courses that have a high level of difficulty and normally do not carry open registration in the areas of math, science, English, foreign language (Level III and above), social studies and selected arts education courses.
 - c. Standard – Courses that have an average to high level of difficulty and would normally carry open registration for most students and would include courses in the areas of mathematics, science, English, social studies, vocational, arts education, and health and physical education.
 - d. Remedial – The Language Arts and Math Competency courses, and all courses designed for disabled students, will have the remedial classification.

B. Class Ranking

High schools (grades 9-12) are required to use the NC Grading and Weighting Standards that started with the 1994-1995 school year.

GRADING AND WEIGHTING STANDARDIZATION NUMERICAL GRADES FOR STANDARD COURSES

WEIGHTING

C. Weighted grade point averages should be based on the following:

1. Honors Courses may receive one additional grade point.
2. Advanced Placement Courses may receive two additional grade points.

II. School Marshals

The top ten percent of the students in the junior class will qualify to serve as marshals based on their academic performance as calculated at the end of the first semester of the junior year. This calculation will be based on freshmen and sophomore weighted, final weighted grade point averages, plus first semester of the junior year weighted grade point averages.

III. Honor Graduates

- A. Students ranked in the top ten percent of their graduating class, based on academic performance, will qualify for the designation of “Honor Graduate” and will receive the appropriate recognition for this accomplishment.
- B. The academic performance referred to above will be based on the student’s total high school experience as determined by final weighted grade point averages as calculated by NCWISE.
- C. Honor Graduate Recognition will be based on the Latin Honor System:
 - *4.40-5.00 = Summa Cum Laude
 - *4.25-4.39 = Magna Cum laude
 - *4.00-4.24 = Cum Laude

April 14, 2015

TO: NC 2015-16 High School Parents

FROM: June St. Clair Atkinson *JSA*

STATEWIDE 10-POINT GRADING SCALE

For high school students, grades and other academic measures become very important as they plan for their future after graduation. Over the past few years, North Carolina parents, students and local superintendents have petitioned the State Board of Education (SBE) to require a statewide standard 10-point grading scale for all high school students. Those advocating for this change in state policy noted that North Carolina school districts differed in their grading scales and that students would benefit from having a standard 10-point scale. This transition to a 10-point scale helps students who move from one district to another and puts North Carolina students in a more competitive position as they apply for admission to out-of-state colleges and universities.

Standard Grading Scale Approved

In October 2014, the State Board approved a standard 10-point grading scale to begin with the 2015-16 school year for all high school students. This scale will not include “pluses” or “minuses.” Grades from prior years will not be altered retroactively.

Grades and Grade-Point Average Calculations

Local school districts are required to follow the new scale at the high school level (grades 9-12). Although it is not required at grades K-8, local school districts may use the scale in lower grades if desired. Under the new scale, grades and grade point average calculations will be applied as follows:

A: 90-100 = 4.0
B: 80-89 = 3.0
C: 70-79 = 2.0
D: 60-69 = 1.0
F: < 59 = 0.0

New Quality Point Standards Begin in 2015-16 with Ninth Graders

In addition to the grade scale change, new standards for quality points also take effect in the 2015-16 school year. These new standards are the outcome of a study directed by the NC General Assembly and subsequent actions by the UNC Board of Governors and the State Board of Community Colleges. The new quality point standards only affect ninth graders in the fall of 2015-16 and all students entering high school after that year according to the effective policy date adopted by the State Board of Education. This change does not affect students who will be in grades 10, 11 or 12 in 2015-16.

The new quality points standard will provide an additional .5 quality point to Honors courses and 1.0 quality point to Advanced Placement (AP)/International Baccalaureate (IB) courses, community college courses, or four-year university or college courses taken in high school.

This eliminates discrepancies between AP/IB and community college or college/university courses and quality points and provides the same additional quality point to all college-level coursework.

For example, a student who earns an A in an AP course would receive a weighted 5.0 grade for that particular course. A student who earns an A in an Honors course would receive a weighted 4.5 grade.

–

Questions

The North Carolina State Board of Education is committed to helping all students graduate high school prepared for success in college and careers. This recent policy change is in line with this goal as it will make grading scales more consistent across the state and will enable North Carolina students to better compete for admission to colleges and universities across the country. If you any have questions about the new statewide standard grading scale and how it affects your student, please contact your high school counselor.

–

JSA:mw

c: LEA Superintendents
High School Principals

PRINCIPAL'S LIST

Students will be recognized for the Principal's List each grading period, plus first and second semesters, by earning all A's and S's on courses attempted. A conduct grade is not included in the calculations.

HONOR ROLL

Students will be recognized for the Honor Roll each grading period, plus first and second semesters, by earning no grade below a B or S. A conduct grade is not included in the calculations. Note: Certain school-sponsored honor clubs/societies have their own published criteria which may consider character and conduct.

THE ACADEMIC LETTER AND MEDALLION

Students who complete five semester of high school work with an overall 4.0 or better average on all work completed will receive the ACADEMIC LETTER OF EXCELLENCE at the Outstanding Achievement Banquet. A senior at the Outstanding Achievement Banquet who reaches the 4.0 requirement after the seventh semester will also receive the ACADEMIC LETTER OF EXCELLENCE.

POLICY ON TESTING AND GRADES

- 1. Exams – semester and final – shall be required in grades 9-12. Each six weeks grade will constitute one-fourth of the final grade. The exam score will constitute one-fourth of the final grade. There will be no exemptions. End-of-course tests shall be used as the final exam, except as noted in the *Secondary Program of Studies* and in the annual testing program announcements from the State Board of Education. Teachers will give exams on the scheduled days designated by the county.**
2. Grading scheme, Grades 9-12:
 - a. 75% -- Evaluations (e.g. tests, formal performance assessments)
 - b. 25% -- Other (class participation, homework, etc.)
3. Length of Grading Period – Six Weeks
4. Interim Reports – Given to students the third week of every six weeks (documentation kept by teachers)
5. Incompletes – All incompletes must be converted by the end of each six weeks
- 6. Other tests shall be scheduled as required by the instructional program. Grading period tests – everywhere at the same time – will not be required.**

PROMOTION STANDARDS

1. Attendance Per Course: Present at least 80 days per semester. No exclusions – applicable to all students.
2. Grades Per Course
 - a. Average of 70 or above
 - b. Actual average may be recorded each six weeks. The teacher has the option to use a minimum of 60 in his/her classes.
3. Exceptional Children
 - a. The subjects listed on the IEP will be graded by the special education teacher. It shall be the only grade for the subject on the report card.
 - b. Where the special education teacher and regular classroom teacher both have instructional responsibilities for a subject listed on the IEP, the teachers shall agree to one grade. The special educator shall complete the SIMS grade sheet. In case of disagreement, the goals and objectives on the IEP shall govern.

GENERAL PROCEDURES OF SCHOOL

CARE OF BUILDINGS AND GROUNDS

A school building is not a school until it is occupied by students. When a building becomes a school, it takes on a character and meaning and expresses itself to the student body and visitors in relation to the respect it is given by the students in its appearance and daily care.

We feel it is a matter of personal and school pride that each student makes a commitment to do everything possible so that the appearance of our school and grounds expresses a positive message to everyone.

CONDUCT DURING EXTRA-CURRICULAR ACTIVITIES

When students are given the privilege to participate in any extra-curricular activity sponsored by the school, they are representing the school. Students are expected to obey all rules and regulations governing student conduct. Students who fail to abide by school rules and regulations may forfeit their privilege of attending school events and/or participating in school events for a designated period of time.

DROPOUT PREVENTION/DRIVER'S LICENSE GUIDELINES

Adequate academic progress will be evaluated at the end of each semester. A student must pass 5 out of 6 courses each semester (3 out of 4, if the high school is on a 4 x 4 block schedule) in order to be eligible to receive a driving Eligibility Certificate. Students who do not meet this criteria will be reported to DMV and will have their permit or license revoked. A student's license will also be revoked if they possess alcoholic beverages, illegal controlled substances, weapons or firearms on school property and/or if they physically assault a teacher or other school personnel on school property. A student's license will also be revoked if they are expelled or suspended and/or sent to Alternative School for more than ten consecutive days.

A student who drops out of school will lose his or her driver's permit or license.

Parents or legal guardians of a student wanting to pursue a Driving Eligibility certificate based on hardship must notify the school principal and/or the principal's designee. The specific hardship circumstances are divided into four categories:

1. Medical Considerations
2. Work-Related Considerations
3. Exceptional Children Considerations
4. Other Considerations

FOOD REGULATIONS

Absolutely NO FOOD OR DRINK is allowed in classrooms. All food is to be eaten in the cafeteria. Students are not permitted to leave campus for lunch or to have food brought in during the lunch hours.

LOCATION OF STUDENTS BEFORE SCHOOL AND DURING LUNCH

Students may go to lockers on the way to lunch, but not during lunch. Students may be in the cafeteria, media center, and in the student commons area. Students may also go to the plaza area, but they must sit down. Students in hallways in other areas of the building before school or during lunch will be subject to disciplinary actions. Students in the media center must not talk or eat. The media center will be a quiet study area.

LOCKERS

Lockers will be assigned to students by the administrators. Each student will be assigned a locker. Students are encouraged to put locks on their lockers and not to share lockers with another student. Students should get their books quickly and move on to their next class. Students are not to stand in front of lockers to socialize.

MORNING ARRIVAL

1. Regardless of method of transportation, once any student arrives on campus, he or she becomes the responsibility of the school and may not leave the school grounds without permission from the office.
2. Upon arrival, students will remain in designated areas until the first bell rings. These areas are: the student commons, plaza, and cafeteria. Note: Students are not to enter classroom areas until the bell rings, or permission has been granted by an administrative team member.
3. Students who come to school by car are to leave the car and come to the building immediately after arriving on campus. Students may not remain in their cars in the parking lot.
4. Students who choose to sit down while waiting for the bell may do so only in the cafeteria. Students will not sit in the hallways or in the commons area.

OUT-OF-SCHOOL SUSPENSION

When a student's conduct warrants out-of-school suspension, he or she will not be allowed to attend any school function, any athletic event, or to be on the campus for any school function during the suspension.

SIGNING IN SCHOOL

Students who arrive on campus after 8:05 will report to the main office to sign in. Students must have a note containing the date, and a telephone number where the parents can be contacted. If the student is late due to a doctor's appointment or court appearance, the signature of the attending physician or the signature of the clerk of courts is required. This student will be admitted to his/her regular class without penalty. This student will sign in at the main office.

TELEPHONE USE

Only in the event of an extreme emergency are students to use the telephone in the office, and then only with the permission of an administrator. Since the main office is the recipient of all incoming phone calls and the number of lines available are limited, **NO MESSAGES WILL BE TAKEN FOR ANY STUDENT UNLESS THE CALL IS FROM A PARENT AND IS OF AN EXTREME EMERGENCY NATURE.** All calls of this nature must be channeled through one of the administrators.

NO STUDENT IS TO LEAVE CLASS TO MAKE PHONE CALLS.

TEXTBOOKS

Students are fully responsible for the books that are issued to them. If any book is lost or damaged, the student will be expected to pay for the damage, or for the replacement of the book, prior to being issued a replacement for the damaged or lost book. Students should notify the appropriate teacher and/or administrator when a book is lost.

THEFT PREVENTION

The best way to stop thefts at school is to be conscious of the fact that you can eliminate the opportunities for thefts to occur. Each student and employee of the school has a responsibility in the area of preventing thefts. The school cannot be responsible for items that are lost or stolen. Students should give teachers and coaches their valuables.

UNSUPERVISED STUDENTS IN BUILDING

Students will not be in the building after 3:05 unless they are receiving academic help from teachers, serving detention, attending the after-school Tutorial Program, or under the direct supervision of a faculty sponsor or coach. Violation will result in disciplinary actions.

CLASSROOM BEHAVIOR

Classroom disturbances will be handled by the individual teachers as often as possible. After the teacher has made every effort to solve the problem, the administration will become involved.

COMMONS AREA/CAFETERIA

In order to protect property, maintain an orderly relationship among students, establish a clean eating environment, and make everyone's lunch break a pleasant and enjoyable time, we ask cooperation with the following rules:

1. Do not sit on tables or on the back of chairs. Do not "beat" on the tables or stand or walk on them.
2. Put all trays, trash, and food scraps in their proper places once you have eaten.
3. Cooperate with the cafeteria staff and follow instructions given by teachers and administrators.
4. Do not break line.
5. Use only appropriate language, no profanity or vulgarity.
6. Use only the hall you are requested to use when going to and coming from lunch.
7. Food and drink are not allowed to be taken into halls.

PARKING AREAS – AUTOMOBILE REGULATIONS

Driving a personal vehicle to school and parking it on campus are privileges that we are happy to extend to all students who lawfully qualify. To insure safety and security, the following rules and regulations are important:

1. Purchase a student parking sticker from the assistant principal.
2. Observe a five (5) mile per hour speed limit everywhere on campus.
3. Park in the student parking lot only.
4. Do not return to cars during school hours unless you are dismissed early.
5. Do not smoke in the parking area.
6. Do not litter the parking area.
7. **If there is an accident on the grounds, minor or major, no vehicles should be moved until school personnel have been notified.**
8. Use of personal vehicles as a means of skipping school will result in loss of parking privileges on campus for ten (10) days on the first offense, and indefinitely for an additional offense.
9. Diagonal parking (across the lines) will result in three days driving suspension.
10. Students are not allowed to ride in the back of trucks while on campus. Drivers will be penalized.
11. If you are involved in any accident with a vehicle on campus, do not move the vehicle until you are advised by a school official and/or the police.
12. Once students arrive on campus, they are to enter the building immediately. When students return to their vehicles in the afternoon, they are to leave campus immediately. Any violations of these policies will result in disciplinary actions.

We will work very hard to ensure safety and security for the parking area. To assist us, we are asking that you lock your car doors when you leave your vehicle because the school is not responsible for the vehicle or its contents. The penalty for violating automobile regulations may result in a warning or an indefinite suspension of parking privileges.

Unless otherwise specified, the following disciplinary actions will be used for violating automobile regulations:

- First Offense: Driving privilege suspended for one week.
Second Offense: Driving privilege suspended for two weeks.
Third Offense: Driving privilege suspended for one month.
Fourth Offense: Driving privilege suspended for one year

1. If a student reports to a class ten minutes late or later, the student will remain with Mrs. Hemmingway in ISS.
2. The student will be marked absent for the period missed.
3. If a student reports to class late, but within ten minutes after class has started, the student will be admitted to class and marked "Tardy" on PowerSchool.

The campus of South Columbus High School is monitored by surveillance cameras 24 hours a day, seven days a week.

**** Occasionally situations arise that have not been listed. These will be dealt with on a one-on-one basis by the administration. Also, other penalties may be applied to the aforementioned items.**

**** Suspended students and students assigned to ISS may not participate in or attend any school activities, nor may they be present on school campus during the period of suspension.**

STUDENT RULES AND REGULATIONS
Grades 9-12

It is necessary for all students to abide by the rules and regulations established. The purpose of these rules and regulations is to promote an atmosphere conducive to learning and proper behavior. The following rules and regulations are adopted as county procedures for dealing with discipline situations in the 9-12 grades of Columbus County Schools.

Every student is expected to follow all instructions and directions given by teachers, the administration, or other school employees. This includes the school policies presented in this handbook and those conveyed orally by the teachers, substitute teachers, student teachers, school employees, or administrators. More importantly, students are expected to discipline themselves and assume full responsibility for their participation in the total school program. Infractions of written or verbal policies will be handled according to the established procedure to be found in the student handbook. Each student must be handled according to the established procedure to be found in the student handbook. Each student must remember that he is a student and is expected to conduct himself accordingly.

The following rules and regulations are recommended punishments. The principal has the discretion to interpret and implement the following policies. Schools without ISS will modify the consequences as needed. Recorded offense may result in recommendation for Alternative Academy.

COUNTY POLICY

Procedures for Implementing the Code of Conduct

Under 16 years of age

1. Most cases will be handled by the local administration using their best judgement.
2. If suspension is involved, parents are to be called immediately.
3. For a student under 16, the principal can suspend a child and file a referral for a juvenile petition with juvenile services if the offense is of such nature to warrant more than suspension.
4. All rules apply at school during transportation to and from school and during extracurricular activities.
5. Mandatory metal detector and book bag checks will be held.

16 years of age and over

1. After a disturbance, investigate and call parents if necessary.
2. If the principal deems necessary, then call the sheriff's department.
3. If the sheriff's department is called, they will do a brief investigation and where appropriate, issue a citation to the parties involved. (These citations serve purpose as a warrant. The student will have to appear in court).
4. The principal may suspend the student if warranted.
5. Once a citation has been issued, further contact will be with the sheriff and the parties involved. School personnel will serve only as witnesses when subpoenaed.

Gang Awareness/Activity

Gang activity, dress, and/or signs which may cause:

- A disruption in the learning environment
- Create or cause disruptive or aggressive behavior
- Lead to violence or illegal activity will not be tolerated. Consequences will be at the discretion of the principal.

First Offense: 3 days ISS/OSS/meet with parents

Second Offense: 5 days ISS/OSS

Third Offense: 10 days OSS, Recommendation for Alternative Academy.

ASSAULT

- Pushing or shoving.

First offense: 3 days ISS/OSS
Second offense: 5 days ISS/OSS
Third offense: 10 days, Recommendation for Alternative Academy

BOMB THREAT

First offense: Recommendation for expulsion. Call Law Enforcement. File Juvenile petition. Recommendation for Alternative Academy.

CHEATING

Cheating includes having a copy of a test about to be given, using notes during a test (without permission), or other evidence of any dishonest practice.

First offense: 3 days ISS, plus a zero will be recorded for the given test. Club constitutions, character, etc. may call for additional penalties and parent contact.
Second offense: 5 days ISS/OSS, plus a zero will be recorded for the given test, parent conference. Club constitutions, character, etc. may call for additional penalties.
Third offense: 10 days ISS/OSS, plus a zero will be recorded for the given test

CONFRONTATIONAL FUSSING

Students become loud and boisterous toward each other causing other students to gather with the possibility of a fight occurring.

First offense: 3 days ISS/OSS, same day informal suspension, parent called
Second offense: 5 days ISS/OSS, same day informal suspension, parent conference
Third offense: 10 days OSS, Recommendation for Alternative Academy.

ASSEMBLIES

- ✓ Follow assembly instructions as given to you by a teacher, administrator, or adult speaker.
- ✓ Sit where you are assigned to sit. Sit only with the class with which you go to the assembly.
- ✓ Avoid talking, yelling, clapping, or indicating your approval or disapproval when such is not appropriate. Honor and respect the dignity of the program.

First Offense: 3 days ISS/OSS
Second Offense: 5 days ISS/OSS
Third Offense: 10 days ISS/OSS, Recommendation for Alternative Academy

UNAUTHORIZED AREA

Being in the auditorium, gym, classroom, restroom, hall, parking lot, bus courtyard, main lobby, front entrances, or any designated area without permission.

First Offense: 3 days ISS/OSS
Second Offense: 5 days ISS/OSS
Third Offense: 10 days ISS/OSS, Recommendation for Alternative Academy.

COMMON AREAS

In order to protect property, maintain an orderly relationship among students, establish a clean eating environment, and make everyone's lunch break a pleasant and enjoyable time, we ask your cooperation with the following rules:

- ✓ Do not sit on tables or on the back of chairs. Do not "beat" on the tables or stand or walk on them.
- ✓ Put all trays, trash, and food scraps in their proper places once you have eaten.
- ✓ Cooperate with the cafeteria staff and follow instructions given by teachers and administrators
- ✓ Do not break line
- ✓ Use only appropriate language, no profanity or vulgarity

FAILING TO KEEP HANDS AND FEET TO SELF/BODY FLUIDS

- (Hitting, kicking, shoving, pushing, pinching another person, biting, spitting, etc.)

First Offense: 3 days ISS/OSS
Second Offense: 5 days ISS/OSS
Third Offense: 10 days OSS, Recommendation for Alternative Academy

FAILURE TO SIGN OUT WHEN LEAVING SCHOOL EARLY

- Regarded the same as skipping

First Offense: 3 days ISS/OSS, Parent called.
Second Offense: 5 days ISS/OSS
Third Offense: 10 days OSS, Recommendation for Alternative Academy

REFUSAL TO ATTEND ISS

- Recommend Alternative Academy or recommendation for expulsion

First Offense: 5 days OSS
Second Offense: 10 days OSS, Recommendation for Alternative Academy

REFUSAL TO IDENTIFY SELF

First Offense: 3 days ISS/OSS
Second Offense: 5 days ISS/OSS
Third Offense: 10 days OSS, Recommendation for Alternative Academy

DISRUPTION

A student shall not, by noise, coercion, intimidation, fear, passive resistance, or any other conduct, cause substantial and material disruption or obstruction of any lawful right, mission, process, or function of any school, school bus (throughout these rules, "school bus" means any bus, public or private, being used at the time for school purposes), school personnel or student; nor shall any student engage in such conduct in an attempt to cause any such disruption or obstruction; nor shall any student urge others to engage in any such disruptive or obstructive conduct.

First offense: 3 days ISS/OSS
Second offense: 5 days ISS/OSS
Third offense: 10 days OSS, Recommendation for Alternative Academy

DISRESPECT TO STAFF/INSUBORDINATION

A student shall not direct to any school personnel or other adult language which is abusive, profane, or insulting. Students will comply with the reasonable requests of their teachers. Magnitude of offense will determine the extent of punishment.

First offense: 3 days ISS/OSS
Second offense: 5 days ISS/OSS
Third offense: 10 days OSS, Recommendation for Alternative Academy

DRUG POLICY (STUDENTS)

Statement of belief

The Columbus County Board of Education has the responsibility of creating an atmosphere conducive to learning in our public schools. It further believes that the use of illicit drugs and alcohol is harmful, and that drug-free schools lead to drug-free communities. Therefore, with this in mind, the Columbus County Board of Education requires that all K-12 teachers within the Columbus County School System incorporate the drug education prevention/intervention strategies and curriculum provided through the Drug Free Schools and Communities Act of 1986 within their regular classroom content areas, and use all available resources to enhance the “no drug” message within all classrooms as appropriate.

Possession, use, and/or sale of drugs including alcohol

- a. No student shall possess, use, transmit, or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, or other drug defined as a controlled substance pursuant to Chapter 90 of the North Carolina General Statutes, or any alcoholic beverage or other intoxicating liquor, as defined in Chapter 18A of the North Carolina General Statutes, or possess, use or transmit drug paraphernalia, as defined in Chapter 90 of the North Carolina General Statutes, or inhale or ingest any chemicals or products with the intention of bringing about a state of exhilaration or euphoria while in any school building, on any school premises, on any school bus, or off the school grounds at any school activity, function, or event before, during or after school hours, or during any period of time when he/she is subject to the authority of school personnel, unless such possession, use or transmission is authorized by law and school regulations.

The word “possession: shall mean having the power or intent to control a prohibited substance and shall include, but is not necessarily limited to, the possession of a prohibited substance in a student’s automobile, locker, book bag, desk, or on a student’s person at school or any school-related activity.

The word “use” shall mean the consumption, injection, inhalation, or absorption of a prohibited substance into a student’s body by any means at any time when they prohibited substance would influence a student’s behavior to any degree at school or a school-related activity.

The word “sale” shall mean the exchange of a prohibited substance for money or other consideration.

- b. Over the counter medication/prescribed drugs/counterfeit controlled substance

No student shall distribute to any student an over the counter medication in their possession. Any student caught distributing over-the-counter medication to another student shall mean a 3 day out-of-school suspension. At the principal’s discretion, this may be adjusted to a 5 day period in ISS.

Use of a drug authorized by a valid medical prescription from a registered physician shall not be considered a violation of this rule when the drug is taken by the person for whom the drug is prescribed. All medications at school should be in pharmacy labeled and dispensed containers with the name of physician, date, name of medication, time and directions for administration, and student’s name.

- c. Definition – prohibited substances include:

Wine, beer, and any other malt beverage, alcohol, liquor, liqueurs, and mixed alcoholic beverages

Any chemical compound which will induce a condition of intoxication when inhaled for the purpose (see NCGS 90-113.10)

Any drugs listed in the North Carolina Controlled Substance Act (NCGS 90-86 et. seq.) or its successor but not necessarily limited to: narcotics depressants, stimulants, hallucinogens, and cannabis which drugs are commonly known as: marijuana, acid, LSD, speed, Quaaludes, Valium, and other names: i.e., any substance which the student represents by reference or otherwise as being a controlled substance

d. Possession or use of a prohibited substance first offense

Violation of the above policy will mean an automatic 10-day out-of-school suspension and possible recommendation for placement in the Alternative Academy. In addition to the out-of-school suspension the student and parent/guardian must obtain a substance abuse evaluation by Columbus County Mental Health Center and participate in any recommended treatment and assume/pay the cost thereof. If a student or parent/guardian should decide against the program, the school will be notified and the principal may recommend expulsion.

The student also will be prosecuted under the juvenile or criminal laws of the state.

e. Second offense

The second offense will mean an automatic expulsion from school programs for the remainder of the year from all Columbus County Schools. In addition, in regards to possession, the student will be prosecuted under the juvenile or criminal laws of the state.

f. Sale of a prohibited substance

Any student caught selling, with the intent to sell, or distributing illegal drugs shall be expelled for the remainder of the school year without the option of attending any school under the jurisdiction of the Columbus County Board of Education. Also, the student will be prosecuted under the juvenile or criminal laws of the state.

The above policies will be enforced in grades 9-12 and/or 12 years of age in any grade. If the offender is a child below grade 7 and/or under 12 years of age, the Superintendent and/or principal may consider this a factor which can justify a less serious disciplinary action.

Notification and involvement of parents/law enforcement officers

Notification and involvement of parents

The principal or his/her designee shall notify as soon as possible the parent/guardian of a student who has violated or is believed to have violated the above policy.

Following this notification, a scheduled conference will be held with all involved persons.

Notification and involvement of law enforcement officials

The principal or his/her designee shall inform the appropriate law enforcement agency when the controlled substance is possessed, used, sold or distributed at school or at any school related activity.

Any controlled substance confiscated by school officials shall be turned over to the police or sheriff for identification, if necessary, and for disposal. A signed receipt should be requested from the law enforcement officer. The report of the law enforcement agency attesting to the nature of any confiscated substance shall be admissible as prime factual evidence of the identity of the substance at any student disciplinary hearing.

School officials shall assist the law enforcement officials with prosecution of any person who has possessed, used, distributed, sold or who is believed to have sold any controlled substance at school or a school-related activity.

Policy violations during the last ten (10) days of school

Students whose violations meet the criteria for long-term suspensions, during the last ten (10) days of school shall be suspended for the remainder of the year and allowed to take their exams after the end of the normal 180 days of instruction but before the teachers leave for summer vacation. The student and his or her

parent/guardian must complete a substance abuse evaluation offered by the Columbus County Mental Health Center before his/her grades are finalized and transcripts and/or diplomas made available. In addition, a senior whose violation meets the above criteria during the last ten (10) school days or at any school related function after the end of the normal school year shall not participate in any remaining school related activities, including graduation ceremonies.

Authority of school officials to search

Lockers and Desks: School officials have the authority to search a student's locker and desk at any time. Students should have no expectation of privacy with respect to lockers and desks and shall be made aware of the condition. If a search is made of a locker or desk, it shall be made in the presence of the school administration and with a written record of the results of the search.

Personal possessions of students may be searched under reasonable suspicion of possession of a controlled substance. There shall be no frisk or strip searches. All searches shall be made in the presence of another staff member and not in the presence of the class. A written record of the results of the search shall be made.

Schools which allow students to drive to school shall require a permit. This permit must give consent for searches of vehicles driven to school if there is a reasonable suspicion that they may contain prohibited substances. All searches shall be made in the presence of a member of the school administration. A written record of the results of the search shall be made.

A list of the in-county and out-of-county agencies, public and private, will be on file at the Columbus County Board of Education for persons who are interested in receiving help with their drug/alcohol problem. The contact person for this list is the Drug/Alcohol Abuse Coordinator and this office is located at the Central Office.

Annual notification of parents, students and periodic review of Board policy

Parents and students will receive annual notification through the student handbook that compliance with this policy is mandatory, and disciplinary sanctions will be consistently reinforce.

This policy and the programs covered will be periodically reviewed to determine effectiveness.

Methamphetamine protocol and strategic plan

Methamphetamine is a stimulant that can be snorted, smoked, taken orally or injected. Methamphetamine is the most common illicit amphetamine and is the most commonly synthesized controlled substance. Most of the chemicals needed to produce methamphetamines are easily obtained or can be manufactured in secret often in vehicles, abandoned buildings, and individual homes. The chemicals present hazards both during the production process and during disposal.

In an effort to combat the growing crisis of methamphetamine use and the multiple locations of methamphetamine labs, Columbus County Schools has developed a guide which will serve as a resource for all employees. This guide contains several strategic initiatives to provide a clear understanding of roles and responsibilities if methamphetamine use or exposure is detected. The plan will consist of three elements: Public Awareness, Training, and a Response Plan.

Columbus County Schools will develop a committee responsible for developing initiatives for public awareness, training, and a response plan. This will include training for all employees of the Columbus County School system in the proper procedures in detection or use of methamphetamine. Increasing public awareness of methamphetamine use and production will be addressed as well as who to contact and when contact is necessary.

✓ Public Awareness

Columbus County Schools will produce a flyer to distribute to all school employees. It will include telephone numbers of local agencies that need to be contacted as well as proper procedures when dealing with the use or detection of methamphetamine. It will include tips for recognizing methamphetamine use and procedures to

follow if one should come in contact with methamphetamine. Steps to take if children have been exposed will also be included.

✓ Training

Every employee of the Columbus County School system will be trained annually to review procedures when exposed to methamphetamine. It will also include current information relating to use and detection of methamphetamine. Specific training will be provided for first responders as well as those whose jobs may take them to residents where methamphetamine may be detected. Training will also be included if children have been exposed.

✓ Response Plan

A strategic plan developed by a committee of Columbus County School employees will contain specific protocol when dealing with children or school employees who have been exposed to methamphetamine.

✓ Protocol

Assessment of Scene by School Personnel - Not on School Property

Procedures will be as follows:

- Recognize location as methamphetamine site
- Vacate immediately
- Do not remove any items from location
- Find a safe location and call school administrator
- School administrator will call 911 for law enforcement
- Alert law enforcement if children are involved
- School administrator will contact school superintendent
- Follow law enforcement protocol
- After situation has been assessed by law enforcement and children have been assessed responders should consult with their medical provider for an individual evaluation

Assessment of Scene by School Employee - On School Property

Procedures are as follows:

- Recognize location as methamphetamine site
- Vacate immediately
- Do not remove any items from location
- Contact school administrator immediately
- School administrator will contact school resource officer
- School resource officer will call 911 for additional law enforcement
- Alert law enforcement if children are involved
- Follow law enforcement protocol
- After situation has been assessed—responders should consult with their medical provider for an individual evaluation

Exposure to Children

For children who are not injured or ill:

- Perform a basic assessment of the situation
- Check vital signs—temperature, blood pressure and pulse
- Assess for heat or chemical burns
- Clothing should be changed from outside the methamphetamine site
- Alert School Social Worker to contact Department of Social Services
- If exposure is severe--call 911 for transport of child to hospital
- If exposure is limited—contact parents encouraging them to seek evaluation from their medical provider

- Alert school administrator if children other than those residing in residence are involved

EXTORTION/INTIMIDATION/BULLYING/HARASSMENT

A student shall not obtain or attempt to obtain from a person, by force or threat, money or other property, devices or considerations of any sort, nor shall a student frighten or deter by or as if by threats. Please refer to Columbus County Schools prohibition against discrimination, harassment and bullying policy code: 1710/4021/7230.

First offense: 5 days OSS
Second offense: 10 days OSS, Recommendation for Alternative Academy
Recommendation for expulsion

FALSE FIRE ALARM

First offense: 10 days OSS, call law enforcement
Recommendation for expulsion

FELONIES

Any student, who has been charged with a felony and is waiting the disposition of the case by court, will be automatically suspended. If the suspension exceeds 10 days, the student may apply for admission to the Alternative Academy. Students are suspended from the public school until the case has been settled.

FIGHTING

In the event a fight breaks out, students are advised to move away from the area of the disturbance, tend to their own business, and not get in the way of administration or teachers who are trying to deal with the situation. Standing around, standing on tables, standing in aisles so as to hinder school officials, and refusing to leave the scene when asked to do so are violations of the no fighting policy. If it can be determined by clear and convincing evidence who instigated a fight, that person may be punished to a greater degree than others involved in the fight. The amount of punishment will be at the principal's discretion. This does not absolve any parties in the fight from their role. All parties involved in a fight will be disciplined.

First offense: 5 days OSS
Second offense: 10 days OSS, Recommended for Alternative Academy
Recommendation for expulsion.

FIREWORKS/SMOKEBOMBS OR SIMILAR DEVICES

Students who are found with fireworks in their possession, or who discharge fireworks on the school grounds, are subject to suspension and/or expulsion. Call law enforcement.

First offense: 10 days OSS, Recommendation for Alternative Academy.
Recommendation for expulsion.

HORSEPLAYING, WRESTLING

First offense: 3 days ISS/OSS
Second offense: 5 days ISS/OSS
Third offense: 10 days OSS, Recommendation for Alternative Academy.

INAPPROPRIATE AFFECTION

First offense: 3 days ISS/OSS
Second offense: 5 days ISS/OSS
Third offense: 10 days OSS, Recommendation for Alternative Academy

INITIATING A FIGHT/BOOSTING A FIGHT, CARRYING NEWS/CAUSING DISSENSION

Any student who encourages, aids or abets any conduct which may or does result in physical violence against any person. Law Enforcement may be called. If it can be determined by clear and convincing evidence who instigated a fight, that person may be punished to a greater degree than others involved in the fight. The amount of punishment will be at the principal's discretion. This does not absolve any parties in the fight from their role. All parties involved in a fight will be disciplined.

First offense:	3 days ISS/OSS
Second offense:	5 days ISS/OSS
Third offense:	10 days OSS, Recommendation for Alternative Academy

LEAVING CLASS WITHOUT PERMISSION

First offense:	3 days ISS/OSS
Second offense:	5 days ISS/OSS
Third offense:	10 days OSS, Recommendation for Alternative Academy

MODE OF DRESS

General Grades 9-12

Clothing or jewelry must be age-appropriate, not disruptive to the teaching-learning process, and cannot be provocative, revealing, indecent, vulgar, or obscene.

- a. For sanitary and safety reasons and in accordance with State Health regulations, all children are required to wear shoes to school.
- b. Dress for special school sponsored activities that occur outside the regular school day may be determined and regulated at the discretion of the principal.
- c. Sunglasses and hats are not to be worn inside. Headdress including kerchiefs, bandanas, sweatbands, and rags are not allowed.
- d. There shall be no jewelry or any other article affixed to a student's nose, tongue, lips cheek, eyebrow, or any other visible part of the body, with the exception of the ears. Articles on the ears must not promote alcoholic beverages, tobacco, or the use of controlled substances, depict violence, or are of a sexual or disruptive nature.
- e. All tattoos must be covered.
- f. No article shall be worn in the eyes other than medically prescribed corrective lenses.
- g. All Shirts and blouses must be appropriately tucked in.
- h. All pants that are made with belt loops must be worn with an appropriate length belt.
- i. All belts buckles must not exceed the width of the belt worn.

Grades 9-12

Clothing will not be allowed which promotes alcoholic beverages, tobacco, and the use of controlled substances, depicts violence, is of a sexual nature, or is of a disruptive nature.

Clothing must not disrupt the learning environment and must be free of any provocative or suggestive symbols, words, slogans, and advertisements. Additionally, clothing that is torn, cut, sliced, or shredded is unacceptable.

Altered gloves, chains, spikes, or any other accessories that would interrupt the learning environment are not acceptable.

Leggings may not be worn.

Garments for the upper body section must be attractive, neat, and, as a minimum, cover the upper torso. These garments include shirts, blouses, and any other appropriate apparel. Tank tops and halter tops are not to be worn at school.

Penalties for Body Piercing, Tattooing, Eye Lenses other the Prescribed Corrective Lenses and mouthpieces

First Offense:	3 days ISS/OSS, Parent Notification
Second Offense:	5 days ISSOSS
Third Offense:	10 days OSS, Recommendations for Alternative Placement

PROFANITY/INSULTING GESTURES

Punishment depends on severity.

First offense:	3 days ISS/OSS
Second offense:	5 days ISS/OSS
Third offense:	10 days OSS, Recommendation for Alternative Placement

RADIOS, TAPE PLAYERS, WALKMANS, CAMERAS, CELL PHONES, PAGERS, BEEPERS, IPODS AND OTHER ELECTRONIC DEVICES

The school is not responsible for the loss of any electronic devices.

Unauthorized electronic devices not allowed during the instructional day include but are not limited to: calculators with a typewriter-style (QWERTY) keyboard, calculators that include a computer algebra system (CAS) and are capable of doing symbolic algebra, cell phones (including cell phones with calculators), handheld microcomputers, pen-input devices (such as personal digital assistants, tablets, or pen scanners), digital cameras (or devices that have cameras) or laptop/notebook computers.

Punishment may be used at the discretion of the principal.

Any such item will be confiscated and may be returned to parents, at the discretion of the principal.

First offense:	Take up and return to parents
Second offense:	Keep until end of school year

SKIPPING CLASS

A student who does not have his parents' or guardians' permission to miss school (the whole day or any portion of it) or to leave campus after arriving is skipping. Everyone must sign out in the office.

First offense:	3 days ISS/OSS
Second offense:	5 days ISS/OSS
Third offense:	10 days OSS, Recommendation for Alternative Placement

STEALING

ISS/OSS, Law Enforcement at principal's discretion.

SEXUAL HARASSMENT

Verbal, written, or physical conduct which is sexual in nature. Principal/designee should be contacted immediately for determination of facts. Magnitude of offense will determine the extent of punishment.

First Offense:	3 days ISSOSS
Second Offense:	5 days ISS/OSS
Third Offense:	10 days OSS, Recommendation for Alternative Placement

TARDIES

Tardy 1:	Warning
Tardy 2:	Warning
Tardy 3:	1 day ISS
Tardy 4:	2 days ISS
Tardy 5:	3 days ISS

The principals have the discretion to interpret and implement the following policies. Schools without ISS will modify the consequences as needed. Repeated offenses may result in recommendation for Alternative Placement.

THREATS TO STUDENTS/BULLYING

A student shall not direct, to any student/staff, language which threatens force, violence, or bodily harm, language which is abusive, profane, or insulting; sign gestures or acts which constitutes a threat of force or violence. Students will comply with the reasonable request of their teachers. Magnitude of offense will determine the extent of punishment.

First Offense:	3 days ISSOSS
Second Offense:	5 days ISS/OSS
Third Offense:	10 days OSS, Recommendation for Alternative Academy

VANDALISM

Destruction of school property is a violation of public law, as well as school regulations.

First offense:	3 days ISS/OSS, plus restitution
Second offense:	5 days ISS/OSS, plus restitution
Third offense:	10 days OSS, Recommendation for Alternative Placement and restitution.

TOBACCO

The possession or use of tobacco and non- tobacco products including e-cigarettes at school is a violation of the Columbus County Board of Education policy. (See attached policy.) Penalties are a follows:

First offense:	3 days ISS/OSS, Parent notification
Second offense:	5 days ISS/OSS
Third offense:	10 days OSS, Recommendation for Alternative Placement

WEAPONS

The local school board requires that for any student who possesses a firearm or who brings a weapon onto school property will be suspended for 365 days. The local superintendent can modify the suspension on a case-by-case basis. The local Board of Education can provide an alternative school setting for any student removed under this act.

Any student who possesses a weapon, facsimile of a weapon, including pepper spray, an object through which its usage becomes a weapon, and then attempts to inflict serious injury upon another student, or creates disruption in the school

environment may automatically result in a warrant sought against the student. Punishment, depending upon the type of weapon may result in ISS, OSS, or expulsion.

SCHOOL BUSES

School buses are operated for the safe transportation of students traveling to and from school and school activities. Riding the bus is a privilege, which may be revoked when the general conduct of the student is detrimental to the safety and comfort of others on the bus.

General

1. Each student is required to ride his/her assigned bus and get on and off at his/her designated stop.
2. A student may be allowed to ride a bus other than the assigned bus and/or get off at a stop other than the designated stop if the student has written permission from the parent, approved by the school principal.
3. Students are under the authority of the school board while riding the bus and while waiting at the bus stop.

Meeting the School Bus

1. Students should be at their bus stop at least five minutes before the bus is scheduled to arrive.
2. Students should stand away from the road when waiting for the bus.
3. Student behavior, at the bus stop, should be comparable to behavior expected at school.
4. Students must wait until the bus has stopped and walk to the front door. Students must not run along the side of a moving bus.

If the students are to board the bus across the road from a bus stop, they must proceed as follows:

- a. Wait until the bus has come to a complete stop.
- b. Walk to ten feet or more in front of the bus and wait for a signal from the bus driver to cross the road. Students should cross only in front of the bus.
5. Students should board the bus in an orderly manner and be seated as quickly as possible.

Conduct on the Bus

1. While riding on a bus, students are subject to all rules and regulations.
2. The bus driver is in charge of all passengers and has the authority to assign seats and make other arrangements deemed necessary to maintain a safe and orderly environment. Students are required to obey the directions of the driver.
3. Students should remain seated unless granted permission to stand, by the driver.
4. Students must not engage in any behavior on the bus that might distract the driver or cause a safety hazard. This includes any form of misbehavior, rule violation, loud talking or laughter, or talking to the bus driver while the bus is in motion (except in an emergency).
5. Waving or shouting to others, extending arms, legs, head, or objects through the window, or riding on the outside of the bus is prohibited.
6. Food and beverages of any type are not to be consumed on the bus.

7. Radios, televisions, tape players, IPODs, MP-3 players, cell phones and other items that may cause problems such as water bottles or pistols, noisemakers, etc. are similarly prohibited.

Leaving the bus

1. Students are to remain seated until the bus has come to a full stop. They must leave the bus in an orderly manner with students in the front seat leaving first.
2. Students should go directly home when leaving the bus.

Consequences of Misbehavior on the Bus

First offense:	A conference will be held to determine the facts. A warning or bus suspension may be assigned.
Repeated offenses:	All of the above and possible revocation of bus riding privileges for the remainder of the year.

SUSPENSION OF STUDENTS

If students persistently misbehave they may be suspended from school and their return contingent upon parents or guardians having a conference with their principal. Prior to their suspension, the principal shall give students notification of charges against them, and if students deny them, they will be given explanation of the evidence against them and an opportunity to present their side. However, in case the students are presenting a clear and present danger of disruption, the principal or designee shall have the option of suspending immediately. In this case, the necessary notice and hearing will follow as soon as possible.

Students and their parent/guardian have the right to appeal to the Superintendent regarding the suspension.

Short term suspension:	Suspension from school for a period not exceeding 10 days.
Long term suspension:	Suspension from school for a period exceeding 10 days and approval by the Superintendent.
Expulsion:	A means by which the Board of Education may permanently bar a student from school. Three criteria are established for such action. <ol style="list-style-type: none">1. Must be at least 14 years of age.2. Has been convicted of a felony.3. Constitutes a clear threat to the safety and health of other students or employees.

Procedures before Suspension

Before a student is suspended, the principal or designee must talk to the students in person, and the conversation must include the following:

- a. The student shall be informed of the act or conduct that is in violation of the stated school board policy or regulation and which gives rise to the question of suspension.
- b. The principal or designee shall make sure that the conversation informs the student of the basis for the belief that the student committed the offense.
- c. The student shall be afforded the opportunity to present his/her version of what occurred.

Criteria for Suspension

The suspension shall meet the following criteria:

- a. The suspension shall not exceed 10 school days.
- b. The principal or designee shall inform the student, the student's parent/legal guardian, and the Superintendent the following, in writing:
 1. The reason for the suspension
 2. The length of the suspension
 3. The right to appeal the suspension to the Superintendent

In cases where the principal feels that the student should be kept out of school longer than 10 days, he/she shall refer the case to the Superintendent. The Superintendent will establish a hearing to determine the status of the recommendation.

Terms of the Suspension

- a. Except when a student is immediately suspended, the period of suspension shall begin at the end of the instructional day.
- b. The suspension does not end until the next school day following the student's suspension.
- c. Suspended students are not to be on school property during the period of suspension and shall not participate in any school sponsored activities.

Immediate Removal of Students

Student whose conduct poses a danger to persons or property or a continuous disruption of the academic process may be immediately removed from school. In such cases, the necessary notice hearing shall follow as soon as possible.

In cases of serious or continuous misconduct, the principal or designee may suspend a student and request a joint conference with the parent/guardian and the student.

Appeals

The parent shall have the right to appeal to the Superintendent if they feel that the suspension is unreasonable.

After receiving the decision from the Superintendent, the parent may appeal to the School Board at its next regular meeting.

STUDENT DRESS CODE

Policy Code: 4316

The board believes that the dress and personal appearance of students greatly affect their academic performance and their interaction with other students. The board requests that parents outfit their children in clothing that will be conducive to learning. Generally, dress and grooming standards as determined by the student and his or her parents will be deemed acceptable. However, the board requires that appearance and clothing comply with the following board standards.

1. For sanitary and safety reasons and in accordance with State health regulations, all students are required to wear appropriate shoes to school.
2. Dress for special school sponsored activities that occur outside the regular school day may be determined and regulated at the discretion of the principal.

3. Sunglasses and hats may not be worn inside. Headdress, including kerchiefs, bandanas, sweatbands and rags, are prohibited.
4. No article shall be worn in the eyes other than medically prescribed corrective lenses.
5. There shall be no jewelry or any other article affixed to piercings in a student's nose, tongue, lips, cheek, eyebrow or any other visible part of the body, with the exception of the ears. Articles on the ears must not promote illegal drug, alcohol or tobacco use or be provocative, obscene or substantially disruptive.
6. Visible tattooing which promotes illegal drug, alcohol or tobacco use or is provocative, obscene or substantially disruptive is not allowed.
7. Clothing which promotes illegal drug, alcohol or tobacco use or is provocative, obscene or substantially disruptive is prohibited.
8. Clothing that is torn, cut, sliced or shredded is prohibited.
9. Garments for the lower body section must be attractive and neat and must fall to at least four inches above the kneecap when the student is standing erect. These garments include dresses, skirts, shorts and any other appropriate apparel. These garments, including uniforms, must fit snugly around the waist.
10. Garments for the upper body section must be attractive and neat and, as a minimum, must cover the upper torso. These garments include shirts, blouses and any other appropriate apparel. Tank tops and halter tops may not be worn at school.

Before being punished, a student who is not in compliance with this policy or a school dress code will be given a reasonable period of time to make adjustments so that he or she will be in compliance. Disciplinary consequences for a student who fails to comply after being offered this opportunity shall be consistent with Section D of policy 4300, Student Behavior Policies. The superintendent or designee shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for violation of the dress code.

Adopted: February 22, 2010

Revised: July 14, 2011

DISCRIMINATION, HARASSMENT AND BULLYING COMPLAINT PROCEDURE

Policy Code: 1720/4015/7225

The board takes seriously all complaints of unlawful discrimination, harassment and bullying. The process provided in this policy is designed for those individuals who believe that they may have been discriminated against, bullied or harassed in violation of policy 1710/4021/7230, Prohibition Against Discrimination, Harassment and Bullying. Individuals who have witnessed or have reliable information that another person has been subject to unlawful discrimination, harassment or bullying also should report such violations to one of the school system officials listed in subsection C.1. of this policy. Reports may be made anonymously.

A. DEFINITIONS

1. Alleged Perpetrator

The alleged perpetrator is the individual alleged to have discriminated against, harassed or bullied the complainant.

2. Complaint

A complaint is an oral or written notification made by a person who believes he or she is the victim of unlawful discrimination, harassment or bullying.

3. Complainant

The complainant is the individual complaining of being discriminated against, harassed or bullied.

4. Days

Days are the working days, exclusive of Saturdays, Sundays, vacation days or holidays, as set forth in the school calendar. In counting days, the first day will be the first full working day following receipt of the complaint. When a complaint is submitted on or after May 1, time limits will consist of all weekdays (Monday – Friday) so that the matter may be resolved before the close of the school term or as soon thereafter as possible.

5. Investigative Report

The investigative report is a written account of the findings of the investigation conducted in response to a complaint.

6. Investigator

The investigator is the school official responsible for investigating and responding to the complaint.

7. Report

A report is an oral or written notification that an individual, other than the reporter, is a suspected perpetrator or victim of unlawful discrimination, harassment or bullying.

B. REPORTING BY EMPLOYEES OR OTHER THIRD PARTIES

1. Mandatory Reporting by School Employees

Any employee who witnessed or who has reliable information or reason to believe that an individual may have been discriminated against, harassed or bullied in violation of policy 1710/4021/7230 must report the offense immediately to an

appropriate individual designated in subsection C.1., below. An employee who does not promptly report possible discrimination, harassment or bullying shall be subject to disciplinary action.

2. Reporting by Other Third Parties

All members of the school community including students, parents, volunteers and visitors are also strongly encouraged to report any act that may constitute an incident of discrimination, harassment or bullying.

3. Anonymous Reporting

Reports of discrimination, harassment or bullying may be made anonymously but formal disciplinary action may not be taken solely on the basis of an anonymous report.

4. Investigation of Reports

Reports of discrimination, harassment or bullying shall be investigated sufficiently to determine whether further action under this policy or otherwise is necessary, and school officials shall take such action as appropriate under the circumstances. At the option of the alleged victim, the report may be treated as a complaint by the alleged victim under this policy.

C. COMPLAINTS BROUGHT BY ALLEGED VICTIMS OF DISCRIMINATION, HARASSMENT OR BULLYING

1. Filing a Complaint

Any individual, who believes that he or she has been discriminated against, harassed or bullied is strongly encouraged to file a complaint orally or in writing to any of the following individuals:

- a. the principal or assistant principal of the school at which either the alleged perpetrator or alleged victim attends or is employed;
- b. an immediate supervisor if the individual making the complaint is an employee;
- c. the assistant superintendent of human resources if the alleged perpetrator or alleged victim is an employee of the school system (or the superintendent if the assistant superintendent of human resources is the alleged perpetrator);
- d. the Title IX coordinator for claims of sex discrimination or sexual harassment;
- e. the Section 504 coordinator or the ADA coordinator for claims of discrimination on the basis of a disability; or

- f. for claims of other forms of prohibited discrimination, the applicable civil rights coordinator as established in policy 1710/4021/7230.

2. Time Period for Filing a Complaint

A complaint should be filed as soon as possible but no later than 30 days after disclosure or discovery of the facts giving rise to the complaint. Complaints submitted after the 30-day period may be investigated; however, individuals should recognize that delays in reporting may significantly impair the ability of school officials to investigate and respond to such complaints.

3. Informal Resolution

The board acknowledges that many complaints may be addressed informally through such methods as conferences or mediation, and the board encourages the use of such procedures to the extent possible. If an informal process is used, the principal or other designated personnel must (1) notify the complainant that he or she has the option to request formal procedures at any time and (2) make a copy of this policy and other relevant policies available to the complainant. In those circumstances in which informal procedures fail or are inappropriate or in which the complainant requests formal procedures, the complaints will be investigated promptly, impartially and thoroughly according to the procedures outlined in the remainder of this policy.

D. PROCESS FOR ADDRESSING COMPLAINTS OF ALLEGED INCIDENTS OF DISCRIMINATION, HARASSMENT OR BULLYING

1. Initiating the Investigation

- a. Whoever receives a complaint of discrimination, harassment or bullying pursuant to subsection C.1. shall immediately notify the appropriate investigator who shall respond to the complaint and investigate. The investigator of a complaint is determined as follows:
 - i. If the alleged incident occurred under the jurisdiction of the principal, the investigator is the principal or designee, unless the alleged perpetrator is the principal, the assistant superintendent of human resources, the superintendent or a member of the board. If the alleged perpetrator is any other employee, the principal or designee shall conduct the investigation in consultation with the assistant superintendent of human resources or designee.
 - ii. If the alleged perpetrator is the principal, the assistant superintendent of human resources or designee is the investigator.
 - iii. If the alleged incident occurred outside of the jurisdiction of a principal (for example, at the central office), the assistant superintendent of human resources or designee is the investigator

unless the alleged perpetrator is the assistant superintendent of human resources, the superintendent or a member of the board.

- iv. If the alleged perpetrator is the assistant superintendent for human resources, the superintendent or designee is the investigator.
 - v. If the alleged perpetrator is the superintendent, the board attorney is the investigator. (In such cases, whoever receives a complaint of discrimination, harassment or bullying shall immediately notify the assistant superintendent of human resources who shall immediately notify the board chair. The board chair shall direct the board attorney to respond to the complaint and investigate.)
 - vi. If the alleged perpetrator is a member of the board, the board attorney is the investigator. (In such cases, whoever receives a complaint of discrimination, harassment or bullying shall immediately notify the superintendent who shall direct the board attorney to respond to the complaint and investigate. Unless the board chair is the alleged perpetrator, the superintendent shall also notify the board chair of the complaint.)
- b. As applicable, the investigator shall immediately notify the Title IX, Section 504, ADA or other relevant coordinator of the complaint, and, as appropriate, may designate the coordinator to conduct the investigation.
 - c. The investigator shall explain the process of the investigation to the complainant and inquire as to whether the complainant would like to suggest a course of corrective action.
 - d. Written documentation of all reports and complaints, as well as the school system's response, must be maintained in accordance with policy 1710/4021/7230.
 - e. Failure to investigate and/or address claims of discrimination, harassment or bullying shall result in disciplinary action.

2. Conducting the Investigation

- a. The investigator is responsible for determining whether the alleged act(s) constitutes a violation of policy 1710/4021/7230. In so doing, the investigator shall impartially, promptly and thoroughly investigate the complaint. The investigator shall interview (1) the complainant; (2) the alleged perpetrator(s); and (3) any other individuals, including other possible victims, who may have relevant information.
- b. Information may be shared only with individuals who need the information in order to

investigate and address the complaint appropriately. Any requests by the complainant for confidentiality shall be evaluated within the context of the legal responsibilities of the school system. Any complaints withdrawn to protect confidentiality must be recorded in accordance with policy 1710/4021/7230.

- c. The investigator shall review the factual information gathered through the investigation to determine whether the alleged conduct constitutes discrimination, harassment or bullying, giving consideration to all factual information, the context in which the alleged incidents occurred, the age and maturity of the complainant and alleged perpetrator(s), and any other relevant circumstances.

3. Investigative Report

- a. The investigator shall submit a written investigative report to the superintendent and, as applicable, to the Title IX, Section 504, ADA or other coordinator.
- b. The investigator shall notify the complainant of the results of the investigation within 15 days of receiving the complaint, unless additional time is necessary to conduct an impartial, thorough investigation. The investigator shall specify whether the complaint was substantiated and, if so, shall also specify:
 - i. reasonable, timely, age-appropriate, corrective action intended to end the discrimination, harassment or bullying and prevent it from recurring;
 - ii. as needed, reasonable steps to address the effects of the discrimination, harassment or bullying on the complainant; and
 - iii. as needed, reasonable steps to protect the complainant from retaliation as a result of communicating the complaint.
- c. Information regarding specific disciplinary action imposed on the alleged perpetrator(s) will not be given to the complainant unless the information relates directly to the complainant (e.g., an order requiring the perpetrator not to have contact with the complainant).
- d. If the investigator determines that the complaint was substantiated, the perpetrator(s) shall be subject to discipline or other corrective steps, as described in policy 1710/4021/7230. If the corrective steps involve actions outside the scope of the investigator's authority, the superintendent will be notified so that responsibility for taking the corrective steps may be delegated to the appropriate individual.
- e. Each alleged perpetrator will be provided with a written summary of the results of the investigation in regard to whether the complaint was substantiated, whether the alleged perpetrator violated relevant law or board policies by his or her actions, and what, if any, disciplinary actions or consequences will be imposed upon the perpetrator in accordance with board policy. The perpetrator may appeal any disciplinary action or consequence in

accordance with board policy and law. However, an appeal by the perpetrator of disciplinary action does not preclude school officials from taking appropriate action to address the discrimination, harassment or bullying.

4. Appeal of Investigative Report

- a. If the complainant is dissatisfied with the investigative report, he or she may appeal the decision to the superintendent (unless the alleged perpetrator is the assistant superintendent of human resources or the superintendent, in which cases the complainant may appeal directly to the board in accordance with the procedure described in subsection D.4.b below). The appeal must be submitted in writing within five days of receiving the investigative report. The superintendent may review the documents, conduct any further investigation necessary or take any other steps the superintendent determines to be appropriate in order to respond to the complaint. The superintendent shall provide a written response within 10 days after receiving the appeal, unless further investigation is needed.
- b. If the complainant is dissatisfied with the superintendent's response, he or she may appeal the decision to the board within five days of receiving the superintendent's response. The board will review the documents, direct that further investigation be conducted if necessary and take any other steps that the board determines to be appropriate in order to respond to the complaint. Upon request of the complainant, the board will hold a hearing pursuant to policy 2500, Hearings Before the Board. The board will provide a written response within 30 days after receiving the appeal, unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

E. TIMELINESS OF PROCESS

The number of days indicated at each step of the process should be considered a maximum. Every effort should be made to expedite the process.

If any school official charged with investigating the complaint or reviewing the investigation fails at any step in the process to communicate a decision within the specified time limit, the complainant will be entitled to appeal the complaint to the next step unless the official has notified the complainant of the delay and the reason for the delay, such as the complexity of the investigation, review or report. The school official shall make reasonable efforts to keep the complainant apprised of progress being made during any period of delay. Delays that interfere with the exercise of any legal rights are not permitted.

Failure by the complainant at any step in the process to appeal a complaint to the next step within the specified time limit will be considered acceptance of the decision at that step, unless the complainant has notified the investigator of a delay and the reason for the delay and the investigator has consented in writing to the delay.

F. GENERAL REQUIREMENTS

1. No reprisals or retaliation of any kind will be taken by the board or by an employee of the school system against the complainant or other individual on account of his or her filing a complaint or report or participating in an investigation of a complaint or report filed and decided pursuant to this policy, unless the person knew or had reason to believe that the complaint or report was false or knowingly provided false information.

2. All meetings and hearings conducted pursuant to this policy will be private.
3. The board and school system officials will consider requests to hear complaints from a group, but the board and officials have the discretion to hear and respond to complainants individually.
4. The complainant may be represented by an advocate, such as an attorney, at any meeting with school system officials.
5. Should, in the judgment of the superintendent or designee, the investigation or processing of a complaint require that an employee be absent from regular work assignments, such absences shall be excused without loss of pay or benefits. This shall not prevent the superintendent or designee from suspending the alleged perpetrator without pay during the course of the investigation.

G. RECORDS

Records will be maintained as required by policy 1710/4021/7230.

Adopted: December 17, 2009

Revised: May 31, 2011; February 7, 2012

PROHIBITION AGAINST DISCRIMINATION, HARASSMENT AND BULLYING

Policy Code: 1710/4021/7230

The board acknowledges the dignity and worth of all students and employees and strives to create a safe, orderly, caring and inviting school environment to facilitate student learning and achievement. The board prohibits discrimination on the basis of race, color, national origin, sex, disability or age and will provide equal access to the Boy Scouts and other designated youth groups as required by law. The board will not tolerate any form of unlawful discrimination, harassment or bullying in any of its educational or employment activities or programs.

A. PROHIBITED BEHAVIORS AND CONSEQUENCES

1. Discrimination, Harassment and Bullying

Students, school system employees, volunteers and visitors are expected to behave in a civil and respectful manner. The board expressly prohibits unlawful discrimination, harassment and bullying.

Students are expected to comply with the behavior standards established by board policy and the Code of Student Conduct. Employees are expected to comply with board policy and school system regulations. Volunteers and visitors on school property also are expected to comply with board policy and established school rules and procedures.

Any violation of this policy is serious, and school officials shall promptly take appropriate action. Students will be disciplined in accordance with the school's

student behavior management plan (see policy 4302, School Plan for Management of Student Behavior). Based on the nature and severity of the offense and the circumstances surrounding the incident, the student will be subject to appropriate consequences and remedial actions ranging from positive behavioral interventions up to, and including, expulsion.

Employees who violate this policy will be subject to disciplinary action, up to, and including, dismissal. Volunteers and visitors who violate this policy will be directed to leave school property and/or reported to law enforcement, as appropriate, in accordance with policy 5020, Visitors to the Schools.

When considering if a response beyond the individual level is appropriate, school administrators should consider the nature and severity of the misconduct to determine whether a classroom, school-wide or school system-wide response is necessary. Such classroom, school-wide or school system-wide responses may include staff training, harassment and bullying prevention programs and other measures deemed appropriate by the superintendent to address the behavior.

2. Retaliation

The board prohibits reprisal or retaliation against any person for reporting or intending to report violations of this policy, supporting someone for reporting or intending to report a violation of this policy or participating in the investigation of reported violations of this policy.

After consideration of the nature and circumstances of the reprisal or retaliation and in accordance with applicable federal, state or local laws, policies and regulations, the superintendent or designee shall determine the consequences and remedial action for a person found to have engaged in reprisal or retaliation.

B. APPLICATION OF POLICY

This policy prohibits unlawful discrimination, harassment and bullying by students, employees, volunteers, and visitors. "Visitors" includes persons, agencies, vendors, contractors and organizations doing business with or performing services for the school system.

This policy applies to behavior that takes place:

1. in any school building or on any school premises before, during or after school hours;
2. on any bus or other vehicle as part of any school activity;
3. at any bus stop;
4. during any school-sponsored activity or extracurricular activity;
5. at any time or place when the individual is subject to the authority of school

personnel; and

1. at any time or place when the behavior has a direct and immediate effect on maintaining order and discipline in the schools.

C. DEFINITIONS

For purposes of this policy, the following definitions apply:

1. Discrimination

Discrimination means any act or failure to act that unreasonably and unfavorably differentiates treatment of others based solely on their membership in a socially distinct group or category, such as race, ethnicity, sex, pregnancy, religion, age or disability. Discrimination may be intentional or unintentional.

2. Harassment and Bullying

- a. Harassment or bullying behavior is any pattern of gestures or written, electronic or verbal communications, or any physical act or any threatening communication that:

- (1) places a student or school employee in actual and reasonable fear of harm to his or her person or damage to his or her property; or
- (2) creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities or benefits.

“Hostile environment” means that the victim subjectively views the conduct as harassment or bullying and that the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is harassment or bullying. A hostile environment may be created through pervasive or persistent misbehavior or a single incident, if sufficiently severe.

Harassment and bullying include, but are not limited to, behavior described above that is reasonably perceived as being motivated by any actual or perceived differentiating characteristic or motivated by an individual's association with a person who has or is perceived to have a differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation, or mental, physical, developmental or sensory disability. Examples of behavior that may constitute bullying or harassment include, but are not limited to, verbal taunts, name-calling and put-downs, epithets, derogatory comments or slurs, lewd propositions, exclusion from peer groups, extortion of money or possessions, implied or stated threats, assault, impeding or blocking movement, offensive touching or any physical interference with normal work or movement, and visual insults, such as

derogatory posters or cartoons. Legitimate age-appropriate pedagogical techniques are not considered harassment or bullying.

It is possible for harassment, including sexual or gender-based harassment, to occur in various situations. For example, harassment may occur between fellow students or co-workers, between supervisors and subordinates, between employees and students, or between non-employees, including visitors, and employees or students. Harassment may occur between members of the opposite sex or the same sex.

b. Sexual harassment is one type of harassment. Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- (1) submission to the conduct is made, either explicitly or implicitly, a term or condition of an individual's employment, academic progress or completion of a school-related activity;
- (2) submission to or rejection of such conduct is used as the basis for employment decisions affecting the individual, or in the case of a student, submission to or rejection of such conduct is used in evaluating the student's performance within a course of study or other school-related activity; or
- (3) such conduct is sufficiently severe, persistent or pervasive that it has the purpose or effect of unreasonably interfering with an employee's work or performance or a student's educational performance, limiting a student's ability to participate in or benefit from an educational program or environment, or creating an abusive, intimidating, hostile or offensive work or educational environment.

Sexually harassing conduct includes, but is not limited to, deliberate, unwelcome touching that has sexual connotations or is of a sexual nature, suggestions or demands for sexual involvement accompanied by implied or overt promises of preferential treatment or threats, pressure for sexual activity, continued or repeated offensive sexual flirtations, advances or propositions, continued or repeated verbal remarks about an individual's body, sexually degrading words used toward an individual or to describe an individual, or the display of sexually suggestive drawings, objects, pictures or written materials. Acts of verbal, nonverbal or physical aggression, intimidation or hostility based on sex, but not involving sexual activity or language, may be combined with incidents of sexually harassing conduct to determine if the incidents of sexually harassing conduct are sufficiently serious to create a sexually hostile environment.

c. Gender-based harassment is also a type of harassment. Gender-based harassment may include acts of verbal, nonverbal or physical aggression, intimidation or hostility based on sex or sex-stereotyping but not involving

conduct of a sexual nature.

D. *REPORTING AND INVESTIGATING COMPLAINTS OF DISCRIMINATION, HARASSMENT OR BULLYING*

Employees are required to report any actual or suspected violations of this policy. Students, parents, volunteers, visitors or others are also strongly encouraged to report any actual or suspected incidents of discrimination, harassment or bullying. All reports should be made in accordance with policy 1720/4015/7225, Discrimination, Harassment and Bullying Complaint Procedure, and reported to one of the school officials identified in that policy. Reports may be made anonymously, and all reports shall be investigated in accordance with that policy.

E. TRAINING AND PROGRAMS

The board directs the superintendent to establish training and other programs that are designed to help eliminate unlawful discrimination, harassment and bullying and to foster an environment of understanding and respect for all members of the school community. Information about this policy and the related complaint procedure must be included in the training plan.

As funds are available, the board will provide additional training for students, employees and volunteers who have significant contact with students regarding the board's efforts to address discrimination, harassment and bullying and will create programs to address these issues. The training or programs should (1) provide examples of behavior that constitutes discrimination, harassment or bullying; (2) teach employees to identify groups that may be the target of discrimination, harassment or bullying; and (3) train school employees to be alert to locations where such behavior may occur, including locations within school buildings, at school bus stops, on cell phones and on the Internet.

F. Notice

The superintendent is responsible for providing effective notice to students, parents and employees of the procedures for reporting and investigating complaints of discrimination, harassment and bullying. This policy must be posted on the school system website, and copies of the policy must be readily available in the principal's office, the media center at each school and the superintendent's office. Notice of this policy must appear in all student and employee handbooks and in any school system publication that sets forth the comprehensive rules, procedures and standards of conduct for students and employees.

G. COORDINATORS

The superintendent or designee shall appoint one or more individuals to coordinate the school system's efforts to comply with and carry out its responsibilities under federal non-discrimination laws. These responsibilities include investigating any complaints communicated to school officials alleging noncompliance with Title VI or Title IX of the Civil Rights Act, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), the Age Discrimination Act and/or the Boy Scouts Act, or alleging actions which would be prohibited by those laws. The superintendent or designee shall publish the

name(s), office address(es) and phone number(s) of the compliance coordinator(s) in a manner intended to ensure that students, employees, applicants, parents and other individuals who participate in the school system's programs are aware of the coordinators. The coordinator(s) shall coordinate the school system's efforts to comply with and carry out its Title IX, Section 504 and ADA responsibilities, which include investigating any complaints communicated to school officials alleging noncompliance with Title IX, Section 504 or the ADA or alleging actions which would be prohibited by those laws.

H. RECORDS AND REPORTING

The superintendent or designee shall maintain confidential records of complaints or reports of discrimination, harassment or bullying. The records must identify the names of all individuals accused of such offenses and the resolution of such complaints or reports. The superintendent also shall maintain records of training conducted and corrective action(s) or other steps taken by the school system to provide an environment free of discrimination, harassment and bullying.

The superintendent shall report to the State Board of Education all verified cases of discrimination, harassment or bullying. The report must be made through the Discipline Data Collection Report or through other means required by the State Board.

I. EVALUATION

The superintendent shall evaluate the effectiveness of efforts to correct or prevent discrimination, harassment and bullying and shall share these evaluations periodically with the board.

Adopted: December 17, 2009

Revised: May 31, 2011; February 7, 2012

ASBESTOS MANAGEMENT PLAN

To: Parent of Students
Employees of the Columbus County School System

From: Mr. Alan Faulk, Superintendent

As required by Federal Regulations you are notified by this letter that an Asbestos Management plan for your school has been developed. It is on file in the principal's office and is available for public review. A copy is also on file at the office of the Superintendent.

STUDENT RECORDS

A copy of the school system's policy regarding the Family Educational Rights and Privacy Act (FERPA) can be obtained in the principal's office. FERPA ensures that the parent or eligible student has a right to:

1. Inspect and review the student's education records.
2. Request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights.
3. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that system policy authorizes disclosure without consent.
1. File with the US Department of Education a complaint concerning alleged failure by the Columbus County Schools to comply with the Family Educational Rights and Privacy Act.

Transfer of Disciplinary Records Regarding Suspension or Expulsion:

1. The Columbus County School System will forward education records to other schools that have requested the records and in which the student seeks or intends to enroll.

DESTRUCTION OF CONFIDENTIAL RECORDS

1. All confidential records will be maintained in the last school the student attended for five years beyond the twenty-first birthday.
2. Public notice of intent to destroy scheduled records will be published in April of each year. Citizens will be informed that records may be needed for Social Security, legal proceedings, or other purposes. A copy of the written policy shall be given to eligible students and/or parents at the time of exit from school.
3. The policy will be included yearly in each child's student handbook.
4. Copies of student records will be made available to eligible students or parents upon request.
5. Litigated inactive records will be forwarded to the Director for Exceptional Children.
6. Records scheduled for destruction will be boxed and sent to the Exceptional Children's Department with an accompanying student roster.
7. A student roster of personally identifiable information will be maintained in a database indefinitely. That information shall include full name, last school attended, birth date, exceptionality, parent name, address, phone number, exit status, and date of exit.
8. Destruction of eligible records will be conducted in July of each year.

DIABETES PLAN

North Carolina Senate Bill 911 requires that schools have a diabetes care plan for children who are diabetic. The Columbus County Schools are in the process of identifying every child in our system with diabetes and insuring an appropriate plan is in place.

If your child is diabetic, please contact your child's principal by August 29, 2016, so a plan can be implemented for the 2016-2017 school year.

CHILD FIND STATEMENT

Columbus County Schools is committed to identifying and serving all children with disabilities who are in need of special education and related services. If you know of a child or youth who has been diagnosed or suspected to have a disability, please contact the principal or the exceptional children's director.

Deborah Greenblatt Act Permissible Use of Seclusion and Restraints

It is the policy of the State of North Carolina to promote safety and prevent harm to all students, staff, and visitors in the public schools; to treat all public school students with dignity and respect in the delivery of discipline, use of physical restraints or seclusion, and use of reasonable force as permitted by law; to provide school staff with clear guidelines about what constitutes use of reasonable force permissible in North Carolina public schools; to improve student achievement, attendance, promotion, and graduation rates by employing positive behavior interventions to address student behavior in a positive and safe manner; and to promote retention of valuable teachers and other school personnel by providing appropriate training in prescribed procedures which address student behavior in a positive and safe manner.

The following definitions apply in this section:

“Assistive technology device” means any item, piece of equipment, or product system that is used to increase, maintain, or improve the functional capacities of a child with a disability.

“Aversive procedure” means a systematic physical or sensory intervention program for modifying the behavior of a student with a disability which causes or reasonably may be expected to cause one or more of the following: significant physical harm, such as tissue damage, physical illness, or death; serious, foreseeable long-term psychological impairment; obvious repulsion on the part of observers who cannot reconcile extreme procedures with acceptable, standard practice, for example: electric shock applied to the body, extremely loud auditory stimuli, forcible introduction of foul substances to the mouth, eyes, nose, or skin, placement in a tub of cold water or shower, slapping, pinching, hitting, or pulling hair, blindfolding or other forms of visual blocking, unreasonable access to toileting facilities.

“Behavioral intervention” means the implementation of strategies to address behavior that is dangerous, disruptive, or otherwise impedes the learning of a student or others.

“IEP” means a student's Individualized Education Plan.

“Isolation” means a behavior management technique in which a student is placed alone in an enclosed space from which the student is not prevented from leaving.

“Law enforcement officer” means a sworn law enforcement officer with the power to arrest.

“Mechanical restraint” means the use of any device or material attached or adjacent to a student's body that restricts freedom of movement or normal access to any portion of the student's body and that the student cannot easily remove.

“Physical restraint” means the use of physical force to restrict the free movement of all or a portion of a student's body.

“School personnel” means employees of a local board of education, any person working on school grounds or at a school function under a contract or written agreement with the public school system to provide educational or related services to students, any person working on school grounds or at a school function for another agency providing educational or related services to students.

“Seclusion” means the confinement of a student alone in an enclosed space from which the student is physically prevented from leaving by locking hardware or other means or not capable of leaving due to physical or intellectual incapacity.

“Time-out” means a behavior management technique in which a student is separated from other students for a limited period of time in a monitored setting.

Physical restraint of students by school personnel shall be considered a reasonable use of force when used in the following circumstances: as reasonably needed to obtain possession of a weapon or other dangerous objects on a person or within the control of a person; as reasonably needed to maintain order or prevent or break up a fight; as reasonably needed for self-defense; as reasonably needed to ensure the safety of any student, school employee, volunteer, or other person present, to teach a skill, to calm or comfort a student, or to prevent self-injurious behavior; as reasonably needed to escort a student safely from one area to another; if used as provided for in a student’s IEP or Section 504 plan or behavior intervention plan; as reasonably needed to prevent imminent destruction to school or another person’s property. Except as set forth in subdivision one of this subsection, physical restraint of students shall not be considered a reasonable use of force, and its use is prohibited. Physical restraint shall not be considered a reasonable use of force when used solely as a disciplinary consequence.

Nothing in this subsection shall be construed to prevent the use of force by law enforcement officers in the lawful exercise of their law enforcement duties.

Mechanical restraint of students by school personnel is permissible only in the following circumstances: when used as an assistive technology device included in the student’s IEP or section 504 plan or behavior intervention plan or as otherwise prescribed for the students by a medical or related service provider; when using seat belts or other safety restraints to secure students during transportation; as reasonably needed to obtain possession of a weapon or other dangerous objects on a person or within the control of a person; as reasonably needed for self-defense; as reasonably needed to ensure the safety of any students, school employee, volunteer, or other person present. Except as set forth in subdivision one of this subsection, mechanical restraint, including the tying, taping, or strapping down of a student, shall not be considered a reasonable use of force, and its use is prohibited. Nothing in this subsection shall be construed to prevent the use of mechanical restraint devices, such as handcuffs by law enforcement officers in the lawful exercise of their law enforcement duties.

Seclusion of students by school personnel may be used in the following circumstances:

as reasonably needed to respond to a person in control of a weapon or other dangerous object; as reasonably needed to maintain order or prevent or break up a fight; as reasonably needed for self-defense; as reasonably needed when a student’s behavior poses a threat of imminent physical harm to self or others or imminent substantial destruction of school or another person’s property; when used as specified in the student’s IEP, Section 504 plan, or behavior intervention plan and the student is monitored while in seclusion by an adult in close proximity who is able to see and hear the student at all times, the student is released from seclusion upon cessation of the behaviors that led to the seclusion or as otherwise specified in the student’s IEP or Section 504 plan, the space in which the student is confined has been approved for such use by the local education agency, the space is appropriately lighted, the space is appropriately ventilated and heated or cooled, the space is free of objects that unreasonably expose the student or others to harm. Except as set forth in subdivision one of this subsection, the use of seclusion is not considered reasonable force, and its use is not permitted. Seclusion shall not be considered a reasonable use of force when used solely as a disciplinary consequence. Nothing in this subsection shall be construed to prevent the use of seclusion by law enforcement officers in the lawful exercise of their law enforcement duties.

Isolation is permitted as a behavior management technique provided that: the space used for isolation is appropriately lighted, ventilated, and heated or cooled; the duration of the isolation is reasonable in light of the purpose of the isolation; the student is reasonably monitored while in isolation; the isolation space is free of objects that unreasonably expose the student or others to harm. Nothing in this section is intended to prohibit or regulate the use of time-out as defined in this section.

The use of aversive procedures as defined in this section is prohibited in public schools.

Nothing in this section modifies the rights of school personnel to use reasonable force as permitted under G.S. 115C-390 or modifies the rules and procedures governing discipline under G.S. 115C-391(a).

Each local board of education shall provide copies of this section and all local board policies developed to implement this section to school personnel and parents or guardians at the beginning of each school year. School personnel shall

promptly notify the principal or principal's designee of any use of aversive procedures, any prohibited use of mechanical restraint, any use of physical restraint resulting in observable physical injury to a student, any prohibited use of seclusion or seclusion that exceeds 10 minutes or the amount of time specified on a student's behavior intervention plan. When a principal or principal's designee has a personal knowledge or actual notice of any of the events described in this subdivision, the principal or principal's designee shall promptly notify the student's parent or guardian and will provide the name of a school employee the parent or guardian can contact regarding the incident. "Promptly notify" means by the end of the workday during which the incident occurred when reasonably possible, but in no event later than the end of the following workday. The parent or guardian of the student shall be provided with a written incident report for any incident reported under this section within a reasonable period of time, but in no event later than 30 days after the incident. The written incident report shall include: the date, time of day, location, duration, and description of the incident and interventions; the events or events that led up to the incident; the nature and extent of any injury to the student, the name of a school employee the parent or guardian can contact regarding the incident. No local board of education or employee of a local board of education shall discharge, threaten, or otherwise retaliate against another employee of the board regarding that employee's compensation, terms, conditions, location, or privileges of employment because the employee makes a report alleging a prohibited use of physical restraint, mechanical restraint, aversive procedure, or seclusion, unless the employee knew or should have known that the report was false. Nothing in this section shall be construed to create a private cause of action against any local board of education, its agents or employees, or any institutions of teacher education or their agents or employees or to create a criminal offense.

School Board Notification to Parents: Meningitis, Influenza, HPV (also known as Garrett's Law)

§ 115C-375.4. Meningococcal Meningitis and Influenza and Their Vaccines.

Local boards of education shall ensure that schools provide parents and guardians with information about meningococcal meningitis and influenza and their vaccines at the beginning of every school year. This information shall include the causes, symptoms, and how meningococcal meningitis and influenza are spread and the places where parents and guardians may obtain additional information and vaccinations for their children. (2005-22, s. 4(a), (b).)

In 2007 the General Assembly of North Carolina enacted the following to include HPV:

SECTION 1. G.S. 115C-47 is amended by adding a new subdivision to read:

(49) To Ensure that Schools Provide Information Concerning Cervical Cancer, Cervical Dysplasia, Human Papillomavirus, and the Vaccines Available to Prevent These Diseases. – Local boards of education shall ensure that schools provide parents and guardians with information about cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent these diseases. This information shall be provided at the beginning of the school year to parents of children entering grades five through 12. This information shall include the causes and symptoms of these diseases, how they are transmitted, how they may be prevented by vaccination, including the benefits and possible side effects of vaccination, and places parents and guardians may obtain additional information and vaccinations for their children."

(5/31/07)

EMERGENCY EVACUATION

FIRE DRILL AND EMERGENCY

PROCEDURE:

Students and personnel will evacuate the buildings of this campus in accordance with the following:

SIGNAL:

The primary signal to evacuate the buildings will be three short rings of the bells. The secondary signal will be announced over the public address system. A tertiary signal may be the employment of school employees as runners to advise each room to evacuate the area. Any combination of the signals may be used depending upon the situation. One long ring of the bell shall be the signal to return to the building.

INSTRUCTIONS:

1. All students and personnel in the building will evacuate when the signal is sounded.
2. Each teacher will appoint two students, plus two alternates, with the responsibility of assuring all windows and doors are closed as soon as practicable after the alarm is sounded.
3. During the evacuation and re-entry, all personnel must WALK, not run.
4. During Fire/Emergency Drills, all physical education activity conducted outside the building will cease.
5. Teachers should have their roll book in hand during the evacuation. Teachers are REQUIRED to check roll of their students outside of the building.
6. Classes will proceed from their assigned areas in single files and remain in single files at all times until they have returned to the classroom.

ROUTES WILL BE POSTED IN EACH CLASSROOM. TEACHERS WILL CONDUCT SESSIONS WITH EACH CLASS RELATIVE TO EVACUATION PROCEDURES.

TORNADO DRILL AND EMERGENCY

INSTRUCTIONS:

1. Evacuation of classrooms
2. Signal--one long continuous ring of the bell and alert over the PA system
3. All students stay inside the building. Teachers are to take students to the designated areas. Students will assume kneeling positions with lowered heads.
4. Designated areas are those away from the windows

CRISIS DRILL

Faculty and Staff must follow all directions for a crisis drill.

CLUBS AND ORGANIZATIONS

South Columbus hopes to offer a wide variety of clubs and organizations for its student body. The clubs and groups will be designed to add to the individual enrichment and opportunities available for the student body.

Clubs and organizations will be offered on a school year basis. The offering of these organizations is dependent upon faculty sponsorship. Students are encouraged to take part in this aspect of school life.

CLUB SCHEDULE

Club meetings will be held once per six weeks on the last Tuesday of the six weeks. Other club meetings will be scheduled by the sponsors on an after-school basis.

All club rosters are due to the office by the end of the 3rd six weeks of first semester.

OUTSTANDING AWARDS BANQUET

The Outstanding Awards Banquet is an annual event that celebrates the academic accomplishment of students. This event receives tremendous support from the Tabor City Civitans and Lewis Sikes Foundation. The purpose of the Outstanding Achievement Awards Banquet is to recognize extraordinary achievement. It is intended for these awards to be prestigious and to be a motivational instrument for more student achievement. The administrative team and staff of South Columbus High School are proud to extend recognition to students who excel in the following areas and categories.

1. Marshals: The top ten percent of the Junior Class based on five semesters
2. National Honor Society Members
3. Senior Honor Graduates will be determined after final exams and will be recognized at graduation
4. Vocational Education, Arts Education, and Athletics will have separate award ceremonies and will not be recognized at this banquet
5. There will be no club, organization, or society awards. The exception to this guideline is for state or national recognition of any kind.
6. Other Areas of Recognition:
 - A. ROCAME Quiz Bowl Members: County, District, or State Winners
 - B. Governor's School: County Winners and accepted students
 - C. Summer Ventures: Only accepted members
 - D. Hugh O'Brien Leadership Winner
 - E. Air Force Science and Math Awards: the top ranking junior and senior in science and math during their high school careers
 - F. Math Teams: (1) The entire team will be recognized only if the entire team places.
(2) Individual members will be recognized providing he/she places.
 - G. SAT: Students with scores of 1000+ during the current school year.
 - H. PSAT. Juniors and Sophomores with scores of 10+ only once during 10th or 11th grade—Student must sign score release form.
 - I. Senior Presidential Academic Fitness Recipients
 - J. Senior North Carolina Scholars
 - K. Students listed on the A-B Honor Roll and Principal's List for five six weeks
 - L. Miss SCHS Pageant Winner
 - M. Senior Scholarships and major awards (ex. DAR) which have been determined by banquet time. Later ones will be awarded at the regular Awards Day. Seniors will not be recognized twice for the same award/scholarship. All known scholarships will be listed in the graduation program as in the past.
 - N. Homecoming Queen
 - O. National, State, District, and/or County academic contest placement
7. The committee recommends that student recipients be expected to be good citizens during the entire school year.

Annual Notification of Pest Management Program For School Year 2018-2019

Dear Parent, Guardian, or Staff Member:

This notice is being distributed to comply with the North Carolina School Children's Health Act. Columbus County Schools has adopted an Integrated Pest Management (IPM) Policy to comply with this law. IPM is a holistic, preventive approach to managing pests that minimizes pesticide use in our schools and on school grounds. IPM is explained further in the school's Pest Management Policy, a copy of which is included with this notice.

THE IPM Coordinator for our school district is:

Timmy Ward
Assistant Director of Plant Operations
(910) 642-0161
tward@columbus.k12.nc.us
5487 Silverspoon Road
Whiteville, NC 28472

Your on-site contact for questions about the IPM program is:

Adam Thompson
Principal, SCHS
(910) 653-4073
athompson@columbus.k12.nc.us
40 Stallion Drive
Tabor City, NC 28463

The **IPM Coordinator** and your on-site contact maintain the pesticide product label and the Material Safety Data Sheet (MSDS) of each pesticide product that may be used on school property. The **label and the MSDS** are available for review upon request by a parent, guardian, staff member, student attending the school. Also, the IPM Coordinator is available to help answer any questions you might have about the school system's pest management program and pesticide use decisions.

Notification of Pesticide Use: Our school system may find it necessary to use pesticides to control pests at your school or other school system site. North Carolina state law gives you the right to be notified annually of our school system's pesticide application schedule, and 72 hours in advance of pesticide applications made outside that schedule, but the latter only if you request notification ahead of time using the enclosed form.

Exemptions: Certain relatively low-risk pesticides are exempted from these notification requirements, including antimicrobial cleansers, disinfectants, self-contained baits and crack-and-crevice treatments, and any pesticide products classified by the US Environmental Protection Agency (EPA) as belonging to the US EPA's Toxicity Class IV, "relatively nontoxic." Your right to be notified extends to all non-exempt pesticide applications at your school or other no-school site (office building, garage, workshop, etc.) both indoor and outdoor pesticide applications, and including applications that take place over summer recess, holidays, weekends, or after school hours.

Emergency Pesticide Use: In the event that a non-exempt pesticide must be used for a pest control emergency at your school or other site and there is not adequate time to notify you more than 72 hours in advance, and you have requested advance notice, you will receive a notice of emergency application less than 72 hours before, or as soon as possible after the pesticide application.

To request advance notification of non-exempt pesticide applications at your school or other site, please return the enclosed form to your on-site IPM contact person (see page 1). People wishing to receive pesticide use notification for multiple school district sites can list up to 5 sites on each form. You will need to submit a new copy of this form each year, and every time you wish to update or change your preferred contact information. Additional copies of this form are available by contacting your on-site IPM contact person.

Request for Notification before Non-Exempt Pesticide Applications

Dear IPM Coordinator, Columbus County Schools,

I am writing to request notification in advance of non-exempt pesticide applications at my child's school, and/or at the school or other site where I am employed by the school district, as per my legal right under the NC School Children's Health Act.

I understand that I can request 72 hour advance notification for pesticide applications that are not already listed on the school district's annual schedule, if it has one. If there is an annual schedule of pesticide applications for my school site, it has been sent to me, and I can view it at any time by contacting Cassandra Cartrette, Assistant Principal at South Columbus High School.

I also understand that notification requirements apply to all non-exempt pesticide applications at the relevant school or other non-school site (office building, garage, workshop, etc.), both indoor and outdoor pesticide applications, and including applications planned for summer recess, holidays, weekends, or after school.

Pesticide products exempt from notification requirements include: antimicrobial cleansers, disinfectants, self-contained baits and crack-and-crevice treatments, and any pesticide products, classified by the United State Environmental Protection Agency (EPA) as belonging to the US EPA Toxicity Class IV, "relatively nontoxic."

In addition, I understand that should a pest control emergency require a pesticide application for which there is not adequate time to notify me 72 hours in advance, I will receive a notice of emergency pesticide use less than 72 hours, or as soon as possible after, the emergency pesticide application.

I am requesting notification of pesticide use in the following schools or other sites:

- 1) Name of Student or Employee: _____
School or other site, homeroom or office number: _____
- 2) Name of Student or Employee: _____
School or other site, homeroom or office number: _____
- 3) Name of Student or Employee: _____
School or other site, homeroom or office number: _____
- 4) Name of Student or Employee: _____
School or other site, homeroom or office number: _____
- 5) Name of Student or Employee: _____
School or other site, homeroom or office number: _____

I would like my primary notification method to be (please check one):

Mail. Mailing address: _____

Phone Home phone: _____
Work phone: _____
Mobile or other phone: _____

Email. Address: _____

In case of a problem with my primary notification method, I would like my back up notification method to be (please check one):

Mail. Mailing address: _____

Phone Home phone: _____
Work phone: _____
Mobile or other phone: _____

Email. Address: _____

I understand that it is my responsibility to maintain communication through the means I have designated above, and that the school is required to try to contact me only once about a pesticide application. If I do not receive the notification because I have not updated my mailing address: my voicemail or answering machine are full or not functioning; or because my email account is not functioning, over quota, or notification from the school is auto-filtered as spam; it is my responsibility to correct the problem. Though they will attempt to alert me to the issue, the school system is not liable.

Sincerely,

Full Name (please print): _____

Signature: _____ Date: _____

(If you would like to be notified, please remove and return to the school to the IPM coordinator)



NCAA FRESHMAN-ELIGIBILITY STANDARDS QUICK REFERENCE SHEET

KNOW THE RULES:

Core Courses

- **NCAA Division I requires 16 core courses as of August 1, 2008.** This rule applies to any student first entering any Division I college or university on or after August 1, 2008. See the chart below for the breakdown of this 16 core-course requirement.
- **NCAA Division II requires 14 core courses.** See the breakdown of core-course requirements below. Please note, Division II will require 16 core courses beginning August 1, 2013.

Test Scores

- **Division I** has a sliding scale for test score and grade-point average. The sliding scale for those requirements is shown on page two of this sheet.
- **Division II** has a minimum SAT score requirement of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a **sum** of the four sections on the ACT: English, mathematics, reading and science.
- **All SAT and ACT scores must be reported directly to the NCAA Eligibility Center by the testing agency. Test scores that appear on transcripts will not be used. When registering for the SAT or ACT, use the Eligibility Center code of 9999 to make sure the score is reported to the Eligibility Center.**

Grade-Point Average

- Only core courses are used in the calculation of the grade-point average.
- **Be sure** to look at your high school's list of NCAA-approved core courses on the Eligibility Center's Web site to make certain that courses being taken have been approved as core courses. The Web site is www.ncaaclearinghouse.net.
- **Division I** grade-point-average requirements are listed on page two of this sheet.
- **The Division II** grade-point-average requirement is a minimum of 2.000.

DIVISION I 16 Core-Course Rule	
16 Core Courses:	
4	years of English.
3	years of mathematics (Algebra I or higher).
2	years of natural/physical science (1 year of lab if offered by high school).
1	year of additional English, mathematics or natural/physical science.
2	years of social science.
4	years of additional courses (from any area above, foreign language or nondoctrinal religion/philosophy).

DIVISION II 14 Core-Course Rule	
14 Core Courses:	
3	years of English.
2	years of mathematics (Algebra I or higher).
2	years of natural/physical science (1 year of lab if offered by high school).
2	years of additional English, mathematics or natural/physical science.
2	years of social science.
3	years of additional courses (from any area above, foreign language or nondoctrinal religion/philosophy).

PLEASE NOTE: Beginning August 1, 2013, students planning to attend an NCAA Division II institution will be required to complete 16 core courses.

COLUMBUS COUNTY SCHOOLS ADMINISTRATIVE REGULATIONS

Release of Directory Information

AR Code: 4700-R

I. Directory Information

A. Student Record Information Designated as Directory Information

Directory information is current information contained in a student's education record that would not generally be considered harmful or an invasion of privacy if disclosed. As provided in policy 4700, Student Records, the following information has been designated as directory information by the board:

1. Name;
2. Address;
3. Telephone listing;
4. Photograph (see Section IV, below);
5. Date and place of birth;
6. Participation in officially recognized activities and sports;
7. Weight and height of members of athletic teams;
8. Dates of attendance;
9. Diplomas (including endorsements earned), industry credentials/certifications, and awards received; and
10. Most recent previous school or education institution attended by the student.

Any information not designated as directory information by the board will be considered an educational record under the Family Educational Rights and Privacy Act and will not be released without appropriate prior written consent.

B. Graduation Certificates

Graduation certificates are not considered directory information and will not be released without appropriate prior written consent. Graduation certificates are available only to students with disabilities, and the release of such information would reveal confidential information about students' disability status.

C. Confidentiality of Personal Identifying Information

Directory information does not include social security numbers and other personal identifying information. The collection, use, and disclosure of personal identifying information are governed by policy 4705/7825, Confidentiality of Personal Identifying Information, and its corresponding regulation.

D. North Carolina Address Confidentiality Program

In accordance with policy 4700, Student Records, and state law, the telephone number and actual address of a student who is or whose parent is a participant in the North Carolina Address Confidentiality Program is not considered directory information and will not be released as such. (See policy 4250/5075/7316, North Carolina Address Confidentiality Program.)

E. Information for Military Recruiters and Institutions of Higher Learning

In accordance with policy 4700, Student Records, and federal law, the names, addresses, and telephone numbers of high school students will be released, upon request, to military recruiters and institutions of higher learning. Such information will be released to military recruiters and institutions of higher learning whether or not it has been designated as directory information by the board; however, parents and eligible students will receive notice and the opportunity to opt out of the release of this information without prior written consent as provided in Section II, below.

Please note: Release as described in this section is required by law.

II. Notice and Opportunity to Opt Out

Permission from a parent, guardian, or eligible student is not required for the release of directory information, provided the parent, guardian, or eligible student has been given proper notice and an opportunity to opt out.

A. Annual Notice

1. At the beginning of each school year, the principal or designee shall provide parents and eligible students with notice regarding policy 4700, Student Records, and the release of directory information. Such notice will be provided in accordance with Section C.1 of policy 1310/4002, Parental Involvement, and this regulation.
2. The notice must identify the types of student record information designated as directory information and the purposes for which it may be released.
3. The notice also must describe the process through which parents and eligible students may exercise the right to opt out of the release of directory information.

B. Opportunity to Opt Out

In order to opt out of any release of any directory information, parents and eligible students must notify the principal or designee in writing within 30 days after the start of the school year. For students transferring into the school system after the start of the school year, parents and eligible students must notify the principal or designee in writing within 15 days after the transfer. No student's directory information will be released during these time periods without appropriate prior written consent.

Parents and eligible students may choose to opt out based on the following options:

1. To opt out of the release of specific types of directory information;
2. To opt out of the release of directory information for specific purposes; and

III. Request and Approval for Release of Directory Information

A. All requests for the release of directory information must be submitted to and approved by the superintendent or designee. The request must be submitted in writing and include the following information:

1. The name, address, phone number, e-mail address, and other contact information, as applicable, of the individual, organization, or other entity making the request;
2. The type(s) of directory information requested; and
3. The purpose and intended use of the directory information requested.

B. The superintendent or designee will consider all requests for directory information in accordance with the following guidelines.

1. Requests for Legitimate Educational Purposes

A request for the release of directory information for any legitimate educational or administrative purpose as determined by the superintendent or designee will be approved. Legitimate educational purposes include, but are not limited to, supporting a school's or the school system's educational program and goals, and recognizing and supporting student academic achievement. Such purposes also include those fulfilled through educational programs, services, and activities provided by organizations sponsored by or affiliated with a school or the school system (Examples would be school foundations, PTAs, etc. List here any examples that are applicable to the school system.), and other non-profit organizations approved by the school or school system (Examples would be community programs, civic organizations, after-school programs, etc. List here any examples that are applicable to the school system.).

2. Requests for Any Other Purposes

A request for the release of directory information for any other purpose will be considered by the superintendent or designee on a case-by-case basis. Such requests may be approved at the discretion of the superintendent or designee consistent with board policy and this regulation; however, the superintendent or designee shall provide equal disclosure to individuals, organizations, and other entities that are similar in purpose.

3. Requests by Military Recruiters and Institutions of Higher Learning

Notwithstanding the provisions above, a request by a military recruiter or an institution of higher learning for the names, addresses, and telephone numbers of high school students for the purpose of informing students about education and employment opportunities will be approved.

PLEASE NOTE: Release as described here is required by law.

4. Requests by the Media

Notwithstanding the provisions above, a request by any news media outlet, including radio, newspaper, or television, for any directory information for the purposes of recognizing and publishing the academic and athletic achievements of students will be approved.

C. Request for Review

1. If the superintendent's designee denies a request for the release of directory information, the individual, organization, or other entity may submit a written request for the superintendent to review the decision made by the superintendent's designee within 5 working days. The superintendent will review the request and make a decision within 10 working days of receiving the request for review.
2. Any request for the release of directory information denied by the superintendent may be appealed to the board, in writing, within 5 working days. Unless otherwise required by law, the board, in its sole discretion, may decide whether or not to review the superintendent's decision.

D. Release of Directory Information to Third Parties

Directory information released in accordance with policy 4700, Student Records, and this regulation is released only on the express conditions that the individual, organization, or other entity to whom the information has been released will not sell, share, or otherwise disclose the information to any third party and that the information released will be used only for the stated purpose for which it was requested.

IV. Special Provisions Regarding Photographs, Videos, and Digital Images

- A. Photographs, videos, and digital images of students at school or participating in school-sponsored activities, organizations, or athletics shall be considered directory information if used for informational or news-related purposes by a school, the school system, or the media. Such photographs, videos, and digital images will be released only in accordance with Section III, above.
- B. Photographs and digital images of individual students and groups of students shall be considered directory information for purposes of publication in a yearbook, school newspaper or newsletter, or athletics or other school-sponsored event program (such as a concert or theater production) and will be released only in accordance with Section III, above.
- C. Any photograph, video, or digital image from a school, school bus, or other security or surveillance system shall not be considered directory information and will not be released as such.
- D. Except as provided in subsections A and B, above, photographs, videos, or digital images of any student or group of students will not be released for any commercial or other purpose (such as advertising or fundraising) without appropriate prior written consent for each student.

V. Record of Release of Directory Information

The superintendent or designee shall maintain a record of each approved request for the release of directory information. For each request, the record shall include:

- 1. the name of the individual, organization, or other entity requesting the directory information;
- 2. the stated purpose and intended use of the directory information requested;
- 3. the type(s) of directory information approved for release; and
- 4. the date of the release.
- 5. the name of school official approving the release;
- 5. the names of the students affected by the release.
- 6. a copy of the released information; and/or a length of time such records must be maintained.

Issued by NCSBA: January 30, 2015

COLUMBUS COUNTY SCHOOLS ADMINISTRATIVE REGULATION

Internet Safety

AR Code: 3226/4205-R

It is the policy of the board to: (a) prevent user access via its technological resources to, or transmission of, inappropriate material on the Internet or through electronic mail or other forms of direct electronic communications; (b) prevent unauthorized access to the Internet and devices or programs connected to or accessible through the Internet; (c) prevent other unlawful online activity; (d) prevent unauthorized online disclosure, use or dissemination of personal identification information of minors; and (e) comply with the Children's Internet Protection Act.

I. ACCESS TO INAPPROPRIATE MATERIAL

A. Use of Technology Protection Measures

The school system technology director shall ensure that technology protection measures are in place to block or filter access to inappropriate material as required by law and policy 3226/4205, Internet Safety, and shall ensure the proper installation, maintenance, and use of all technology protection measures in the schools.

B. Supervision and Monitoring

Because no technology protection measure provides total protection from access to inappropriate material at all times, the technology user is ultimately responsible for his or her activity on the Internet. Teachers and supervisors shall reasonably monitor and supervise user compliance with the requirements of policy 3225/4312/7320, Technology Responsible Use.

C. Requests to Unblock Websites, Web Pages, or Web Content

A student or employee who believes that a student-appropriate website, web page, or web content has been improperly blocked by the school system's filter should follow the procedure below to request access to the information.

1. Follow the steps provided by the school system's filtering software to submit an electronic request for access to a website, web page, or web content. The request should specify the site, page, or content to which access is requested.
2. The principal shall confer with the technology director to determine whether the site, page, or content should be unblocked. The principal and technology director shall decide whether to grant or deny an electronic or written request for access within three days of receipt.
3. If the request is approved, the principal shall promptly notify the student or employee in writing of the decision. The technology director shall unblock the requested website, web page, or web content immediately.

4. If the request is denied, the user may appeal in accordance with policy 1740/4010, Student and Parent Grievance Procedure, or policy 1750/7220, Grievance Procedure for Employees.
5. Material subject to the request will remain blocked while the review is pending. If the request is granted, the website, web page, or web content will be unblocked immediately.

D. Requests to Disable Technology Protection Measures for Work-Related Reasons

The principal, with prior approval of the superintendent, may allow a technology filter or other protection measure to be (1) temporarily adjusted to a less restrictive level or, (2) in extraordinary circumstances, disabled for a brief period during non-instructional hours. Such adjustment to or disabling of the technology protection measure shall be solely for use by a teacher or other instructional employee or a school administrator for curriculum or other work-related reasons and shall be in accordance with the following procedure:

1. The requesting party must be a teacher or other instructional employee, or a school administrator.
2. The requesting employee must apply in writing for permission from the principal to adjust or disable the technology protection measure(s). The request to adjust or disable the technology protection measure should specify the following information:
 - a. whether the request is to disable the technology protection measure or to temporarily adjust it to a less restrictive level;
 - b. the day(s) on which the employee requests the technology protection measure to be disabled or adjusted;
 - c. the specific time period requested, including beginning and ending times; the time period for a request to disable the technology protection measure must not exceed one hour per day;
 - d. the work-related reason for the request; and
 - e. the name and contact information of the requesting employee.
3. The principal shall consult with the superintendent and technology director to consider the request and shall provide a response to the request within three days.
4. If the principal, with the superintendent's approval, grants permission to disable the technology protection measure(s), the principal shall request that the technology director disable the measure(s) during the specific time period approved by the principal.
5. The technology director shall monitor Internet access while the technology protection

measure(s) are disabled to prevent children from gaining access to inappropriate material.

6. The technology director shall ensure that all technology protection measures are restored immediately after the approved time period ends.

II. STUDENT AND EMPLOYEE EDUCATION

A. Technology Responsible Use Agreement

1. The technology director shall develop a Technology Responsible Use Agreement to govern access to school technology and Internet resources. The agreement shall be consistent with policy 3225/4312/7320, Technology Responsible Use.
2. All technology users and their parents (if they are under 18 years of age) must sign the Technology Responsible Use Agreement before accessing any school technology resources, including network and Internet resources.
3. The Technology Responsible Use Agreement must be signed each school year and kept on file at the school for the remainder of the school year.
4. A violation of the Technology Responsible Use Agreement may result in a loss of access to the Internet and/or other school technological resources.

B. Student Instruction

The school media coordinator shall provide age-appropriate instruction for students who use the school system's Internet services. The instruction provided will be designed to support the school system's commitment to educating students in digital literacy and citizenship and will address the following topics:

1. the standards and acceptable use of Internet services as set forth in policy 3225/4312/7320, Technology Responsible Use;
2. student safety, security, and appropriate behavior while online, including behavior on social networking websites, in chat rooms, and when using electronic mail, instant messaging, and other forms of direct electronic communications;
3. cyberbullying awareness and response;
4. prohibited online activities, such as "hacking" or other attempts to gain unauthorized access, copyright violations, and other unlawful activities;
5. unauthorized disclosure, use, or dissemination of students' personal identification information or that of other minors; and

6. compliance with technology protection measures implemented by the school system.

Following completion of this instructional training, each student must acknowledge in writing that he or she received the instruction, understood it, and will follow the provisions of policy 3225/4312/7320, Technology Responsible Use, before being allowed to access the Internet using the school's network. A signed Technology Responsible Use Agreement and a signed training certification are mandatory before any student may access the school network, Internet, or technology.

C. Employee Instruction

The school media coordinator shall provide Internet and technology safety training for all instructional personnel and administrators. This training shall include instructions on how to educate, supervise, and monitor computer network, Internet, and technology use in the school.

Issued by NCSBA: September 1, 2014

Issued by the Superintendent: August 3, 2015

Reviewed: August 3, 2015

Revised:

COLUMBUS COUNTY SCHOOLS ADMINISTRATIVE REGULATION

Evaluation of Student Progress

AR Code: 3400-R

I. METHOD OF EVALUATION

A. Scope of Evaluation

Meaningful evaluation of student academic progress will include consideration of all activity that has occurred during the particular evaluation period. Activities to be considered include (1) homework, (2) projects, (3) reports, (4) classroom work, (5) class participation, and (6) quizzes, tests, (7) district benchmarks, and examinations.

B. Grading Scales

1. Elementary School

a. Grades K-2

M: Consistently meeting grade level expectations
NM: Not meeting grade level expectations
S: Satisfactory
N: Needs Improvement
U: Unsatisfactory

b. Grades 3-5

For 2015-2016 and after, the following grading scale will be used:

A=90%-100%
B=80%-90%
C=70%-80%
D=60%-70%
F=59% or below

2. Middle School

For 2015-2016 and after, the following grading scale will be used:

A=90%-100%
B=80%-90%
C=70%-80%
D=60%-70%
F=59% or below

informed of their children's progress.

In addition, parents are encouraged to contact individual teachers to schedule conferences to address any questions or concerns parents have about their children's academic performance. The principal shall provide information to all parents at the beginning of each school year about how to schedule conferences and shall publish this information in the student handbook.

Issued by NCSBA: September 1, 2014

Issued by the Superintendent: August 3, 2015

Reviewed: August 3, 2015

Revised:

COLUMBUS COUNTY SCHOOLS ADMINISTRATIVE REGULATION

Student/Parent Technology Responsible Use Agreement AR Code: 3225/4312/7320-F1

STUDENT AGREEMENT

I have read policy 3225/4312/7320, Technology Responsible Use. I understand that the policy governs the use of all school system technological resources both on and off school property. By signing below, I agree to strictly comply with that policy, including the provisions of the policy summarized below:

- I agree to respect others in the school community and on the Internet by following the generally accepted rules of network etiquette.
- I agree to follow the rules set by my principal regarding whether and how personal technology devices (including, but not limited to smart phones, tablets, laptops, etc.) may be used on campus.
- If I notice a security problem on a school technological resource, I will immediately notify my teacher, a principal, or other school administrator, and I will not show this problem to other students.
- I will not:
 - Use school system technological resources to make money, to play games that are not school-related, or for other entertainment purposes that are not school-related.
 - Copy, for personal use, software purchased by the school system.
 - Use school technological resources to plagiarize another's work or otherwise violate state or federal law.
 - Create, transmit, or intentionally view or access material that is obscene, defamatory, profane, pornographic, harassing, or abusive.
 - Attempt to bypass the school system's content filtering.
 - Install or use any Internet-based file sharing program designed to allow sharing of copyrighted material.
 - Send email or other electronic communications fraudulently, such as by misrepresenting the identity of the sender.
 - Reveal personally identifying information or information that is private or confidential when using e-mail, chat rooms, blogs, or other forms of electronic communication.
 - Forward or post personal communications without the consent of the person who wrote it.
 - Deliberately damage school system computers or other technological resources, transmit computer viruses or self-replicating messages, or deliberately try to degrade or disrupt performance of the school system network.

COLUMBUS COUNTY SCHOOLS ADMINISTRATIVE REGULATION

- Create or load any games or software onto any school system computer, electronic device, or network without permission.
- Use the computer network to try to gain unauthorized access to other computers, computer systems, or accounts.
- Use someone else's ID or password without permission from that person and a teacher or school official.
- Read, change, block, execute, or delete files or communications belonging to another user without the owner's express prior permission.
- I understand that nothing I create, store, send, delete, receive, or display when using the school system's network, devices, Internet access, email system, or other technological resources owned or issued by the school system is private. I understand that this applies whether the resources are used at school or elsewhere and even if the use is for personal purposes.
- I understand that the school system reserves the right to monitor, track, and log for any lawful purpose (1) my network access, communications, and use; (2) the content of my user files, electronic mailboxes, and systems outputs (such as printouts); and (3) my online activities when accessing the Internet with a school-owned device.

I understand that failure to follow these requirements will result in disciplinary action, including revocation of user privileges and, in the event of willful misuse, possible criminal prosecution. I also understand that while school personnel generally do not monitor my Internet activity on a personal device during non-school hours, I may be disciplined when my online behavior has a direct and immediate effect on school safety or maintaining order and discipline in the schools, even if no school system technological resources are used.

Student Name (please print): _____ Grade: _____

Student Signature: _____ Date: _____

OTHER IMPORTANT INFORMATION

- Division II has no sliding scale. The minimum core grade-point average is 2.000. The minimum SAT score is 820 (verbal and math sections only) and the minimum ACT sum score is 68.
- 14 core courses are currently required for Division II. However, beginning 2013, students will be required to complete 16 core courses.
- 16 core courses are required for Division I.
- The SAT combined score is based on the verbal and math sections only. The writing section will not be used.
- SAT and ACT scores must be reported directly to the Eligibility Center from the testing agency. Scores on transcripts will not be used.
- Students enrolling at an NCAA Division I or II institution for the first time need to also complete the amateurism questionnaire through the Eligibility Center Web site. Students need to request final amateurism certification prior to enrollment.

For more information regarding the rules, please go to www.ncaa.org. Click on "Academics and Athletes" then "Eligibility and Recruiting." Or visit the Eligibility Center Web site at www.ncaaclearinghouse.net.

Please call the NCAA Eligibility Center if you have questions:

Toll-free number: 877/262-1492.

NCAA Eligibility Center
05/07/08 LK:cr

NCAA DIVISION I SLIDING SCALE CORE GRADE-POINT AVERAGE/ TEST-SCORE New Core GPA / Test Score Index		
Core GPA	SAT Verbal and Math ONLY	ACT
3.550 & above	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	59
2.700	730	60
2.675	740-750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840-850	70
2.425	860	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	80
2.125	960	81
2.100	970	82
2.075	980	83
2.050	990	84
2.025	1000	85
2.000	1010	86

