SCHOOL COLORS - Black and Gray  
SCHOOL MASCOT - Cougar

ALMA MATER
We are one, we are many,
Different people, yet the same.
Each difference makes us stronger,
Each friendship is our gain.

Enriched by the knowledge we have gained,
We proudly face each day.
The ideals you placed within our hearts
We’ll share along life’s way.

YCHS, we praise you.
Alma Mater now all hail.
The friendships and the knowledge gained
May evermore prevail.

This agenda belongs to:
STUDENT HANDBOOK
2017-2018

YORK COMPREHENSIVE HIGH SCHOOL
FLOYD D. JOHNSON TECHNOLOGY CENTER

Principal
Christopher A. Black - cblack@york.k12.sc.us

Assistant Principals
Lavonia N. Johnson-Davis – ljohnson-davis@york.k12.sc.us
Donna P. Farris - dofarris@york.k12.sc.us
Ryan O. Poston - rposton@york.k12.sc.us
Zachary H. Snyder - zsnyder@york.k12.sc.us

Technology Center Director
Carrie C. Bolin - cbolin@york.k12.sc.us

Assistant Director/Work-Based Learning Coordinator
Thomas C. Ray - tray@york.k12.sc.us

275 East Alexander Love Hwy., York, South Carolina 29745
YCHS PHONE: (803) 684-2336
FDJTC PHONE: (803) 684-1910
YCHS FAX: (803) 684-1932
FDJTC FAX: (803) 684-1913

www.york.k12.sc.us/ych

Office Hours: 8:00 am - 4:30 pm

BUILDING HOURS
School hours are 8:30 AM to 3:35 PM. The building will be open to students at 8:00 AM. Students who are not involved in supervised activities must leave the building by 3:40 PM. Students staying after 3:40 PM must be under the direct supervision of a staff member. Any student arriving between 8:00-8:30 AM should remain in the cafeteria or the area between the cafeteria and the Pavilion ONLY.

YCHS is a tobacco-free campus.

YCHS/FDJTC is proudly accredited and certified by AdvancED
SCHOOL BOARD

Mike Smith (Seat 2)  
Diane Howell, Secretary (At-Large)  
Austin Dawkins (Seat 5)

Betty F. Johnson (Seat 4)  
Chris Stephenson, Vice Chair (At-Large)  
Maria Duncan (Seat 1)

Christopher Revels, Chair (Seat 3)

DISTRICT OFFICE ADMINISTRATION

Dr. Vernon Prosser, Superintendent  
Beverly Bowman, Assistant Superintendent of Instruction/Administration  
Amy Hagner, Assistant Superintendent for Finance/Operations  
Oliver Love, Director of Human Resources  
Dr. Diana Smith, Coordinator of Student Services

THE VISION OF YORK SCHOOL DISTRICT ONE

Building the foundation for tomorrow by sparking potential and inspiring success.

THE MISSION OF YORK SCHOOL DISTRICT ONE

Working with the community, we will provide a diverse, innovative education in a safe environment enabling students to become responsible citizens in a global society.

BELIEF STATEMENTS OF YORK SCHOOL DISTRICT ONE

BELIEFS:
- Learning is a life-long, ever-changing process.
- Each child is unique and should have the opportunity to reach his/her full potential.
- A safe, orderly and nurturing environment is essential for learning.
- Education is a cooperative effort between schools and the community.
- Technology enhances teaching and learning and should be current.

THE GOALS OF YORK SCHOOL DISTRICT ONE

- DATA DRIVEN DECISION MAKING-The district's decisions will be driven by data when diagnosing, prescribing and responding to the diverse needs of our students.
- LITERACY ACROSS THE CURRICULUM-The district will create an environment that develops a passion and the ability to read, write and communicate effectively in a global society.
- EXTRA TIME, EXTRA HELP-At all levels, the district will provide extra time and extra help for all students in personal, social and academic areas.
- TECHNOLOGY-The district will keep pace with ever-changing technology.

Disclaimer: Due to time constraints in the printing of this handbook, some policies may change or be added after the printing deadline. These changes could include the daily schedule, calendar etc. The administration reserves the right to enforce policy or make changes that it deems necessary or in the best interest of the student body. We will make every effort to inform all parties of these changes as they are made. Copies of this handbook may be available in Spanish. Please inquire with the School Counseling Office.
EQUAL OPPORTUNITY

York School District One offers equal opportunities for admission to students and employment for personnel. The programs and activities of the district are offered equally to all students without regard to race, color, national origin, religion, age, disability, or sex. Inquiries should be directed to Oliver Love at P.O. Drawer 770, York SC 29745, phone (603) 684-9916. York Comprehensive High School is dedicated to equality of opportunity. YCHS does not practice or condone discrimination in any form against students, employees, or applicants on the grounds of race, color, national origin, religion, sex, age, or disability. YCHS supports the protection available to members of its community under all applicable Federal laws, including Titles VI & VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 799A & 845 of the Public Health Service Act, Equal Pay & Age Discrimination Acts, Rehabilitation Act of 1973, and Executive Order 11246. For information concerning these provisions, contact the YCHS office.

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By signing the student handbook acknowledgement form, you are agreeing that you have received this handbook and understand the following:

- FERPA Rights of Parents and Guardians for York School District 1.
- General rules and procedures set forth by York School District One and York Comprehensive High School/Floyd D. Johnson Technology Center
- School Attendance, Electronic Device, Discipline and Dress Code Policies
- The York School District One Transportation Conduct Policy
- All other policies contained within this handbook
<table>
<thead>
<tr>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:32</td>
<td>HALLS OPEN</td>
</tr>
<tr>
<td>8:40 TO 10:10</td>
<td>1&lt;sup&gt;ST&lt;/sup&gt; BLOCK</td>
</tr>
<tr>
<td>10:16 TO 11:50</td>
<td>2&lt;sup&gt;ND&lt;/sup&gt; BLOCK</td>
</tr>
<tr>
<td>11:56 TO 1:55</td>
<td>3&lt;sup&gt;RD&lt;/sup&gt; BLOCK</td>
</tr>
<tr>
<td>11:50 TO 12:12</td>
<td><del>A LUNCH</del></td>
</tr>
<tr>
<td>12:22 TO 12:44</td>
<td><del>B LUNCH</del></td>
</tr>
<tr>
<td>1:01 TO 1:23</td>
<td><del>C LUNCH</del></td>
</tr>
<tr>
<td>1:33 TO 1:55</td>
<td><del>D LUNCH</del></td>
</tr>
<tr>
<td>2:01 TO 3:35</td>
<td>4&lt;sup&gt;TH&lt;/sup&gt; BLOCK</td>
</tr>
</tbody>
</table>
### MORNING HOMEROOM/ACTIVITY BELL SCHEDULE

<table>
<thead>
<tr>
<th>Initial Bell</th>
<th>Warning Bell</th>
<th>Final Bell</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:32</td>
<td>(8:37)</td>
<td>8:40 Go to Lockers</td>
</tr>
<tr>
<td>8:40</td>
<td></td>
<td>9:58 1st Block</td>
</tr>
<tr>
<td>9:58</td>
<td>(10:01)</td>
<td>10:04 Report to HR/Activity</td>
</tr>
<tr>
<td>10:04</td>
<td></td>
<td>10:48 HOMEROOM/ACTIVITY</td>
</tr>
<tr>
<td>10:48</td>
<td>10:51</td>
<td>10:54 Change of Class</td>
</tr>
<tr>
<td>10:54</td>
<td></td>
<td>12:13 2nd Block</td>
</tr>
<tr>
<td>12:13</td>
<td></td>
<td>12:35 A LUNCH</td>
</tr>
<tr>
<td>12:19</td>
<td></td>
<td>12:45 3rd Block – B 1st Half</td>
</tr>
<tr>
<td>12:19</td>
<td></td>
<td>1:17 3rd Block-C 1st Half</td>
</tr>
<tr>
<td>12:19</td>
<td></td>
<td>1:49 3rd Block-D</td>
</tr>
<tr>
<td>12:34</td>
<td>(12:38)</td>
<td>12:41 Change A Lunch to 3rd Block</td>
</tr>
<tr>
<td>12:41</td>
<td></td>
<td>2:11 3rd Block – A</td>
</tr>
<tr>
<td>12:45</td>
<td></td>
<td>1:07 B LUNCH</td>
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<tr>
<td>1:07</td>
<td>(1:10)</td>
<td>1:13 Change B Lunch—Return to Class</td>
</tr>
<tr>
<td>1:13</td>
<td></td>
<td>2:11 3rd Block—B 2nd Half</td>
</tr>
<tr>
<td>1:17</td>
<td></td>
<td>1:39 C LUNCH</td>
</tr>
<tr>
<td>1:39</td>
<td>(1:42)</td>
<td>1:45 Change C Lunch Return to Class</td>
</tr>
<tr>
<td>1:45</td>
<td></td>
<td>2:11 3rd Block—C 2nd Half</td>
</tr>
<tr>
<td>1:49</td>
<td></td>
<td>2:11 D LUNCH</td>
</tr>
<tr>
<td>2:11</td>
<td>(2:14)</td>
<td>2:17 Change of Class</td>
</tr>
<tr>
<td>2:17</td>
<td></td>
<td>3:35 4th Block</td>
</tr>
<tr>
<td>3:35</td>
<td></td>
<td>3:40 Report to Loading Areas</td>
</tr>
</tbody>
</table>

### AFTERNOON ACTIVITY/PEP RALLY SCHEDULE

<table>
<thead>
<tr>
<th>Initial Bell</th>
<th>Warning Bell</th>
<th>Final Bell</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:32</td>
<td>(8:37)</td>
<td>8:40 Go to Lockers</td>
</tr>
<tr>
<td>8:40</td>
<td></td>
<td>10:00 1st Block</td>
</tr>
<tr>
<td>10:00</td>
<td>(10:03)</td>
<td>10:06 Change of Class</td>
</tr>
<tr>
<td>10:06</td>
<td></td>
<td>11:30 2nd Block</td>
</tr>
<tr>
<td>11:30</td>
<td>(11:33)</td>
<td>11:36 Change of Class</td>
</tr>
<tr>
<td>11:36</td>
<td></td>
<td>11:52 A LUNCH</td>
</tr>
<tr>
<td>11:36</td>
<td></td>
<td>12:02 3rd Block – B 1st Half</td>
</tr>
<tr>
<td>11:36</td>
<td></td>
<td>12:36 3rd Block-C 1st Half</td>
</tr>
<tr>
<td>11:36</td>
<td></td>
<td>1:08 3rd Block-D</td>
</tr>
<tr>
<td>11:52</td>
<td>(11:55)</td>
<td>11:58 Change A Lunch to 3rd Block</td>
</tr>
<tr>
<td>11:58</td>
<td></td>
<td>1:30 3rd Block – A</td>
</tr>
<tr>
<td>12:02</td>
<td></td>
<td>12:24 B LUNCH</td>
</tr>
<tr>
<td>12:24</td>
<td>(12:27)</td>
<td>12:30 Change B Lunch—Return to Class</td>
</tr>
<tr>
<td>12:30</td>
<td></td>
<td>1:30 3rd Block—B 2nd Half</td>
</tr>
<tr>
<td>12:36</td>
<td></td>
<td>12:58 C LUNCH</td>
</tr>
<tr>
<td>12:58</td>
<td>(1:01)</td>
<td>1:04 Change C Lunch Return to Class</td>
</tr>
<tr>
<td>1:04</td>
<td></td>
<td>1:30 3rd Block—C 2nd Half</td>
</tr>
<tr>
<td>1:08</td>
<td></td>
<td>1:30 D LUNCH</td>
</tr>
<tr>
<td>1:30</td>
<td>(1:33)</td>
<td>1:36 Change of Class</td>
</tr>
<tr>
<td>1:36</td>
<td></td>
<td>2:55 4th Block</td>
</tr>
<tr>
<td>3:00</td>
<td></td>
<td>3:35 ACTIVITY</td>
</tr>
<tr>
<td>3:35</td>
<td></td>
<td>3:40 Report to Loading Areas</td>
</tr>
</tbody>
</table>
GENERAL INFORMATION

CARE OF THE BUILDING AND GROUNDS

We are so privileged to have the opportunity to attend this state-of-the-art high school facility; with that in mind, to those that much is given, much in expected. Each of us has the responsibility to take pride in our school and make every effort possible to keep our school facility and campus neat, clean and safe. This commitment includes using the common sense approach. Trash belongs in trashcans. Food is to be eaten only in designated areas. Graffiti is prohibited. Furniture and equipment in our school are for your use, not abuse. Anyone abusing or littering school property is subject to strict disciplinary action and full restitution will be required.

PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

A student must be in attendance for a minimum of 2 blocks of the day that he/she participates in an extracurricular activity. Students under suspension are not eligible to participate in extracurricular activities during the suspension period. Suspensions are in effect from the time of the suspension until the 1st bell of the day the student returns to school. This applies to all suspensions, whether it is in-school or out-of-school. The Discipline Code and all school rules apply to any school sponsored event - on or off campus.

PERSONAL PROPERTY

Please do not bring large amounts of money to school. All valuable articles should be in the possession of the owner at all times. Valuables that cannot be worn during physical education should be stored in the students’ assigned gym locker or given to the instructor for security, if possible. The school cannot accept responsibility for stolen money or other articles.

CAMERA SURVEILLANCE

Any person entering the building may be subject to camera surveillance while on the premises.

LOST AND FOUND

Lost and Found is located in the main office. Students should check with the receptionist concerning lost and found articles. You should report any losses as soon as possible so that every effort can be made to assist you in the recovery.

LOCKERS

Each student will have the opportunity to check out a locker upon entry to school. Do not give your combination to others. If you forget your combination, you must present your I.D. at the office to be given this information. The school is not responsible for the security of your locker. Students are reminded that school lockers remain the property of the school, and thus are subject to search at any time that a report is received that the locker contains an item which is forbidden at school. Lockers may also be inspected for cleanliness several times during the year. An announcement will be made on the day prior to cleanliness inspections.

VENDING MACHINES

The vending machines are contracted by a private company and are not the school's responsibility. Please report malfunctions to the office so that an "Out of Order" sign can be placed on the machine. These machines are provided for your convenience. Machines should not be used during class time. Students should obtain their food and go directly to an authorized eating area. Food and drinks should not be taken into the classroom students must dispose of all trash in the appropriate containers. Use of the machines will be suspended for any student who abuses this privilege.
**CHANGE**

Change for vending use will not be available in the office at any time. A change machine for vending is provided by the vendor.

**STUDENT ACCIDENT INSURANCE**

Student accident insurance is intended as a supplemental policy, not a base policy. Students and parents are advised to study the policy carefully and to carry other insurance. The school is in no way responsible for payment of the balance of a medical bill.

**TEXTBOOKS**

Textbooks are the property of the school and the state. By law, students and/or parents are responsible for paying for textbooks that are lost or damaged by the student. Students must be responsible for the proper use and care of textbooks and will maintain book covers on all textbooks at all times. Any misuse of the textbooks due to carelessness or neglect may be considered a cause to charge the student a fine for the textbook.

The following policy for assessing damaged textbook fines has been established by the York Comprehensive High School and Floyd D. Johnson Technology Center.

- Any textbooks which have been damaged or defaced beyond usable condition are to be considered destroyed and full price for the textbook will be assessed.
- Students are to report any damage to brand new textbooks, books in the adoption year, immediately to their instructor for inspection. Students will be charged the appropriate fee unless damage is determined to be a manufacture defect by the school textbook administrator.
- If charges for the damaged textbook exceed 50% of the cost of the book, the book is to be considered destroyed and the full price of the textbook will be assessed.
- Removal of Bar Code Labels **Prohibited**. The Bar Coding System provides a direct link from textbook to student. A student cannot return a book that has been issued to another student. All books returned are accredited to the student to which they were issued.

<table>
<thead>
<tr>
<th>Description</th>
<th>Fine Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Markings in book</td>
<td>$.50 - $1.00 per page</td>
</tr>
<tr>
<td>Markings on book edges</td>
<td>$.50 - $1.00 per edge</td>
</tr>
<tr>
<td>Excessive markings</td>
<td>Lost book price</td>
</tr>
<tr>
<td>Torn pages</td>
<td>$1.00 per page</td>
</tr>
<tr>
<td>Page(s) torn out of book, considered total loss</td>
<td>Lost book price</td>
</tr>
<tr>
<td>Lost book</td>
<td>Lost book price</td>
</tr>
<tr>
<td>Broken or bent book cover/binding (non-defective item)</td>
<td>$2.00 - $10.00</td>
</tr>
<tr>
<td>Water damage, liquid or other materials</td>
<td>Lost book price</td>
</tr>
<tr>
<td>Bar-code Missing</td>
<td>FULL price</td>
</tr>
<tr>
<td>Bar-code Missing (Upon confirmation this book has not been reported missing)</td>
<td>$5.00</td>
</tr>
</tbody>
</table>

- Parent/guardians and/or students should contact school administration for extenuating circumstances and damages due to nature. Proper documentation (such as police reports, insurance assessments, etc.) should be made available.
- Fines should be paid prior to the release of records.
PARENT-TEACHER CONFERENCES

Parents who wish to schedule a conference with a teacher may call the School Counseling office. Teacher conferences are normally scheduled during a teacher's planning period. It is sometimes possible to schedule conferences before or after school.

LEGAL REFERENCES

Act n.55: Requires all public schools to designate a time each school day for the saying of the "Pledge of Allegiance" State Board of Education Regulations (Education Improvement Act of 1984)

Important Notice

THE CODE OF LAWS OF SOUTH CAROLINA, 1976, HAS BEEN AMENDED TO INCLUDE THE FOLLOWING STATEMENT: Section 59-24-60: In addition to other provisions required by law or by regulations of the State Board of Education, school administrators must contact law enforcement authorities immediately upon notice that a person is engaging or has engaged in activities on school property or at a school sanctioned or sponsored activity which may result or results in injury or serious threat of injury to the person or to another person or his property as defined in local board policy.

59-63-1110 CONSENT TO SEARCH PERSON OR HIS EFFECTS. Any person entering the premises of any school in this State shall be deemed to have consented to a reasonable search of his person and effects.

59-63-1120 SEARCHES BY SCHOOL ADMINISTRATOR OR OFFICIALS WITH OR WITHOUT PROBABLE CAUSE. School administrators and officials may conduct reasonable searches on school property of lockers, desks, vehicles, and personal belongings such as purses, book bags, wallets, and satchels with or without probable cause.

16-17-530 PUBLIC DISORDERLY CONDUCT Any person who shall (a) be found on any highway or at any public or public gathering in a grossly intoxicated condition or otherwise conducting himself in a disorderly or boisterous manner, (b) use obscene or profane language on any highway or at any public place or gathering or in hearing distance of any schoolhouse or church or (c) while under the influence or feigning to be under the influence of intoxicating liquor, without just cause or excuse, discharge any gun, pistol or other firearm while upon or within fifty yards of any public road or highway, except upon his own premises, shall be deemed guilty of a misdemeanor and upon conviction shall be fined not more than one hundred dollars or be imprisoned for not more than thirty days.

If a principal, assistant principal, teacher, nurse, or counselor has reason to suspect a child under the age of 18 is being abused or neglected, he/she is required by law to file a report. The report will be made directly to the Law Enforcement Agency or the Department of Social Services.

EARLY DISMISSAL - SINGLE DAY

A student who wishes to be excused early from classes for one day must bring a note bearing the following information: date, reason for early dismissal, time to be dismissed, parent's/guardian's signature, and a telephone number at which the parent may be called to verify the note. This note must be given to the attendance office. When the time arrives for dismissal, the student must report to the attendance office and sign out. If the student returns to school, he/she must report to the office to sign back in before going anywhere on campus.

The school reserves the right to refuse to dismiss the student if the note cannot be verified by telephone. The policy for absences, lawful and unlawful, applies in all cases in which a student misses more than 20 minutes of any class due to early dismissal.

According to YSD1 Policy, there will be no student dismissal after 3:10 p.m.
CLASSWORK MAKE-UP WORK

Students must arrange for make-up work with each teacher within two days after returning to school. Exact due dates for make-up work will be at the discretion of the teacher. The general rule for make-up work is that the student has the same number of days to make up the work that he/she was absent, e.g., a student who is out for two days would have two days to complete make-up work. Problems in this area should be brought to the attention of the administration.

HALL PASSES

Any student out of class during class time must have a written pass.

RESTROOMS

Restrooms are accessible to all students. Smoking, loitering, eating, etc., are not allowed at any time. Restrooms are to be used only for their intended purpose. All restrooms are off-limits during lunch except those located beside the cafeteria area. Students should not plug in curling irons or other hair appliances in the restrooms.

TELEPHONE MESSAGES/INFORMATION

Only messages from the student's parent or guardian or those which are of an emergency nature will be delivered to students. Classes will not be interrupted to deliver any messages that are not emergency in nature. The office phone is for emergency use only. Students should not be given passes from class to use the office phone. Parents are asked not to call or text students during the school day. This creates a class disturbance.

VISITOR POLICY

YCHS welcomes and encourages visits by parents and others interested in our school programs. To avoid disruption, all who would like to visit are required to first get a visitor’s ID from the school office. Social visits to students or staff are not permitted during the school day.

Anyone on school property who does not have official business with the school will be asked to leave. All visitors must comply with all state regulations.

YCHS is a tobacco-free campus.
Prior to the beginning of each school year in York School District Number One, all parents/legal guardians of students in the district must **ANNUALLY** complete an *Annual Registration Form* and provide *Proof of Residence* to the school their child(ren) will attend **PRIOR** to enrollment for the upcoming school year. Annual school registration will consist of the parent/legal guardian presenting to the school:

1. Proof of Residence
2. Completed *Annual Registration Form*
3. Valid ID (If applicable)
4. Renewed affidavit, if applicable (*AFFIDAVITS MUST BE DATED FOR 2017-18*)

**Acceptable Proof of Residence includes one of the following:**
- **most recent** electric, gas or water utility bill showing name and address of the parent/legal guardian
- **most recent** tax notice on real property showing name and address of parent/legal guardian
- **most recent** copy of closing statement on home purchase with address and name of parent/legal guardian
- **most recent** copy of signed, dated lease agreement from rental company, mobile home park, or similar agent showing name and address of parent/legal guardian

**Valid ID includes the following:**
- Driver’s License
- Any other photo identification

In an attempt to streamline the process and make it as efficient as possible for you, the parent, we will no longer require that *all* parents physically come to the school to register. This year, *Annual Registration Forms* will be sent home with students the week of May 1, 2017. Please adhere to the following guidelines:

1. **IF YOUR NAME IS ON THE PROOF OF RESIDENCE**, YOU MAY EITHER BRING A RECENT COPY OF IT ALONG WITH YOUR UPDATED ANNUAL REGISTRATION FORM (“AND RENEWED AFFIDAVIT, IF APPLICABLE) TO THE SCHOOL OR YOU MAY SEND THEM BY YOUR CHILD. The school will accept these documents from May 4, 2017 – May 26, 2017.

*IF YOU HAVE AN AFFIDAVIT, IT MUST BE RENEWED PRIOR TO THE COMPLETION OF THE ANNUAL REGISTRATON PROCESS. PLEASE CONTACT THE DISTRICT OFFICE AT 803-684-9916 TO MAKE AN APPOINTMENT WITH DR. SMITH.*

2. **IF YOUR NAME IS NOT ON THE PROOF OF RESIDENCE** (i.e., if you live with someone else), THAT INDIVIDUAL MUST ACCOMPANY YOU TO THE SCHOOL WITH HIS/HER RECENT PROOF OF RESIDENCE, A SIGNED AND NOTARIZED VERIFICATION OF RESIDENCY FORM, AND A VALID ID. **Once a student has been admitted with a Verification of Residence form, you (the parent/legal guardian) will have 30 days to present to the school a Proof of Residence in your name.** This might include voter registration cards, bills, bank statements, driver’s license, or other governmental documents showing the address. We will not accept junk mail or magazine subscriptions. Failure to do so may result in the removal of the student from school or the parent/legal guardian paying a tuition payment to the school district.

**PLEASE NOTE:** The district will require a new *Proof of Residence* each time a student’s address changes or when school mailings are returned to the school marked “address unknown”.

3. **IF YOU ARE THE PARENT OF A RISING 5TH GRADER AT YORK INTERMEDIATE, A RISING 7TH GRADER AT YORK MIDDLE, OR A RISING 9TH GRADER AT YORK COMPREHENSIVE HIGH**, YOU MUST GO TO THE SCHOOL TO COMPLETE ANNUAL REGISTRATION FOR NEXT SCHOOL YEAR.
Schools will also accept Annual Registration material on the dates designated below. In order to accommodate parents'/legal guardians’ schedules, two of these dates will have extended hours so that parents/legal guardians can complete the Annual Registration process. Annual Registration dates and times are:

- **Thursday, May 4, 2017 - Friday, May 26, 2017**
  - **Times - Regular School Hours**

- **Wednesday, June 7, 2017**
  - **Times 8:00am until 7:00pm**

- **Tuesday, June 27, 2017**
  - **Times 8:00am until 7:00pm**

All parents are expected to have school registration material into the school by **Thursday, June 29, 2017** so class schedules can be assigned. Students that do not have registration material on file **WILL NOT** be scheduled into classes or allowed to begin school on the first day.

Parents/legal guardians who do not live in the district can enroll their child in York School District by paying a calculated out-of-district/county tuition to the district prior to enrollment. Any student entering York School District by tuition must be cleared for enrollment through the district office before the student can officially begin classes.

**NOTE:** All residency information may be verified through a home visit by school district personnel. Students who are found in violation of guardianship and residency requirements may be removed from enrollment and required to pay tuition for previous educational services.

**Custody Information:** Parents with legal child custodial situations should present a copy of their most recent legal court agreement to the school for filing. Schools will operate under the guidance of the legal custodial agreement which will be required to be on file in the school office. Unless legal custodial documents are presented to the school clarifying a difference, the school will operate with the understanding that both parents have equal access to the child. It is the parent’s responsibility to immediately keep the school informed of any legal custodial change.

York School District will not accept any student who is under expulsion from another school/district. The district has the right to deny enrollment or assign alternative placement to any student that is enrolling in the district that fails to meet the district’s standards of conduct and behavior or has been charged with committing a crime, unlawful use or possession of weapons, or unlawful possession or distribution of drugs. Program placement of students being enrolled in York School District is solely up to the discretion of the school district in accordance with state/federal laws and the student’s school history.

All questions regarding the Annual Registration process at YCHS should be directed to Mrs. Tisha Rousseau, Registrar, at 684-2336.
Minimum requirements have been established for promotion from one grade to the next. Students enter 9th grade if they are promoted or advanced from 8th grade. Requirements for promotion to 10th through 12th grade are listed below. For promotion to:

- 10th grade: **5 units**, two of which must be a combination of English, Mathematics and/or Science
- 11th grade: **10 units**, two of which must be English, two must be math and one must be science
- 12th grade: **16 units**, three of which must be English, three of which must be math, one unit in science and one unit in social studies. Fourth year students may be classified as a senior if they have earned a minimum of sixteen credits and are enrolled in course work which will allow them to complete all requirements for graduation.

**NOTE:** Students must be enrolled in at least one English and one math course each of the four years of high school.

**EARLY GRADUATION REQUIREMENTS (including 1st semester of senior year)**

The board and the administration support a full high school program including a minimum four-year course of study. However, the board and administration recognize that under certain circumstances early graduation is the best option for a student.

The student applying for early graduation will meet standards required of all high school graduates in the school district.

The application for early graduation (IKFA-E) must be filed with the school counselor no later than the end of the first nine weeks of the third year in high school. Students must submit graduation fee. ALL FEES must be paid in full by the end of the first (1st) semester of the senior year.

**Students completing early graduation under an approved plan may participate in graduation exercises.** Students who plan to participate in graduation MUST attend graduation practice.

The school principal will appoint a committee to examine the application for early graduation. The principal will render the decision within 10 days of the receipt of the recommendation from the committee. The principal's decision may be appealed to the superintendent or his/her designee. This appeal must be made in writing within five days of the decision made by the principal.

Students electing early graduation will not be eligible to serve as valedictorian or salutatorian of the graduating class. Students who graduate at the end of 1st semester are no longer considered enrolled students and therefore may not attend the Prom (unless they are an approved guest of a student), participate in field trips or other student activities.

When extenuating circumstances occur with a student after the designated early graduation application deadline has passed, the affected student should complete the application for early graduation and submit it for consideration following the guidelines set forth in this document. All applications that are submitted after the first nine weeks of the third year in high school due to extenuating circumstances will be handled and considered on a case-by-case basis.

**GUIDELINES FOR CLASS RANKINGS AND ACADEMIC HONORS**

Class rankings for students in grades 9-12 will be calculated at the end of each semester. **Valedictorian** and **Salutatorian** honors will be calculated at the end of the final semester of the senior year. **NOTE:** A student must complete the last year of his/her high school credits at York Comprehensive High School in order to be eligible for either valedictorian or salutatorian honors (must be enrolled as a full-time student on the 1 day of the senior year). Honor graduates will have a 4.2+ GPA.

Junior Marshal Honors will be calculated at the end of the first semester of the junior year. **The top 25 are eligible.** Students who transfer to YCHS after the 1st grading period of their junior year will not be eligible.

Other student recognition and honors based on class ranking will be calculated at the end of the most recently completed semester.
FULL-TIME ENROLLMENT POLICY
All students must carry a full load of classes each semester, including seniors. The administration must approve all exceptions. If a student violates this policy, he or she will be suspended until a parent conference is held. **A senior who continues to violate this policy will not participate with his or her classmates in the graduation ceremony.**

DUAL CREDIT COURSES
Dual credit courses are those that earn high school and college credit. Teacher Cadet, which is offered each year during the regular school day, is one example. These courses differ from AP in that AP courses require a minimum score on a nationally standardized test in order for college credit to be awarded. Students should see school counselor to receive updated list of qualifying scores. **Please note: After 5 days, the college requires anyone withdrawing from a Dual Credit Course to receive a grade of 51. Students are also expected to follow the attendance guidelines of the designated College/University.**

TRANSCRIPTS
Transcripts of all high school credits are maintained in permanent records and in a computer database. Transcripts are sent at no cost to the student while enrolled at YCHS. Past graduates may request transcripts online at http://www.york.k12.sc.us/ and click on NeedMyTranscript. Transcripts for former students are sent at a cost of $7.00 per transcript. Requests for transcripts for current students at YCHS are made to the YCHS registrar.

TRANSFERS AND WITHDRAWAL FROM SCHOOL
In order to officially withdraw from school, a student should obtain a withdrawal form from the registrar on the last day of attendance. This will provide all information needed to take to the new school. Parent contact is required before any student may withdraw. Student records will be sent to the new school upon request from the school or parent. **Textbooks, other school property and all fees must be paid prior to withdrawing from school.** Students transferring into YCHS may be enrolled on PENDING STATUS until all necessary information is obtained.

EXAM EXEMPTIONS
There are **no exemptions** for students in grades 9-11 or for **seniors in a course requiring an End of Course exam.** Exams will count 20% of the semester grade.

Seniors can exempt final exams both semesters of their senior year if they meet the following criteria:
- Must have at least an 85 average for the semester.
- Can have no more than 5 absences, excluding medical, in a semester class and/or 3 or more absences, excluding medical, in a nine weeks’ class.
- Cannot have to recover time due to absences
- Can have no absences from class due to suspension, ISS or OSS.

GRADUATION REQUIREMENTS
To be eligible to receive a South Carolina High School Diploma, students must earn 24 units, take state required standardized tests, and complete the state health requirement. As students plan to meet the diploma requirements they will use the York School District One Curriculum Framework. From this framework, each student will select a cluster of study, a career major, and will complete an Individual Graduation Plan (IGP) with the help of their school counselor. More detailed information on the Curriculum Framework and career templates can be found in the York School District One Course Booklet published each spring for use during course registration.

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<thead>
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<th>Requirements to receive a diploma for students in grades 9-12:</th>
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<td>English .................. 4 units</td>
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<td>Math .......................... 4 units</td>
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<td>Science .................. 4 units</td>
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<td>Total Carnegie Units 24 units</td>
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**Schedule Changes**

Students must give careful thought to their course selections for the entire year. Once students have made their requests for courses and a master schedule has been built to meet those requests, it is very difficult and often impossible to accommodate changes of mind. Other than particular hardship cases, which will be considered, no schedule changes will be made. State law mandates giving students an WP if they drop a course after the first 5 days of class for a semester course (and after 3 days if it is a 9-weeks course).

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**High Schools That Work (HSTW)** recommends a curriculum that students need to complete that will ensure that they are "college ready." That curriculum is very closely aligned with the CHE requirements for entering college in SC as listed below. The HSTW curriculum is noted with an asterisk (*).

New Commission on Higher Education (CHE) college entrance requirements:

- *4 units of college-prep English
- *3 units of college-prep lab science
- *Physical Science DOES NOT COUNT as a lab science
- *3 units of social studies
  - 1 unit must be in US History
  - 1 unit must be Government/Economics
- 2 units of the same foreign language (some colleges like Clemson and College of Charleston require 3 units)
- *1 unit of college-prep elective- Computer Science involving significant programming content is strongly recommended for this elective unit. Others that are acceptable are college-prep courses in English, Fine Arts, World Language, Lab Science, Humanities or Social Studies
- 1 unit in Fine Arts
- 1 unit of PE or ROTC

*HSTW only:
4 units in a concentration – either in a Career & Technology or in an Academic concentration

**Graduation Participation Policy**

Students in York School District One may graduate from high school and receive a South Carolina high school diploma by meeting the requirements. Students may participate in the high school graduation ceremony if they have met all course requirements for a South Carolina diploma and are in good standing. 2nd semester seniors must be enrolled as a full-time student. Students who complete the requirements as designated in their IEP may also participate in York School District One’s high school graduation ceremony.

**Diploma with Distinction**

- Must complete all requirements for a South Carolina High School Diploma.
- Must complete 28 units of high school credit including 4 units of English, 4 units of math, 4 units of science, 4 units of social studies with no grade lower than a C.
- Must earn 4 units within a selected major.
- Must participate in at least one (1) school club, organization, or extracurricular or athletic activity per year in grades 9-12 OR perform at least one hundred (100) hours of an approved community service. The project must have prior approval of the school administration and have signed documentation of service completion.
  - Gold Level recognition requires a 4.2 GPA.
  - Silver Level recognition requires a 3.75 GPA.

**Honor Roll**

Honor roll is to be calculated at the end of each grading period (each nine weeks). Students earn honor roll distinction by qualifying in one of the two areas listed below.
Principal's Honor Roll
The student must have earned all A's in every class taken during the nine weeks.

A/B Honor Roll
To qualify for A/B Honor Roll students must meet the following criteria:
- The student must have earned all A's and/or B's in every class taken during the nine weeks.

<table>
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<tr>
<th>SC UNIFORM GRADING SCALE CONVERSIONS</th>
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<td><strong>Numerical Average</strong></td>
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STUDENT DIRECTORY INFORMATION NOTICE

This information is intended to explain FERPA rights to parents/guardians of York School District One (YSD1).

During your child’s school career, he/she will participate in a variety of academic, athletic, fine arts, and other events and activities. During these events and activities, your child may be photographed and/or interviewed by district or school staff, other students or news media. Information about your child may appear in newspaper articles, on television, in radio broadcasts, on displays, on the Internet, or in district/school promotional pieces including, but not limited to, district or school websites, school yearbooks, brochures, fliers, honor roll or other recognition lists, newsletters, playbills, programs (including graduation and athletic programs), television shows, videos, etc. **No personal information such as: home address, telephone number, birth date or social security number is ever published on any YSD1 student in publications created or sanctioned by the School or District.**

If you do not want York School District 1 or your child’s school to include your child’s name, photograph and general information on any recognition received by your child in any print media, the Internet or other school related materials (i.e.; newsletters, recognition lists, programs, yearbook, videos) you must notify your child’s school in writing by **Tuesday, September 5, 2017, or 14 days after your child’s first day in YSD1.** If you do not do so by this date, our district is free to release or use such information as appropriate. You may change your mind and revoke this authorization at any time by notifying your child’s principal in writing.

The Family Educational Rights and Privacy Act (FERPA) requires all public school systems to, with certain exceptions, obtain the written consent of a parent/legal guardian prior to the disclosure of personally identifiable information from a student’s educational records. A school district may, however, release appropriately designed directory information without a parent/guardian’s written consent.

Directory information, which the federal government generally considers not harmful or an invasion of privacy if released, may be disclosed to outside organizations such as, but not limited to, companies that manufacture class rings or publish yearbooks and newspaper or television stations. Additionally, directory information may be used in certain school publications like the honor roll, graduation programs, sports activity sheets, a drama production playbill, school television shows, school newsletters, podcasts, and district or school promotional pieces.

In keeping with FERPA, York School District 1 considers the following as directory information: a student’s name; home address; telephone number; his/her photograph; month/year and place of birth; grade level; participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors, and awards received; the most recent educational agency or institution attended; and pictures of students involved in school activities. Our school system also considers the voice, image, and likeness of a student in pictures, videotape, film, or other medium, as well as student work intended for publication or display to be directory information. **York School District 1 will never use students’ home addresses, telephone numbers, and dates and places of birth in media such as newspapers, magazines, promotional materials, television, or the Internet.**

Finally, FERPA allows parents/guardians and eligible students certain rights with respect to a student’s education records and the right to file a complaint with the United States Department of Education concerning alleged failures by a school district to comply with the requirements of FERPA. The name and address of the office that administers FERPA are: Family Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-5920

**THIS HANDBOOK SERVES AS THE ANNUAL NOTIFICATION OF FERPA AND PRIVACY RIGHTS**
SCHOOL DRESS POLICY

Students take pride in their school and their image that represents their homes, school, and community. Students will dress appropriately, inconspicuously and not in clothing that is too extreme. Students are expected to be neatly dressed and well-groomed during school and at all school functions. Student dress for school should reflect good taste. Shirts and shoes must be worn at school at all times.

- Attire must not be immodest, obscene, profane, lewd, vulgar, indecent or offensive.
  - No apparel that publicizes alcohol, tobacco, drugs, violence, obscene or profane language/gestures, “colors,” sexual connotations, or any insignia that may be considered disruptive.
  - Any clothing, accessory, or item considered gang-related, or that may pose a hazardous threat, shall not be worn or brought to school. These items will be confiscated. This may include, but is not limited to, bandanas, chains, over-sized belts buckles, spiked accessories, etc.
  - No clothing accessories that may be used as weapons or that depict inappropriate behavior.

- Pants must be worn at the natural waistline and undergarments are not to be visible. If they do not fit properly, a belt must be worn to keep them in place.
  - Pants must be secured at the waist and all belts are to be buckled and fastened.

- Lower garments should not contain holes and should be of mid-thigh length to assure modesty when the student is seated or engaged in school activities.
  - No holes in clothing above the knee.
  - No skirt or shorts shorter than arm length (mid-thigh). No short shorts or biker shorts.
  - No slits in skirts or pants higher than mid-thigh.
  - Shoes with laces must be tied in the proper manner.

- Sleeveless attire cannot reveal undergarments. Shirts cannot be tight, low cut or show cleavage. Shirts should be loose fitting and fully cover the upper body.
  - No visible undergarments, pajamas or bedroom slippers.
  - No spaghetti straps, tank tops, halter tops, tube tops, one strap tops or fishnet tops.
  - Clothing must cover waist and back with no skin showing between the top garment and bottom garment.
  - No midriffs exposed.
  - No transparent or mesh clothing without an appropriate shirt underneath.

- No clothing that is excessively form fitting (i.e., spandex).
  - Tights, leggings, yoga pants or bottoms that are form fitting must have a top garment of mid-thigh length.

- No hats, do-rags, or head coverings of any kind allowed by male or female inside the building except for religious or medical waiver.
  - No sunglasses worn inside the building including on top of the head.
  - No hair curlers or combs in a student’s hair.

- Earbuds can only be worn in one ear. No headphones are allowed.

- Students enrolled in programs at the Technology Center shall dress according to appropriate safety guidelines.

STUDENTS MAY NOT CONTINUE TO ATTEND CLASS WEARING INAPPROPRIATE CLOTHING

Neither parents/legal guardians nor students will place the burden of enforcing the dress code solely on the school. Parents/ Legal guardians and students are expected to comply to ensure that a comfortable, safe and non-confrontational environment is provided for all students. Administrators and faculty members are expected to strictly enforce the dress code at all times.

Violations of the dress code will result in the following:

- Student(s) will be required to return home and change into appropriate attire OR parent/legal guardian can bring proper clothing to school OR student will be sent to ISS (in school suspension).

  - Repeated violations of this dress code will be treated as disruptive behavior in violation of the student code of conduct.
  - The school administration will determine the amount of lost instructional time a student must make up due to being out of class for inappropriate dress. The instructional time may have to be made up. Failure to do so may result in a student repeating the course(s).

Any article of clothing or type of dress not covered above but causing a disruption is prohibited.

The administration reserves the right to make amendments deemed necessary for the welfare of the school. Dress (student or adult) that in the opinion of the school principal may disrupt or distract from the learning environment or may be detrimental to health or safety is not allowed at school. Exceptions to the dress code will be considered by the administration on a case by case basis.
The board recognizes that, depending on how they are used, electronic devices can either be valuable learning tools or a source of disruption in the learning environment. A wireless device is defined as any device that a student is in possession of which electronically communicates, sends, receives, stores, reproduces, or displays voice and/or text communication or data. These include, but are not limited to, cellular phones, smart phones, gaming devices, music and media players, tablets, laptops, notebooks, netbooks, e-Readers, and iPods.

This policy encompasses all forms of electronic connectivity as listed above, as well as any emerging wireless technologies or portable information technology systems developed for similar purposes.

Waiver of Liability
Students are personally and solely responsible for the care and security of their personal electronic devices. The district and board assume no responsibility for theft, loss, damages, or vandalism to any devices brought onto its property, the unauthorized use of such devices and/or data charges incurred by the student as part of his/her family’s personal data plan(s). The district, the school, and its staff will not assume responsibility for devices that are damaged, lost, or stolen when brought to school or after being confiscated for violation of this policy.

Authorized Use
The possession of an electronic device by a student on school property or while attending school-sponsored or school-related events is a privilege, not a right. Students may possess mobile telephones, smart phones, tablets, or other such devices as described above as long as they adhere to the restrictions provided herein. Students and parents/legal guardian should refer to their school handbook for additional information. Any unauthorized use of these devices during the instructional school day is prohibited as it can disrupt the instructional program and/or distract from the educational environment.

High school students may possess mobile telephones, smart phones, or other such devices as described above on school property provided such devices are not visible, used, or activated and are kept in a silent or “airplane” mode, blocking all alerts throughout the instructional school day. High school students must keep their devices as described above stored in a vehicle, locker, pocket, purse, backpack, or other non-visible secure location. Times of authorized use are before the start of school, after the dismissal bell rings, during lunch and change of classes, during classroom instruction when directed by a teacher for instructional purposes, and at any other times as authorized by the school principal in the school handbook.

Student possession and/or use of electronic devices while on school transportation or school-sponsored trips is permissible as long as the device causes no distractions or creates an unsafe environment. Students will be required to power off their devices if the device becomes an interference.

Unauthorized Use
Students’ rights to possess and/or use an electronic device may be forfeited if the student fails to abide by the terms and provisions of this policy or when such possession, display, or use of such devices results in conduct that includes, but is not limited to:

- accessing or viewing websites that are inappropriate or otherwise blocked to students at school while on district property or at school-sponsored activities
- capturing, recording, or transmitting the words/sounds (audio) and/or images (pictures/video) of any student, district employee, or other person in the school or while attending a school-related activity without express prior notice and explicit consent by the student’s principal, assistant principal, or appointed district employee
- “sexting” or the taking and/or transmission of nude or sexually explicit photos or videos in school
- taking pictures or recording audio/pictures/video in locker rooms, changing areas, and bathrooms or any other areas in which there is a reasonable expectation of privacy
- capturing or transmitting test information or any other information in a manner constituting fraud, theft, cheating, or academic dishonesty; likewise, students are prohibited from using
devices to receive such information

- the unauthorized or unlawful sharing or posting of images taken or stored on electronic devices during school hours and/or on school property
- using devices on school grounds or at a school function to commit a crime under federal or state law
- using the devices in a manner that is profane, indecent, obscene, threatening, discriminatory, bullying, or harassing through language, pictures, or gestures pursuant to policy JICFAA
- using electronic devices in any manner that reflects violations in the school Student Handbook and/or disrupts the instructional environment
- failing to turn off, put away, and/or relinquish an electronic device after being requested by an administrator, faculty, or staff member

Consequences for Unauthorized Use

Students violating this policy are subject to interventions and/or sanctions as referenced in policy JICDA (Student Code of Conduct) and school handbooks. When appropriate, students will be disciplined for their conduct rather than solely for the use of a device. For example, if a student refuses to put away a cell phone when asked, then that student would be disciplined for failing to follow the teacher’s directive.

Violations of this policy may result in the confiscation of the cell phone or device. School administration will work to return a device to the student or the parent/legal guardian as soon as possible or when it is no longer required as evidence. Students suspected of violating a state and/or federal law will be referred to law enforcement, and all devices will be turned over to them.

Privacy Rights

Students’ personal electronic devices in the custody of the administration will not be searched or otherwise tampered with unless school/district officials reasonably suspect that the search is required to discover evidence of a violation of the law or other school rules. If school officials have reasonable suspicion that this policy or other relevant school district policies, regulations, rules, procedures, and laws are violated by the student’s use of electronic devices, including personal electronic devices, and that the use of these devices materially and substantially disrupt the school’s atmosphere, the devices may be lawfully searched in accordance with the law, and/or the electronic devices and personal electronic devices may be turned over to law enforcement, when warranted. Any search of the devices will be conducted in accordance with policy JIH (Student Interrogations and Searches).

Students should have no expectation of privacy when using the school district-owned electronic devices and when using the school district’s network or other service(s). In addition, students should have no expectation of privacy when they use personal electronic devices on the school district’s network or other service(s).

- **First occurrence** will result in the school administration contacting a parent/guardian and returning the device to the student at the end of the day.
- **Second occurrence** will result in the school administration contacting the parent, scheduling a parent conference and returning the device to the parent. During the conference parents will be required to sign the YCHS/FDJTC cell phone contract which reiterates the district cell phone policy and clearly defines the consequences of a third occurrence.
- **Third occurrence** will result in the device being confiscated for 30 days after which, the device may be returned to the parent upon request and appropriate discipline as determined by the school administration.

The school will not assume the responsibility for electronic equipment. School resources should not be used to charge any personal electronic devices.

Note: During the course of an investigation, the administration reserves the right to hold electronic equipment/devices. Such devices will be returned to either the owner or parent/guardian upon the conclusion the investigation.
ILLEGAL AND ETHICAL USES OF CAMERA DEVICES

News reports have shown that cellular phones with built-in cameras, as well as other electronic devices with photographing capabilities (camera devices), are being used for unethical and illegal purposes. These purposes have included cheating on tests and taking and distributing unauthorized photographs of other people. When someone takes pictures of others without their permission, he/she risks invasion of privacy and harassment lawsuits. The individual may also face criminal prosecution. These devices also can be used to reproduce copyrighted material, so the misuse can lead to penalties under federal copyright laws. To address these concerns, in addition to our existing guidelines on the use/possession of paging devices and cell phones, the following guidelines apply to possession and use of camera devices:

- Camera devices may not be used in any unethical or illegal manner.
- Camera devices may not be used to photograph (or record) another person who has a reasonable expectation of privacy without the person's knowledge and consent.
- Camera devices may not be used in a way that would violate another person’s copyright.
- Camera devices may not be used to harass, intimidate or bully another person or invade another person’s privacy.
- An image taken using a camera device may not be published, broadcasted or transmitted to any other person, by any means, without the knowledge and consent of each person appearing in that image who had a reasonable expectation of privacy at the time the image was recorded or the person who owns the copyright to the material appearing in that image.
- Camera devices may not be used in ANY classroom without the teacher and/or principal’s written permission. Such permission will state the specific purpose for which the camera device may be used and the specific date(s) on which the camera may be used.
- Camera devices may not be used in any locker room, restroom or any other place where other people have a reasonable expectation of privacy.

POLICY ON ELECTRONIC DEVICES DURING STATE TESTING

During the test, students may not have any electronic or other device that can be used for communicating, timing or imaging. These devices include, but are not limited to, cell phones, pagers, beepers, headphones, stop watches, electronic translators, hand-held devices, PDAs, or any electronic or photographic device. The Test Administrator must collect all electronic or other devices before students begin taking the test. This restriction does not apply to devices documented for use during testing in a student’s IEP or 504 Plan and/or required for a customized administration (e.g., headphones for an oral administration with an audio CD-ROM).
Standardized Testing

The purpose of standardized testing in the state of South Carolina is to select or develop and administer high quality assessments of educational attainment that provide reliable information that can be used as the basis for drawing valid conclusions about examinees and that meet the highest standards of the educational measurement profession. The following assessments are scheduled to be administered this year:

Pre ACT

Pre ACT simulates the ACT testing experience by providing students early exposure to ACT test-quality questions and Pre ACT provides the following:

- Early indication of progress to help guide action plans
- Fast, robust reporting
- Easy, flexible, and affordable administration

PSAT

Students may pay to take PSAT in their Junior year for National Merit and other scholarship considerations. The PSAT test date for 2017 is October 11.

SAT/ACT/WORKKEYS

Students should consult with a counselor before registering for any testing. Registration materials for SAT I, SAT II, ACT and ACT WORKKEYS are available in the School Counseling office. Students complete registration forms and mail registration along with the required fee. York Comprehensive High School is a testing site. However, testing is NOT administered at that site for all test dates. It is recommended that students take these tests late in their junior year. Students should check registration materials for the most convenient test date. Test dates and registration deadlines for the 2017-2018 school year are listed on the following pages.

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<thead>
<tr>
<th>SAT Test Dates</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Date</td>
<td>Registration Deadline</td>
<td>Late Registration Deadline</td>
</tr>
<tr>
<td>June 3, 2017</td>
<td>May 9, 2017</td>
<td>July 12, 2017</td>
</tr>
<tr>
<td>August 26, 2017</td>
<td>July 28, 2017</td>
<td>September 15, 2017</td>
</tr>
<tr>
<td>November 4, 2017</td>
<td>October 5, 2017</td>
<td>October 20-26, 2017</td>
</tr>
<tr>
<td>December 2, 2017</td>
<td>November 2, 2017</td>
<td>November 17-23, 2017</td>
</tr>
<tr>
<td>March 10, 2017</td>
<td>February 9, 2018</td>
<td>December 15-21, 2017</td>
</tr>
<tr>
<td>May 5, 2018</td>
<td>April 6, 2018</td>
<td>March 23-29, 2018</td>
</tr>
<tr>
<td>June 2, 2018</td>
<td>May 3, 2018</td>
<td>May 18-24, 2018</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACT Test Dates</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Date</td>
<td>Registration Deadline</td>
<td>Late Registration Deadline</td>
</tr>
<tr>
<td>December 9, 2017</td>
<td>November 3, 2017</td>
<td>November 4-17, 2017</td>
</tr>
<tr>
<td>February 10, 2018</td>
<td>January 12, 2018</td>
<td>January 13-19, 2018</td>
</tr>
<tr>
<td>April 14, 2018</td>
<td>March 9, 2018</td>
<td>March 10-23, 2018</td>
</tr>
<tr>
<td>June 9, 2018</td>
<td>May 4, 2018</td>
<td>May 5-18, 2018</td>
</tr>
<tr>
<td>July 14, 2018</td>
<td>June 15, 2018</td>
<td>June 16-22, 2018</td>
</tr>
</tbody>
</table>

The date for the school-wide administration of ACT/ACT WORKKEYS had not been determined as of the printing of this handbook.

Calculators are available to students for SAT/ACT testing. These may be checked out through the Media Center.
**ADVANCED PLACEMENT (AP)**

**Advanced Placement** tests are administered at the school for all students enrolled in an AP. There is no cost to YCHS students for the testing. Students enrolled in these classes are required to take the AP test. The AP test schedule for 2017-2018 is:

**2018 AP Exam Schedule**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Morning 8 a.m.</th>
<th>Afternoon 12 noon</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday, May 7, 2018</strong></td>
<td>Chemistry</td>
<td>Psychology</td>
</tr>
<tr>
<td></td>
<td>Spanish Literature and Culture</td>
<td></td>
</tr>
<tr>
<td><strong>Tuesday, May 8, 2018</strong></td>
<td>Seminar</td>
<td>Art History</td>
</tr>
<tr>
<td></td>
<td>Spanish Language and Culture</td>
<td>Physics 1: Algebra-Based</td>
</tr>
<tr>
<td><strong>Wednesday, May 9, 2018</strong></td>
<td>English Literature and Composition</td>
<td>Japanese Language and Culture</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Physics 2: Algebra-Based</td>
</tr>
<tr>
<td><strong>Thursday, May 10, 2018</strong></td>
<td>United States Government and Politics</td>
<td>Chinese Language and Culture</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Environmental Science</td>
</tr>
<tr>
<td><strong>Friday, May 11, 2018</strong></td>
<td>German Language and Culture</td>
<td>Computer Science Principles</td>
</tr>
<tr>
<td></td>
<td>United States History</td>
<td>Studio Art-last day for coordinators to submit digital portfolios (by 8 p.m. EDT) and to gather 2-D Design and Drawing students for physical portfolio assembly. Teachers should forwarded students’ completed digital portfolios to Coordinators before this date.</td>
</tr>
</tbody>
</table>

### END OF COURSE-

End of Course (EOC) exams may be given in Algebra 1, English 1, Biology 1, and US History. EOC exams will Count 20% of the final grade. **No student may exempt an EOC exam.**

### ACCUPLACER-

**ACCUPLACER** tests the students’ knowledge in math, reading, and writing. It is used by technical schools in South Carolina. Over 1,500 institutions administer ACCUPLACER tests as part of the enrollment process. These tests help identify the students’ strengths and needs in each subject area. The academic advisers and counselors at college or technical school will use the ACCUPLACER test results along with information about the student’s academic background, goals, and interests to help match selected courses with the student’s skill level and give the best opportunities for success.

**2018 AP Exam Schedule**

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Morning 8 a.m.</th>
<th>Afternoon 12 noon</th>
<th>Afternoon 2 p.m.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday, May 14, 2018</strong></td>
<td>Biology</td>
<td>Physics C: Mechanics</td>
<td>Physics C: Electricity and Magnetism</td>
</tr>
<tr>
<td></td>
<td>Music Theory</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tuesday, May 15, 2018</strong></td>
<td>Calculus AB</td>
<td>French Language and Culture</td>
<td>Computer Science A</td>
</tr>
<tr>
<td></td>
<td>Calculus BC</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Wednesday, May 16, 2018</strong></td>
<td>English Language and Composition</td>
<td>Italian Language and Culture</td>
<td>Macroeconomics</td>
</tr>
<tr>
<td><strong>Thursday, May 17, 2018</strong></td>
<td>Comparative Government and Politics</td>
<td>Statistics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>World History</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Friday, May 18, 2018</strong></td>
<td>Human Geography</td>
<td>European History</td>
<td>Latin</td>
</tr>
<tr>
<td></td>
<td>Microeconomics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
STUDENT SERVICES PERSONNEL

Mr. Black.....................................................Principal  
cblack@york.k12.sc.us

Mrs. Bolin.................................................Director (FDJTC)  
cbolin@york.k12.sc.us

Mr. Poston (11th/12th)......................Assistant Principal  
poston@york.k12.sc.us

Mr. Snyder (9th/10th)......................Assistant Principal  
zsnyder@york.k12.sc.us

Mr. Ray ..........................................Asst. Director (FDJTC)  
tray@york.k12.sc.us

Officer King ..................School Resource Officer

Ms. Helton..............................Attendance Clerk

Mr. Pettis ......................Student Services Facilitator

Mr. Dawkins ......................Behavior Lab Facilitator

Mrs. Pearson........ Career Development Facilitator

Mrs. Rousseau ............................................Registrar

SCHOOL RESOURCE OFFICER- CPL Pierre King- PKing@York.k12.sc.us
A School Resource Officer is a certified law enforcement officer, under SC Code of Law 5-7-12, who is permanently assigned to a school or a set of schools. The School Resource Officer is specially trained to perform three rolls: law enforcer, law related counselor, and law related teacher. The SRO is not a security guard or school employee but a law enforcement officer who is there for the Parents, Students, Faculty and Staff.

STUDENT SERVICE FACILITATOR- Shawn Petties- SPetties@York.k12.sc.us
Mr. Petties is responsible for managing tardies, cuts, and other minor discipline issues. Mr. Petties assists with student attendance issues, bus discipline, student supervision, and other student related issues. Mr. Petties communicates regularly with parents about student attendance and minor discipline issues to develop effective strategies to prevent future occurrences of such issues.

ATTENDANCE CLERK- Brittany Helton- BHelton@York.k12.sc.us
Ms. Helton is responsible for managing school attendance in accordance with state laws. Ms. Helton tracks daily attendance and make-up time. All documentation regarding student absences (medical notes, chomic letters, etc.) should be given to Ms. Helton.

BEHAVIOR LAB FACILITATOR- Josh Dawkins- JDawkins@York.k12.sc.us
Mr. Dawkins is responsible for managing ISS, student dress code issues, and other minor discipline issues. Mr. Dawkins assists with the distribution of student discipline cards, coordination of lunch detentions, and facilitates our character coaching model within the ISS room.

CAREER DEVELOPMENT FACILITATOR- Tashiba Pearson- TPearson@York.k12.sc.us
Mrs. Pearson works to help students develop resumes, job search skills, and interview skills. Mrs. Pearson helps students learn essential soft skills for the 21st century workplace.

REGISTRAR- Tisha Rousseau- TRousseau@York.k12.sc.us
Mrs. Rousseau is responsible for the management and transfer of all student records. Mrs. Rousseau oversees student enrollment, scheduling, grades, and powerschool for YCHS and FDJTC.

SKYCare Services, LLC.
SkyCare Services is a provider of family and adolescent counseling services. SkyCare has a satellite office on our campus. For more information, interested parents should contact his/her child’s school counselor.

CERTIFIED MENTAL HEALTH COUNSELOR- Martha Manning- MManning@York.k12.sc.us
York School District One partners with SKYCARE to provide our students with on-site certified mental health counselors.

SCHOOL COUNSELING DEPARTMENT
The School Counseling department is staffed by four full-time counselors in the main School Counseling office and one full-time counselor in the Technology Center who are available to assist with personal, academic or other problems often encountered by students during the school day. Counselors can assist students with
information about post-secondary options and applications; scholarships/financial aid information and applications; course registration and graduation requirements; testing information and applications for PSAT, ASPIRE, SAT I, SAT II, ACT, WORKKEYS, COMPASS, ASVAB; personal and social concerns; and with referrals to outside agencies for services that are not provided at school. Parents are encouraged to contact a counselor with questions or concerns about your child. The School Counseling secretary is the point of contact for student assignments due to extended illness and to arrange a conference with a student's teachers.

MRS. LISA DAVIS – LAST NAMES A-C – LIDAVIS@YORK.K12.SC.US
MRS. FREDAL LINDEN – LAST NAMES D-HA – FLINDEN@YORK.K12.SC.US
MRS. JENNIFER GREEN – LAST NAMES HE-MC – JGREEN@YORK.K12.SC.US
MR. RICK JOHNSON – LAST NAMES ME-SE – RJOHNSON@YORK.K12.SC.US
MRS. LYNDI WALLACE – LAST NAMES SH-Z – LWALLACE@YORK.K12.SC.US

*According to the ethics guidelines set forth by the American School Counselor Association, personal counseling is held in confidence unless "harm to self or others" is disclosed.

STUDENT ACTIVITIES

CLUBS AND ORGANIZATIONS

Clubs and organizations are a very important part of the total school program, offering students opportunities for enrichment, service and leadership roles which are not offered in the classroom setting. All clubs should be academically related. Clubs and organizations meet at lunch and in the afternoon or evenings at times determined by the sponsors. Students are encouraged to participate in as many extra-curricular activities as their schedules will allow.

YCHS

ACADEMIC QUIZ TEAM ............ Mrs. D. Love

ARTS ALIVE .......................... Mrs. Templeton

CATS TV Club .......................... Mrs. C. Dawkins

CHORAL MUSIC (CHORUS) ........ Mr. Suggs

FCA ....................................... Mr. Nyegaard

FUTURE EDUCATORS ASSOCIATION (FEA) ... Mrs. Love
The Future Educators Association (FEA) is for students interested in promoting education. Since we are an HONOR chapter each member must have a 3.0 GPA and perform 6 hours of community service during the year. There is the opportunity to travel and compete in state and/or national conventions.

GirlVOICE ............................... Mrs. Carter

HUNTING & FISHING CLUB ........ Mrs. Warren

INSTRUMENTAL MUSIC ............. Mr. & Mrs. Brooks

(MUSIC)

MATH TEAM ............................. Mr. W. Good

MU ALPHA THETA ........................ Mr. W. Good

NATIONAL ART HONOR SOCIETY ... Mrs. Templeton

NATIONAL ENGLISH HONOR SOCIETY .. Mrs. Clinton

NATIONAL HONOR SOCIETY ....... Mrs. Neil

To be selected for membership, students must have a 3.625 overall GPA and have completed Algebra I, Geometry, and Algebra II. Students in Honors math classes must also have a 90 average in the specified math courses and CP students must have a 93 average.

To be eligible for membership, students must be juniors or seniors with a cumulative 4.0 GPA in English courses, as well as an overall 3.87 GPA. Senior members are recognized with an honor cord at graduation.

Students may become eligible for membership with a 4.2 or higher cumulative GPA. The 4.2 GPA must be maintained for membership to continue. Membership is limited to 11th and 12th graders in good academic standing with good discipline records. A student may be disqualified due to discipline referrals.
NATIONAL SPANISH HONOR SOCIETY

Mrs. Segal

The Sociedad Honoraria Hispánica is an organization that honors students who have completed three years of Spanish with an A in at least 2 classes and not less than a 90 in the third. They must also maintain a GPA of 3.0 on a 4.0 scale.

PRIDE ALLIANCE

Mrs. Hart
Ms. Witt
Mr. Whitmore

SKATE CLUB

Mrs. Warren

STUCO

Mrs. Poston

To be selected for membership, students must complete an application and interview process. Students will then be enrolled in our Student Leadership Course. To be eligible to run for Student Officer Positions, students must have a 3.0 overall GPA, have no FAs, have no OSS while in high school, and must be enrolled here prior to the start of their Junior year. Students wishing to run for Student Body President or Student Body Vice President must be enrolled in Student Leadership Course. Students running for Senior Class President are not required to be members of STUCO, however they are encouraged to work with them over the course of the school year.

SPANISH CLUB

Mrs. Segal

THE COUGAR (ANNUAL STAFF)

Mrs. Clinton

YCHS THESPIAN SOCIETY

Mrs. Williams

YOU LEAD YORK COUNTY

This organization is a leadership program engaging in activities through York Chamber of Commerce. Eligible students must have at least a 3.0 GPA and possess leadership qualities.

FDJTC

DECA

Mrs. Magliolo
Mrs. Harrington
Mr. Farris

FCCLA

Mrs. Hiott
Mrs. Yommer

FBLA

Mrs. Berry
Mrs. Guerry
Mrs. Moss

FFA

Mr. Williams

HOSA

Mrs. Daves

NATIONAL TECHNICAL HONOR SOCIETY

Mrs. Guerry

To be eligible for the NTHS a student must have at least a 3.5 GPA in Technology Center courses, a 3.0 overall, follow attendance policy and have no suspensions on the discipline record. Membership is limited to 11th and 12th graders who have completed at least two technology courses in an area and are enrolled in a third. Students must also be a Dues Paid Member of a Career and Technology Student Organization.

ROBOTICS TEAM

Mrs. Covington

SKILLS USA

Mrs. Covington
Mr. Hogue
Ms. Wolf
Ms. Stowe

TECHNOLOGY TEAM AMBASSADORS

Mrs. Moss

AGE OF MAJORITY

Students who will turn seventeen during the effective dates on the IEP must be notified that on his/her eighteenth birthday that he/she will be considered an adult in the State of South Carolina. All rights under IDEA will be transferred to the student.
HEALTH SERVICES

Students who become sick while at school may report to the clinic in the School Counseling office. The school nurse will call the parent of any student who is too sick to remain at school. First-aid supplies are maintained in the clinic to treat minor emergencies. A mobile dental lab will visit to serve students who are currently enrolled in Medicaid. Many health care services can be provided for students to keep them at school where they can learn and participate with other students.

MEDICATIONS
The principal or his/her designee may assist with medications during school hours at the written request of the healthcare provider and parent/legal guardian.

- All medications must be properly labeled and in its original container. In grades pre-K through eight, over-the-counter medications will only be given with the written permission from both the doctor and the parent/legal guardian.
- All medications to be administered by the principal or his/her designee will be kept in a designated, secured location.
- All medications must be brought to school by a responsible adult. A student cannot transport any medication to or from school. Exceptions to this are students who have been approved for self-medicating and monitoring or students in grades 9 through 12 who are carrying over-the-counter medications.
- All medications considered to be controlled substances by the Federal Drug Administration must be kept in a designated, secured location and administered by the school principal or his/her designee. Students are not allowed to share any prescription or over-the-counter medication with another student. Each year, the district will notify students in writing of this prohibition and that violations may result in disciplinary action including, but not limited to, suspension or expulsion.

SCHOOL LUNCH PROGRAM

The school cafeteria is operated under the School Lunch Act with a balanced diet presented each day. Hot lunch and breakfast are served daily. Our district has contracted food services through Chartwells.

APPLICATIONS FOR FREE AND REDUCED LUNCHES

We encourage all parents who qualify to return free and reduced lunch forms at the beginning of the school year as soon as possible. Our school qualifies for needed school funds and programs when we have a high percentage of families to qualify for this National program. Students currently in the free/reduced lunch program must re-apply for 2017-18. Parents of students currently in the free/reduced lunch program will have until Sept. 29, 2017 to re-apply. If forms are not returned by Sept. 29th, parents will be charged full payment until the form is returned and approved. Parents turning in free/reduced lunch forms after Sept. 29th will be responsible for paying outstanding lunch balances occurring from Oct. 1 until the date that the form is returned and approved. Kindergarten students whose siblings qualified for free/reduced meals the previous year are not covered, and will be charged for their meals from the first day of school until an application is approved for benefits.

Only at the beginning of the school year will the student’s prior meal status have a Sept. 29th grace-period deadline. If enrolled any time after Sept. 29th, the student automatically pays full-price until the student meal application is processed and approved.

Students who qualify for free lunch may eat each day without any cost. For those who qualify for reduced lunch, the cost will be indicated on your form.

A student may charge breakfast and lunch up to five (5) days. Once a student has received the maximum number of charged meals, he/she will be provided with an alternate breakfast meal consisting of cereal with milk, toast, fruit or fruit juice and an alternate lunch meal consisting of peanut butter and jelly or cheese sandwich, fruit and milk. Students will not be charged for alternate meals. In order to safeguard the dignity
and confidentiality of students, reasonable efforts must be used to avoid calling attention to a students’ unpaid balances and/or inability to pay. Please refer to Code EF-R within the district policies.

Students/Parents can access the on-line meal pay system at the district’s web site (www.york.k12.sc.us).

- In the blue menu bar on the left, click “on-line meal pay”
- Scroll down the page and choose option to log-in (must register or re-register for each school year)
  Create a username and password (you will need the lunch ID number for each student in your family)
  Provide name, address, etc.
- You can continue on to set “low balance notifications,” pay on-line, etc. Breakfast will be served from 8:00 - 8:25 am.

STUDENTS WILL NOT BE PERMITTED TO LEAVE SCHOOL FOR LUNCH EVEN WITH A NOTE FROM HOME. NO OUTSIDE FOOD OR MEALS MAY BE DELIVERED TO STUDENTS. Free or reduced price lunch information will be given to students by the student’s homeroom teacher. Students who were on the program last year will be able to eat the first two weeks on last year’s approval. After the first two weeks, only students with currently approved applications will be able to eat free or reduced price meals.

**MEDIA CENTER**

The aim of the Media Center is to support and enrich the curriculum, to provide materials for information and for recreation, to help students realize the value of books as a source of information and as companions of their leisure time, to help students cultivate the habit of reading and to help students develop the ability to use all types of media. A certified media specialist and an assistant are available to assist students when they come to the Media Center.

**MEDIA CENTER REGULATIONS**

1. The Media Center is open from 8:00 am until 4:00 pm on regular school days.
2. No food or drinks are allowed in the Media Center.
3. Books are checked out for two weeks and can be renewed.
5. Newspapers and magazines may not be checked out.
6. Reference books may be checked out overnight. They are due before the 1st bell the next day. A fine of fifty cents per day is charged if reference books are not returned.
7. Maximum fine on a regular book is $5.00. There is no maximum fine for a reference book. The fine accumulates until the book is returned.
8. School supplies are available at the Media Center Store.
9. Computers are available for student use.
10. The Internet is available for class work only.

**CALCULATOR CHECKOUT POLICY**

Students will be allowed to check out graphing calculators from the media center. A parent permission form must be completed prior to students being allowed to check out the calculator. The replacement cost of the
graphing calculator is over $100. If damaged or lost, the student is held responsible for the replacement price.

I.D. Cards

All students should have a YCHS ID Card. Cards provide the student with identification which must be used when purchasing tickets to school events, checking out materials from the Media Center, leaving campus for early dismissal/school-to-work and providing identification to a staff member. **I.D. cards must be given to a faculty member immediately upon request.** Refusal to do so is a suspension offense. If a student loses the card, he/she must pay $5.00 to the YCHS bookkeeper for a replacement. Students must have ID cards in their possession at all times during the school day. Students who do not have an ID can have one made in the media center prior to 1st block. They can bring a receipt from the bookkeeper in order to have the ID made.
ATTENDANCE

York School District Number One will comply with the laws and regulations as set forth by the Local and State Boards of Education, S.C. CODE R43-274, S.C. CODE 59-65-90 and the Juvenile Justice Delinquency Prevention Act of 1974. **Absences in High School are accrued per course.** Any absence in excess of 10 may cause the student to lose credit for a 180-day course. The first 10 absences may be lawful, unlawful, or a combination. ALL absences beginning with the eleventh must be lawful. In accordance with the law, excessive absences can determine a student’s promotion or retention status.

Furthermore, any absence in excess of 5 may cause the student to lose credit for a 90-day / semester course. The first 5 absences may be lawful, unlawful, or a combination. All absences beginning with the sixth must be lawful. Parents are encouraged to routinely monitor student attendance by accessing the information through PowerSchool. If a parent/guardian has a question the school attendance office should be contacted as soon as possible.

**Lawful absences include:**

1. Absences for CHRONIC or EXTENDED illness. Such absences will be recorded as "MEDICAL" if verified by a physician's statement within 3 days of the student’s return to school.
2. Documented MEDICAL absences.
3. Absences due to a recognized religious holiday of the student's faith when approved in advance. **Such requests must be made to the principal or designee in writing.**
4. Absences due to college or career visitations. Documentation on college letterhead or proper shadowing forms must be provided for each visit. Students are allowed 1 per semester (2 each year).
5. Absences due to an illness or death in the student's immediate family verified by a statement from the parent within three (3) days of the student's return to school. The statement should contain the following: the reason for the absence; the name of the person that is deceased; and the location of the arrangements. A copy of a funeral program or an obituary is acceptable.
6. Absences due to activities that are approved in advance by the principal. This would include absences for extreme hardships. Such approval should be prearranged when possible.

**Unlawful absences include:**

1. Absences of a student without the knowledge of his or her parents.
2. Absences of a student without acceptable cause with the knowledge of his or her parents.
3. Suspension is not to be counted as an unlawful absence for truancy purposes.

**Exceptions:**

1. Students who have reoccurring absences due to a serious illness or medical condition may be eligible for intermittent or regular homebound services.
2. Applications should be picked up promptly in the Counseling Office, filled out by a physician and then turned in to the District Office to determine eligibility for homebound services.
3. If a student has missed school due to extenuating circumstances or hardship, then an appeal must be presented in writing to the principal.

**There will be no student dismissal after 3:10 pm. Please note: missing more than 20 minutes of any class will result in an absence**

**ATTENDANCE MAKE UP POLICY:**

In order to receive one Carnegie unit of credit, a student must be in attendance at least 120 hours per unit, regardless of the number of days missed. Therefore, York Comprehensive High School allows students whose excessive absences are approved to make up work missed to satisfy the 120-hour requirement. All make-up time and supporting documentation must be submitted to the attendance office within 30 days from the last day of the course. The principal may extend the time for completion of the requirement due to extenuating circumstances as prescribed by state board of education guidelines.
**STIPULATIONS**

Students will have the following opportunities to makeup time:

- **After School ARC**: The ARC lab will be open 4 days a week after school for 1.5 hours per day. After School APEX will begin during the 2nd Quarter. The ARC lab will be open for a minimum of 6 weeks each semester. After School ARC attendance recovery is at no cost to the student.
- **Saturday School**: We will have 3 Saturday School opportunities this year. Saturday School hours will be from 8:00 am until 3:30 pm. The cost to attend Saturday School will be $10 per day.
- **Summer Attendance Recovery**: We will hold Summer Attendance Recovery and from 8:00 to 1:00 pm each day for three weeks. Summer Attendance Recovery will cost $25 per week.
- Students will not be allowed to make up time with teachers before or after school. The only recovery time allowed will be time made up during After School ARC, Saturday School, and Summer Attendance Recovery.

**REGULATIONS FOR ATTENDANCE MAKE-UP**

- Students will be informed by the attendance office or administration if they will be required to participate in attendance make-up.
- Students will be responsible for being on time and bringing enough classroom materials with them for the entire make-up session.
- There will be no sleeping or disruptions during the stay. Students will be asked to leave and the time stayed will not count. Misbehavior will not be tolerated.
- Students must provide their own transportation to and from the school and should be off campus 5 minutes after the conclusion of the make-up session.

**TRUANCY:**

Although the state requires students to only attend 170 of the 180-day school year, parents and students should be aware that S.C. Code of Regulations - Chapter 43-274 stipulates that a child ages 6 to 17 years is considered truant when the child has three consecutive unlawful absences or a total of five unlawful absences.

**INTERVENTIONS**

In order to encourage and assist students in attending school regularly, the school will administer the following intervention procedures:

- Once a student is determined to be truant, school officials will make every reasonable effort to meet with the parent/legal guardian to identify the reasons for the student’s continued absence, including telephone calls, home visits, written messages and e-mails.
- A written intervention plan will be developed by school officials in conjunction with the student and the parent/legal guardian.
- Refusal by the parent/legal guardian to cooperate with school intervention planning can result in a referral of the student to family court and the filing of a report against the parent/legal guardian with social services in accordance with law.

If the situation continues to where the student is classified as a habitual truant, school officials may file a petition for a school attendance order. Once a school attendance order has been issued by the family court and the student continues to accumulate absences to the point of becoming a chronic truant, school officials may refer the case back to family court.

**WHAT DO I DO IF MY CHILD REFUSES TO GO TO SCHOOL?**

First, call the attendance clerk and report the problem. If your child continues to miss school unlawfully, an administrator (or designee) from your child’s school will schedule an intervention conference with you and your child. At that time a plan will be devised to improve your child’s attendance. If your child continues to miss school unlawfully, his/her case will be referred to an attendance supervisor or social worker. The attendance supervisor or social worker will convene a conference with you and your child regarding his/her attendance problem. If your child continues to miss school unlawfully, the case may be referred to Family Court for further intervention.
SUMMER SCHOOL

The district may offer a summer program whenever finances are available and there is enough interest by students and parents/legal guardians for such a program. The district will operate the summer program in accordance with state board of education regulations and standards required by the state department of education and the Southern Association of Colleges and Schools.

For students in grades 9-12, a school may award credit only for courses in summer school programs, either district-wide or school-site, that meet all regulatory requirements. Students must have between a 50-59 in a course to recover the course. If a student has a grade below 50, he or she will be required to take the full course as initial recovery.

Schools may charge students to cover the expenses of staffing, providing instructional materials, textbooks and other expenses directly related to the instructional program of the summer school.
STUDENT CODE OF CONDUCT

INTRODUCTION
The administration, faculty and support staff of York Comprehensive High School and Floyd D. Johnson Technology Center (herein after collectively referred to as Staff) believes that one step toward a safer, improved school discipline is a comprehensive plan for school safety, and discipline.

Our school discipline plan is part of an ongoing school planning effort and will be reviewed and updated on a regular basis. This discipline plan has been developed cooperatively by parents, students, teachers, administrators, counselors, community agencies, and approved by the district school board.

The plan is a broad, continuing, comprehensive, and systematic process to create and maintain a safe, secure, and welcoming school climate, free of drugs, violence and fear. The plan identifies unacceptable pupil behavior. Those who commit the offenses listed in the plan will be disciplined as indicated. Students may be referred by an administrator to the alternative school at any point in the discipline process. This plan promotes a climate for success and development of all students and those professionals who serve them.

Our school welcomes you to its ranks and we hope that you will always be conscious of its traditions and requirements. This school will be whatever you make it. Let us always have the spirit to do things which will make it outstanding. We believe the behavior and safety of our students and staff

DISCIPLINE PHILOSOPHY
The following framework supports a positive approach to training and developing students.

- It is to be noted that “positive approach” does not eliminate punitive actions as an inherent part of a well-rounded student discipline/training program.

The “PBIS Approach” focuses more on the use of interventions and rewards that lead students to take responsibility for effectively managing/controlling their behaviors in such a way that leads to productivity.

Point to remember: Very Few Have Been Punished to Greatness.

YCHS/FDJTC STUDENT EXPECTATIONS

Community
- Influence others to do the right thing.
- Build relationships and help others.
- Take initiative.
- Be a catalyst for positive change.

Accountability
- Attend class everyday and on-time.
- Be prepared and meet deadlines.
- Follow the rules.
- Be a team player and keep commitments.

Respect
- Respect yourself and others.
- Take care of public spaces and equipment.
- Use technology appropriately.

Excellence
- Challenge yourself to do your best!
- Be involved, engaged, and have a positive attitude.
- Think critically and ask questions.
### Discipline Matrix

<table>
<thead>
<tr>
<th>Cougars C.A.R.E.</th>
<th>In the ... Classroom</th>
<th>In the ... Restroom</th>
<th>In the ... Hallway</th>
<th>In the ... Cafeteria</th>
<th>On the ... Bus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Community</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Influence others to do the right thing.</td>
<td>Keep bathroom neat and clean.</td>
<td>Pick up trash and throw it away.</td>
<td>Put tray, utensils, and garbage in appropriate locations.</td>
<td>Respect school property.</td>
<td></td>
</tr>
<tr>
<td>Build relationships with others.</td>
<td>Flush toilet and wash hands.</td>
<td>Only have in one earbud.</td>
<td>Clean up spills and pick up trash.</td>
<td>Keep hands, feet, and objects to yourself.</td>
<td></td>
</tr>
<tr>
<td>Take initiative.</td>
<td>Take care of public spaces and equipment.</td>
<td>Eat and drink only in non-carpeted areas.</td>
<td>Clean up spills and pick up trash.</td>
<td>Report problems to the bus driver.</td>
<td></td>
</tr>
<tr>
<td>Be a catalyst for positive change.</td>
<td></td>
<td>Non-school instrument cases should be left at home.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Accountability</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attend class every day and on-time.</td>
<td>Follow directions of staff.</td>
<td>Walk.</td>
<td>Use eating utensils as intended.</td>
<td>Follow directions of staff.</td>
<td></td>
</tr>
<tr>
<td>Be prepared and meet deadlines.</td>
<td>Accept consequences without arguing.</td>
<td>Keep hands, feet, and objects to yourself.</td>
<td>Walk.</td>
<td>Accept consequences without arguing.</td>
<td></td>
</tr>
<tr>
<td>Follow the rules.</td>
<td>Be a team player and keep commitments.</td>
<td>Have a pass from his/her teacher during class time.</td>
<td>Keep hands, feet, and objects to yourself.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Respect</strong></td>
<td>Respect yourself and others.</td>
<td>Respect privacy of others.</td>
<td>Use Quiet Voices.</td>
<td>Respect school property.</td>
<td></td>
</tr>
<tr>
<td>Use technology appropriately.</td>
<td>Keep hands, feet, and objects to yourself.</td>
<td>Show affection in a school appropriate manner.</td>
<td>Use manners while eating.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Excellence</strong></td>
<td>Challenge yourself to do your best!</td>
<td>Report vandalism to staff.</td>
<td>Use facilities in an appropriate and timely manner.</td>
<td>Remain seated once food is purchased.</td>
<td></td>
</tr>
<tr>
<td>Be involved, engaged, and have a positive attitude.</td>
<td>Use facilities in an appropriate and timely manner.</td>
<td>Walk in the direction of your class.</td>
<td>Arrive at your class on time.</td>
<td>Arrive to the bus on time.</td>
<td></td>
</tr>
<tr>
<td>Think critically and ask questions.</td>
<td></td>
<td>Report vandalism to staff.</td>
<td>Arrive at your class on time.</td>
<td>Remind seated at all times.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use facilities in an appropriate and timely manner.</td>
<td>Arrive at your class on time.</td>
<td>Keep hands and objects inside the bus.</td>
<td></td>
</tr>
</tbody>
</table>
**POSITIVE BEHAVIOR INCENTIVES/AWARDS**

**Overview:** As a school, we encourage students to meet our expectations and model the behaviors described in our matrix. Incentives are used to reward appropriate behaviors that support the school-wide behavioral expectations. Teachers may use a variety of incentives inside the classroom that include, but are not limited to:

**POSITIVES CLASSROOM INCENTIVES**  
*MANY MAY BE INDIVIDUAL OR CLASS-WIDE*

<table>
<thead>
<tr>
<th>NOTES</th>
<th>Homework Pass</th>
<th>Stickers</th>
</tr>
</thead>
<tbody>
<tr>
<td>VERBAL PRAISE</td>
<td>Add %</td>
<td>Hat Pass</td>
</tr>
<tr>
<td>CALLS/EMAILS</td>
<td>Exemption</td>
<td>Free Time</td>
</tr>
<tr>
<td>TEST BUDDY</td>
<td>Teacher Ans.</td>
<td>Music</td>
</tr>
</tbody>
</table>

In addition to in class incentives, we offer the following school-wide incentive program:

**Cougar CARE Cash:** Every adult having contact with a student at York Comprehensive High School, to include the administration, counselors, teaching staff, clerical staff, paraprofessionals, custodial staff, food service, school nurse, SRO, and bus drivers, is being given Cougar CARE Cash for distribution. Each adult educator is instructed to reward students with a grey CARE buck when they are caught being "exceptional" in displaying acts of COMMUNITY, ACCOUNTABILITY, RESPECT, OR EXCELLENCE! When a student receives COUGAR CASH, the student should place his/her ticket in the Cougar's CARE box located in the Main Office for a chance to win one of several prizes. Drawings will take place at the end of each nine weeks. Additionally, the staff member who awarded the "winning" ticket (as notated by the staff member's signature on the ticket) also wins a prize.

**STUDENT INTERNET USE**

Students are responsible for good behavior on school computer networks just as they are in a classroom or school hallway. Communications on the network are often public in nature. General school rules for behavior and communications apply.

Internet is provided for students to conduct research and communicate with others in relation to school work. Access to network services is given to students who agree to act in a considerate and responsible manner. Parent permission is required. Access is a privilege, not a right. Therefore, based upon the acceptable use guidelines outlined in this document, the system administrators will deem what is inappropriate use and their decisions are final. The system administrators may close an account at any time. The administration, faculty, and staff of YSD1 may deny, revoke, or suspend specific user accounts.

Individual users of the Internet are responsible for their use of the network. The use of their account must be in support of education and research and must be consistent with academic expectations of YSD1. Use of other organizations' networks or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of U.S. or state regulations including copyrighted, threatening, or obscene materials is prohibited. Use for commercial activities by for-profit strictly prohibited.
The user is expected to abide by the following network rules of etiquette:

- Be polite. Do not write or send abusive messages.
- Use appropriate language. Do not swear, use vulgarities or any other inappropriate language.
- Transmission of obscene materials is prohibited. Sending or receiving offensive messages or pictures from any source will result in immediate suspension of privileges.
- Do not reveal the personal address or phone number of your self or other individuals.
- Do not communicate any credit card number, bank account number, or any other financial information.
- Electronic mail is not guaranteed to be private. People who operate the system do have access to all mail. Inappropriate messages can result in suspension of privileges.
- Do not use the network in such a way that would disrupt the use of the network by other users.
- Vandalism - any malicious attempt to harm or destroy data of another user will not be tolerated. Any questionable action will result in the cancellation of user privileges.

Violation of any of the above mentioned rules and responsibilities will result in a loss of access and may result in other disciplinary or legal actions.

### STUDENT USE OF COMPUTERS

Computer equipment is available to all students to assist in furthering their education. Computer activities not directly related to educating our students within the approved guidelines are not allowed. Students should use computer equipment only under the supervision of teachers. When computer equipment is changed or damaged, whether intentionally or unintentionally, it may be down or unusable for a period of time. Therefore, students should be aware of the following guidelines concerning the use of computer equipment:

1. All computer equipment is to be handled with care.
2. Computer setups are not to be altered.
3. Programs are not to be installed on a computer. Some educational games will be allowed. Playing or installing non-approved games is NOT allowed. This includes playing games from a disk.
4. Offensive images or sounds are not to be installed.
5. Use of the Internet without teacher supervision is not allowed.
6. Entering YCHS main database is an extremely serious violation.
7. Computer equipment is not to be moved from room to room without the permission of the teachers involved.
8. The use of e-mail or instant messaging is not allowed.
9. The intentional erasure of files or hard drives is very serious.
10. Windows settings are not to be changed.
11. The use of File Manager, DOS shell, or other programs to try to alter systems and/or bypass a network menu is not allowed.

### CONSEQUENCES

Any violation of the rules for use of computers/Internet policy will result in one of the following consequences, depending upon the severity and frequency of the offense: conference, ISS, OSS, recommendation for expulsion, and/or monetary restitution.
The staff will make every effort to interpret and enforce the discipline code in a consistent and fair manner. A security video system is in place to ensure the safety of all students. Any behavior considered to be inappropriate and disruptive to the educational environment that may not be specifically dealt with in this code will be handled in a manner the administration feels is most appropriate for all concerned. Each category of discipline will be dealt with by the Staff as indicated.

The board gives the appropriate administrator authority to consider all circumstances which may exist in a particular case of misconduct. The administrator should consider such circumstances in determining the most appropriate sanction.

**Level I - Disorderly Conduct**

**Definition**

Disorderly conduct includes any activity in which a student engages that tends to impede orderly classroom procedures or instructional activities, orderly operation of the school, or the frequency or seriousness of which disturbs the classroom or school.

*Acts of disorderly conduct (may include, but not limited to):*

- A. classroom tardiness
- B. cheating on examinations or classroom assignments
- C. lying
- D. acting in a manner so as to interfere with the instructional process
- E. profanity
- F. failure to complete assignments or carry out directions
- G. use of forged notes or excuses
- H. cutting class
- I. leaving school without permission
- J. school tardiness
- K. truancy
- L. violations of the electronic device policy
- M. unauthorized distribution or presentation of a publication or material
- N. misuse of a hall pass
- O. eating outside of a designated area
- P. littering, running in the halls, or throwing objects
- Q. leaving a tray or trash in the cafeteria
- R. being in an off-limits area at any time.
- S. inappropriate dress
- T. referral by a teacher for excessive violation of class rules
- U. gambling
- V. refusal to comply with a direct request or disrespectful behavior
- W. forging or falsifying information
- X. failure to present ID upon request
- Y. public Display of Affection (PDA) is behavior that includes inappropriate body movements, hugging, kissing, walking arm in arm, or other similar behavior beyond holding hands.
- Z. other disorderly conduct as outlined in the school handbook
ENFORCEMENT PROCEDURES AND SANCTIONS

When the staff member observes (or is notified about and verifies) an offense, the staff member will take immediate action to correct the misconduct. The staff member will use an appropriate sanction and maintain a record of the misconduct and the sanction.

If a certain misconduct is not immediately correctable, the staff member should refer the problem to the appropriate administrator for action specified under this administrative rule. The administrator should meet with the reporting staff member, and, if necessary, the student and the parent/legal guardian and should effect the appropriate disciplinary action. The administrator will maintain a complete record of the procedures.

Below is a list of Level I sanctions:

- verbal reprimand
- withdrawal of privileges
- detention (lunch or afterschool)
- in-school suspension
- suspension (overnight or out of school)
- expulsion
- confiscate item
- academic penalty (cheating)
- other sanctions as approved by the board

PLAGIARISM

Plagiarism is defined as presenting borrowed information as a student’s original work. This may involve complete essays or research papers or paraphrases, direct quotations, summaries, or translations derived from translation services or software. Plagiarism is a form of cheating and is usually dealt with severely in higher education, including a failing grade on the assignment, a failing grade in the course, or even academic probation or expulsion.

In secondary schools, most plagiarism is unintentional and occurs because young writers are unfamiliar with correct documentation. However, because teachers cannot always determine whether plagiarism is unintentional or intentional, the student bears the responsibility of making sure that all of his work is original and any borrowed material is documented. As a safeguard, students should always submit their research and writing to a teacher’s review before turning in a final project. With intentional plagiarism, as when students present papers written or translated by other authors and/or software or when large portions of the student’s work are clearly borrowed, the assignment receives a failing grade. The teacher has the discretion of whether or not to offer another project under closer scrutiny. When the plagiarism is clearly unintentional, the teacher has the discretion of subtracting a portion of the final grade or requiring the student to rework the assignment without the plagiarized material.

TARDINESS TO SCHOOL

Anyone who is tardy to school should report to the school office before going to class. Students who are tardy to school must bring a written excuse from parent/guardian. The sixth (6th) excessive tardy to school may result in the loss of parking privileges.

<table>
<thead>
<tr>
<th>1st offense</th>
<th>Warning - Verbal</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd offense</td>
<td>Warning – Written &amp; Parent Phone Call by Student Services</td>
</tr>
<tr>
<td>3rd offense</td>
<td>1 Day Lunch Detention &amp; Parent Phone Call</td>
</tr>
<tr>
<td>4th offense</td>
<td>After School Detention &amp; Parent Phone Call</td>
</tr>
<tr>
<td>5th offense</td>
<td>After School Detention &amp; Parent Conference</td>
</tr>
</tbody>
</table>
Students will serve After School Detention for every tardy after number 5. Students will be required to complete Refocus forms during ASD in order to get credit for time served.

**Acceptable Excuses for Tardiness to School:**

1. A signed note from medical, court, law enforcement, or other authority indicating the reason for the pupil's tardiness.
2. Accidents that can be documented including any police report or witness, if available.
3. Malfunctioning automobiles directly causing the tardiness with satisfactory documentation; any frequent use of this excuse for tardiness might result in the student being advised to secure more dependable transportation.
4. Train, accident or mishap causing traffic to be detained for a lengthy period of time; documentation and evidence required.
5. Any home or family emergency that can be documented as the direct cause of the tardiness.

**Unacceptable Excuses for Tardiness to School:**

1. Oversleeping
2. Missing the school bus (unless the school bus departed from its regular schedule)
3. Arriving late due to dependence on another person (parent, student, or anyone else)
4. Walking to school
5. Being held up in traffic
6. Trouble with a vehicle that could have been anticipated and controlled (example: insufficient gas)

**Tardiness to Class**

A student who arrives late to class after class begins must get a printed pass in order to enter. Student will report to an ID scanner to scan their ID to receive a pass. ID scanners are positioned in the main office, the FDJTC office, the Attendance Office, and the APEX Lab (room E208). If more than 20 minutes of any class period is missed due to tardiness, it is considered an absence from class, and the policy for absences, lawful or unlawful will apply.

<table>
<thead>
<tr>
<th></th>
<th>1st offense</th>
<th>2nd offense</th>
<th>3rd offense</th>
<th>4th offense</th>
<th>5th offense</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Warning - Verbal</td>
<td>Warning – Written &amp; Parent Phone Call by Student Services</td>
<td>1 Day Lunch Detention &amp; Parent Phone Call</td>
<td>After School Detention &amp; Parent Phone Call</td>
<td>After School Detention &amp; Parent Conference</td>
</tr>
</tbody>
</table>

Students will serve After School Detention for every tardy after number 5. Students will be required to complete Refocus forms during ASD in order to get credit for time served.

The administration reserves the right to handle all above actions in the manner they feel most appropriate for all concerned; except when board policy explicitly directs a specific action. Such offenses may result in recommendation for expulsion.

**Level II - Disruptive Conduct**

**Definition**

Disruptive conduct includes those activities in which students engage that are directed against persons or property and the consequences of which tend to endanger the health or safety of themselves or others in the school. Some instances of disruptive conduct may overlap certain criminal offenses, justifying administrative sanctions, legal sanctions, and court proceedings.
Acts of disruptive conduct (may include, but not limited to):

A. use of an intoxicant
B. use or possession of tobacco products or materials, including e-cigarettes and vapors*
C. fighting
D. bite/pinch/spit/horseplay
E. inciting others to violence or provoking a fight
F. vandalism (minor)
G. stealing, possession, or sale of stolen property
H. threats against others
I. harassment, intimidation, hazing, or bullying
J. illegal and/or unethical use of electronic device or camera
K. trespassing
L. abusive language to staff or other students
M. refusal to obey school personnel or agents (such as volunteer aides or chaperones) whose responsibilities include supervision of students
N. possession or use of unauthorized and/or controlled substances or paraphernalia, as defined by law or local school board policy
O. illegally occupying or blocking school property in any way with the intent to deprive others of its use
P. unlawful assembly
Q. disrupting lawful assembly
R. gambling
S. invasion of privacy (area off limits)
T. showing gang related colors, flashing signs, and “flagging”
U. acting in a manner that would interfere with School Operations (Disturbing Schools)
V. other disruptive conduct as outlined in the school handbook

*refer to additional specific board policy ADC reference below

ENFORCEMENT PROCEDURES AND SANCTIONS

When the administrator observes (or is notified and verifies) an offense, he/she will investigate the circumstances of the misconduct and confer with staff on the extent of the consequences. Parents/Legal guardians will be notified of the student’s misconduct and related proceedings. The administrator will meet with the student and, if necessary, the parent/legal guardian.

The administrator will keep a complete record of the procedures, and will, if appropriate, notify law enforcement.

Below is a list of Level II sanctions:

- temporary removal from class
- detention
- in-school suspension
- overnight suspension
- out-of-school suspension
- behavior contracts
- referral to outside agency
- assignment to alternative school
- expulsion
- restitution of property and damages, where appropriate (should be sought by local school authorities)
- other sanctions as approved by the board
The board prohibits acts of harassment, intimidation or bullying of a student by students, staff and third parties that interfere with or disrupt a student's ability to learn and the school’s responsibility to educate its students in a safe and orderly environment whether in a classroom, on school premises, on a school bus or other school-related vehicle, at an official school bus stop, at a school-sponsored activity or event whether or not it is held on school premises, or at another program or function where the school is responsible for the student.

For purposes of this policy, harassment, intimidation or bullying is defined as a gesture, electronic communication, or a written, verbal, physical or sexual act reasonably perceived to have the effect of either of the following:

- harming a student physically or emotionally or damaging a student's property, or placing a student in reasonable fear of personal harm or property damage
- insulting or demeaning a student or group of students causing substantial disruption in, or substantial interference with, the orderly operation of the school

Any student who feels he/she has been subjected to harassment, intimidation or bullying is encouraged to file a complaint in accordance with procedures established. Complaints will be investigated promptly, thoroughly and confidentially. The district prohibits retaliation or reprisal in any form against a student or employee who has filed a complaint or report of harassment, intimidation or bullying. The district also prohibits any person from falsely accusing another as a means of harassment, intimidation or bullying.

Any student or employee who is found to have engaged in the prohibited actions as outlined in this policy will be subject to disciplinary action, up to and including expulsion in the case of a student or termination in the case of an employee. Individuals may also be referred to law enforcement officials.

Students, parents/legal guardians, teachers and staff members should be aware that the district may take disciplinary actions for conduct initiated and/or created off-campus involving the inappropriate use of the Internet or web-based resources if such conduct poses a threat or substantially interferes with or disrupts the work and discipline of the schools, including discipline for student harassment and bullying.

**OLWEUS PROGRAM**

York School District One will continue using The Olweus Program (pronounced Ol-VAY-us). This program is a comprehensive approach that includes school wide, classroom, individual, and community components.

*The program is focused on long-term change that creates a safe and positive school climate. It is designed for use in elementary, middle, junior high and high schools (K-12). The program's goals are to reduce and prevent bullying problems among schoolchildren and to improve peer relations at school.*
The board believes that tobacco use and exposure to secondhand smoke (environmental tobacco smoke) and alternative nicotine products are hazardous to the health of human beings, especially children. Therefore, the board affirms that one of the best environments for instruction is one that is 100 percent tobacco-free. The district will achieve this by doing the following:

- exhibiting healthy behavior for all students, staff, visitors and the entire community
- utilizing proven and effective science-based tobacco use prevention curricula
- providing access to cessation counseling or referral services for all students and staff
- collaborating with community partners to share resources

The district does not permit the use or possession of any tobacco products or paraphernalia including, but not limited to, lighters, matches, cigarettes, cigars, pipes, bidis, kreteks, smokeless tobacco, mint snuff, snuff and alternative nicotine products such as e-cigarettes by any persons within all district facilities; on school buses, vehicles and grounds; and at all district-sponsored events, whether on or off school grounds.

This tobacco-free designation applies not only to normal school/office hours, but also to all district-sponsored events, before, during, or after school, on campus or off campus, scheduled or unscheduled.

**S 16-17-500. POSSESSION & TRANSFER OF TOBACCO PRODUCTS TO MINORS**

(F)(1) A minor under the age of eighteen years must not purchase, attempt to purchase, possess, or attempt to possess a tobacco product or an alternative nicotine product (paraphernalia, chewing tobacco, matches, lighters, electronic cigarettes etc.), or present or offer proof of age that is false or fraudulent for the purpose of purchasing or possessing these products.

Sale or purchase of tobacco products or alternative nicotine products for minors; proof of age; location of vending machines; penalties.

(A) It is unlawful for an individual to sell, furnish, give, distribute, purchase for, or provide a tobacco product or an alternative nicotine product to a minor under the age of eighteen years.

(B) It is unlawful to sell a tobacco product or an alternative nicotine product to an individual who does not present upon demand proper proof of age. Failure to demand identification to verify an individual's age is not a defense to an action initiated pursuant to this subsection. Proof that is demanded, is shown, and reasonably is relied upon for the individual's proof of age is a defense to an action initiated pursuant to this subsection.

(C) A person engaged in the sale of alternative nicotine products made through the Internet or other remote sales methods shall perform an age verification through an independent, third-party age verification service that compares information available from public records to the personal information entered by the individual during the ordering process that establishes the individual is eighteen years of age or older.

(D) It is unlawful to sell a tobacco product or an alternative nicotine product through a vending machine unless the vending machine is located in an establishment.

(E) (1) A minor under the age of eighteen years must not purchase, attempt to purchase, possess, or attempt to possess a tobacco product, or present or offer proof of age that is false or fraudulent for the purpose of purchasing or possessing a tobacco product.

(2) A minor who knowingly violates a provision of subsection (E)(1) in person, by agent, or in any other way commits a noncriminal offense and is subject to a civil fine of twenty-five dollars. The civil fine is subject to all applicable court costs, assessments, and surcharges.
**ACTIONS-LAW ENFORCEMENT**

- For a **first offense**, fined not less than one hundred dollars ($100) nor more than two hundred dollars ($200);
- For a **second offense**, which occurs **within three years** of the first offense, fined not less than two hundred dollars ($200) nor more than three hundred dollars ($300);
- For a **third or subsequent offense**, which occurs **within three years** of the first offense, fined not less than three hundred dollars ($300) nor more than four hundred dollars ($400).

**ACTIONS-DUE PROCESS-ADMINISTRATION**

- **1st Offense**: The student and parent(s)/guardian will be notified by an administrator that a parent conference must be held before the student returns to classes. The parent conference is to review the policy and enforcement procedures and to determine the level of parental support. Information on the harmful effects of tobacco will be shared with parent/guardian and student. The student will be placed in the ISS class for two days and warned that a subsequent offense will result in out-of-school suspension for two days (2). The parents will be informed in writing.

- **2nd Offense**: The student will receive two (2) days’ suspension from school. The parents will be notified in writing.

- **3rd Offense**: The student will receive five (5) days’ suspension from school. The parents will be notified in writing.

- **4th Offense**: Possible recommendation for alternative placement or expulsion.

The administration reserves the right to handle the above actions in the manner they feel most appropriate for all concerned; except when board policy explicitly directs a specific action. These offenses may result in recommendation for expulsion.

In addition to other penalties, the student is referred to the Law Enforcement for further action and/or The York District One Substance Abuse Coordinator.

**LEVEL III - CRIMINAL CONDUCT**

**DEFINITION**

Criminal conduct includes those activities in which students engage that result in violence to themselves or to another’s person or property or which pose a direct and serious threat to the safety of themselves or others in the school. These activities usually require administrative actions which result in the immediate removal of the student from the school, the intervention of law enforcement authorities, and/or action by the board.

**Acts of criminal conduct (may include, but not limited to):**

- assault and battery
- extortion
- bomb threat
- use of an object as a weapon
- taking or attempting to take immoral or indecent liberties
- illegal entry
- intentionally destroying or defacing school property
- exploding fireworks
- stink bombs or other devices containing foul or offensive odors
J. tampering with fire alarms or other safety devices
K. possession, use, or transfer of explosives or other incendiary devices
L. failure to report knowledge of weapons or explosive devices to school authorities
M. possession, use, or transfer of dangerous weapons or lookalike weapons *
N. possession, use, or transfer of a firearm **
O. sexual offenses
P. vandalism (major)
Q. theft, possession, or sale of stolen property
R. arson
S. furnishing or selling unauthorized and/or controlled substances as defined by board policy
T. distribution, sale, purchase, manufacture, or unlawful possession of a controlled substance while in or within a radius of one-half mile of school grounds
U. threatening to take the life of or inflict bodily harm upon a teacher, principal, or members of their immediate family

* may result in recommendation for expulsion for the remainder of the school year (see policy JICI)
** may result in recommendation for expulsion for one full calendar year (see policy JICI)

Unintentional or inadvertent possession of a weapon in conflict with district policy can be handled as a Level I or Level II incident at the discretion of the principal if the student immediately brings the weapon to the attention of a teacher or administrator and turns the weapon over to school authorities prior to discovery by a school employee. Under these circumstances, the principal may deal with the offense in compliance with the appropriate sanctions with the superintendent’s approval. In compliance with federal and state law, this allowance does not apply to possession of a firearm (see policy JICI).

**ENFORCEMENT PROCEDURES AND SANCTIONS**

When an administrator observes (or is notified of and verifies) an offense, the administrator will confer with the staff involved, effect the appropriate disciplinary action, and, if appropriate, meet with the student. If warranted, the student will be removed immediately from the school environment. Parents/Legal guardians will be notified as soon as possible.

If appropriate, school officials should contact law enforcement authorities. School staff will follow established due process procedures when applicable and keep a complete record of the procedures.

Below is a list of Level III sanctions:

- out-of-school suspension
- assignment to alternative school
- expulsion
- restitution of property and damages, where appropriate (should be sought by local school authorities)
- other sanctions as approved by the board

**EXTENUATING, MITIGATING, OR AGGRAVATING CIRCUMSTANCES**

The board may give the appropriate administrator the authority to consider extenuating, mitigating, or aggravating circumstances that may exist in a particular case of misconduct. The administrator should consider such circumstances in determining the most appropriate sanction.


## STUDENT CONDUCT AWAY FROM SCHOOL GROUNDS OR SCHOOL ACTIVITIES

Administrators are to take appropriate action when student misconduct away from school grounds or school activities has a detrimental effect on the educational environment, safety, or general welfare of students or staff of the district. Student misconduct includes any action performed in person, in writing, or electronically. The administrator should take into consideration the protection of students and staff from the effects of violence, drugs, and/or disruptions. At a minimum, administrators or their designees should meet with the student upon his/her arrival at school, give the student notice of the concerns, and allow the student an opportunity to present his/her side of the story. The administration may either permit the student to attend classes as usual or may take appropriate disciplinary action including, but not limited to, in-school suspension or out-of-school suspension, in order to conduct an investigation into the matter. The parents/legal guardians of students will be notified of any action taken by the administration and offered the opportunity for a conference with the administration.

In the event the student is incarcerated based on his/her out-of-school conduct, the principal or his/her designee will notify the student that he/she is to meet with the administration prior to returning to school. At the conclusion of the inquiries to obtain more information on the matter, the administrator or his/her designee should take appropriate action which may include, but is not limited to, one or more of the following:

- returning the student to his/her normal class schedule and removing all evidence of suspension
- placing the student on probation and allowing the student to resume his/her normal class schedule
- placing the student on probation, allowing the student to continue classwork, but restricting the student’s participation in extracurricular activities and/or designated school activities; for example, clubs, study halls, pep rallies, student government activities, and so forth
- suspending the student
- recommending expulsion of the student from regular school and placement in the district’s alternative school
- recommending expulsion but allowing access to virtual school programs through the district’s alternative school (these students are only allowed on alternative school campus for coursework and exams that require a proctor in a virtual school accessed through the district’s alternative school); students not able to successfully enroll will be expelled for the remainder of the school year
- recommending expulsion of the student for the remainder of the year

## S.C. SAFE SCHOOLS ACT

The South Carolina Safe Schools Act of 1990 makes it a criminal offense to distribute a controlled substance while in or on, or within a radius of one-half mile of the grounds of a public school. The penalty is a $10,000 fine or 10 years’ imprisonment, or both.

Carrying a weapon on school property is a felony which carries a three thousand dollar ($3,000) fine and a maximum prison term of five (5) years plus a one calendar school year expulsion. This act also provides that it is unlawful for anyone to knowingly and willfully deliver or convey to a public official, teacher, or principal any letter, document, etc. which contains a threat of death or bodily harm to the person’s immediate family.

This act also allows schools to expel students for illegal activities committed off campus, unrelated to school which may affect the safety of the school or the educational process.
DISCIPLINE OF STUDENTS WITH DISABILITIES

DISCIPLINARY PROCESS

Students with disabilities as identified under the Individuals with Disabilities Education Act (IDEA) are not exempt from school disciplinary processes, nor are they entitled to remain in a particular educational program when their conduct substantially impairs the education of other children in the program. However, federal and state law and regulations require the public schools to meet the individual educational needs of disabled children to the extent that current education expertise permits.

PROGRAM PRESCRIPTIONS

A staffing committee for students with disabilities as identified under the IDEA may prescribe or prohibit specified disciplinary measures for an individual student by including appropriate provisions in the student’s individualized education program (IEP). The committee must take into consideration the student’s disabling condition when deciding whether or not staff may use a particular form of discipline. Administrative authorities should observe any such provisions contained in a disabled student’s IEP, except that a staffing committee may not prohibit the initiation of proceedings for suspension or expulsion which are conducted in accordance with regulation.

SUSPENSIONS

The administration may suspend a student with disabilities unless a suspension is prohibited by the student’s IEP. At the end of the suspension, the school should return the student to the same educational placement, if appropriate.

However, students who bring weapons to school or a school function, knowingly possess or use illegal drugs or solicit the sale of controlled substances while at school or a school function, or inflict substantial physical injury to another individual in the school environment may be removed for up to 45 days at a time. If the principal and IEP team believe that a child with a disability is substantially likely to injure self or others in the child’s regular placement, he/she may petition an impartial due process hearing officer or get a court injunction to order that the child be removed to an interim alternative educational setting for a period up to 45 days.

EXPULSIONS

Expulsion of a student with disabilities is equivalent to a change in educational placement and therefore requires special procedures. Before a student with disabilities may be expelled, an IEP team must determine whether or not there is a connection or causal relationship between the disabling condition and the misconduct or if the conduct in question was the direct result of the school’s failure to implement the student’s IEP. If it is determined that there is a causal relationship between the student’s misconduct and the student’s disability, or the school failed to implement the student’s IEP, the student would continue to receive services in the regular school setting. If the behavior is not related to the disability and the conduct was not due to the school’s failure to implement the IEP, then the student is subject to regular discipline. However, provisions must be made to allow the student to continue to progress in the regular curriculum and meet the goals of the IEP.

The district will continue to provide a free and appropriate education as set forth in the student’s IEP for expelled students with disabilities.

IMMEDIATE REMOVAL

Nothing contained in this administrative rule will be construed as limiting an administrator’s ability to remove a disabled student from school immediately under emergency conditions.

Issued 10/11/88; Revised 10/13/92, 6/29/99, 3/11/03, 5/10/05, 3/14/17
The board is concerned about the health and well-being of our youth. The members strongly urge all students to abstain from any use of alcohol or drugs except as prescribed for legal health reasons. No student, regardless of age, will possess, use, sell, purchase, barter or distribute alcoholic beverages or other controlled substances and/or drug paraphernalia such as pipes, rolling papers, vials, etc., under the following circumstances.

- on school property (including buildings, grounds, vehicles)
- at any school-sponsored activity, function or event whether on or off school grounds
- during any field trip
- during any trip or activity sponsored by the board or under the supervision of the board or its authorized agents

No student will aid, abet, assist or conceal the possession, consumption, purchase or distribution of any alcoholic beverage by any other student or students in any of the circumstances listed above.

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

No student will market or distribute any substance which is represented to be or is substantially similar in color, shape, size or markings to a controlled substance in any of the circumstances listed above.

All principals will cooperate fully with law enforcement agencies and will report to them all information pertinent or beneficial in their efforts to stop the sale, possession and use of controlled substances and/or substances represented to be controlled substances.

**Actions-Due Process (Administration)**

- Use or possession of alcohol or drugs will bring an automatic suspension of up to six days, with notification of parents/legal guardians and legal referrals made by school officials.
- A second offense of the aforementioned or first offense distribution of alcohol or drugs will bring an automatic nine-day suspension with a recommendation for alternative placement or expulsion.

The student’s return to school from suspension or expulsion as a result of a violation of this policy will be contingent upon the following:

- parent conference with the school principal or his/her designee
- counseling session with the school’s assigned School Counseling counselor
- evidence of enrollment and active participation in a local, district-approved, alcohol and substance abuse program (i.e. Keystone); **under these circumstances, any cost of services which are provided in relation to alcohol and substance abuse programs are at the parent/legal guardian’s expense.**

The board intends to assign alternative placement or expel any student who is charged by law enforcement officers with the distribution of a controlled substance off school grounds. Re-entry from expulsion will require board approval and successful participation and completion in a district approved alcohol and substance abuse program.
RAID (Resistance Against Illegal Drugs)

York School District One is using strategies to help make our schools safer. One program the district has implemented is using RAID drug dogs at YCHS. RAID Corps, Inc. was started in 1995 to help with the ever increasing problem of drugs in school systems and the workplace. RAID’s K-9s are trained to detect the presence of odor from drugs and gunpowder. All K-9s are trained by a professional trainer with experience in law enforcement and canine proficiency who is certified annually with a nationally recognized organization. During a RAID visit, inspections are conducted randomly using lockdown procedures.

In School Suspension

In School Suspension (ISS) also known as the Character Education Lab is a key component of our PBIS discipline program. Our Character Education Lab is an intervention conducted during the school day as a means of retraining students on proper behaviors. Students assigned to the Character Ed Lab will complete behavior modification modules on a computer program known as Ripple Effects. Students will also receive character coaching from a trained instructor. The following guidelines will be followed:

1. A student will be assigned to ISS by an administrator only.
2. A student can be assigned ISS for a block, two blocks, three blocks, or the entire day.
3. Students will work on assignments from their teachers or modules on APEX during their assigned time in ISS.
4. Students will complete refocus activities while in ISS.
5. Students will not be permitted to participate in extra-curricular activities nor athletics on days that full days of ISS are assigned.
6. Failure to serve ISS will result in unlawful absences for the days missed and upon the student's return to school, he/she must complete the assigned time in ISS.
7. Students who serve ISS will be counted present for those days.
8. Students will be responsible for making up any missed work due to ISS.
9. A student who disrupts ISS will be removed by school administration and will be subject to suspension out of school and possibly charged with disturbing school by the school resource officer.

Off Limits Areas

1. Students are not permitted in the academic areas of the building or in the Technology Center before the 1st Bell without written permission, unless going to the Media Center.
2. During the school day students will not be permitted in the parking lot without permission from a staff member.
3. The halls and restrooms in the academic area and Technology Center are "off-limits" to students who are at lunch unless they have written permission from a staff member. Halls and restrooms in these areas must be cleared by the tardy bell.
4. Students are not to park in the faculty parking areas.
5. No student is allowed in the Activities Area (gymnasiums, auditoriums, etc.) during the school day except to attend classes, assembly programs, or under class supervision.
6. Students are not allowed to sit in parked cars or buses during the school day. This includes from the time you arrive on campus until the time you leave campus.
7. Any area that is not designated or intended for student use is "off-limits."
SKATEBOARDING

Skate boards will not be allowed on the YCHS/FDJTC campus. If a student is seen with a skate board during the day, the skate board will be taken and turned over to an administrator. A parent will have to pick up the skate board and consequences may be given by an administrator. Students on campus skate boarding after 3:40 pm will be subject to arrest for trespassing.

APPEALS

If you wish to appeal a disciplinary decision, call the school and schedule a conference with the appropriate person. If the appeal involves action taken by a teacher, try to reach a proper solution with the teacher first. Concerns that are not resolved with the teacher or assistant principal may be appealed to the principal. Decisions of the principal may be appealed to the superintendent or designee.

GRIEVANCE PROCEDURES

Any student who does not agree with any school policy and wishes to express a grievance must follow the procedure below:

1. Present your grievance in writing to administration.
2. The administration will issue a written statement regarding its decision to the Student Council.

RETURN FROM EXPULSION

A student will be permitted to re-enter alternative school on a probationary basis at the next school year following expulsion if School Board approval is secured. It must be clearly understood that a single suspension for a student on probation will be grounds for expulsion. These students will also be required to sign and abide by a Student Behavior Contract.
TRANSPORTATION

CAMPUS DRIVING AND PARKING REGULATIONS

1. Students must complete the ALIVE at 25 Defensive Driving Course in order to purchase parking permits.
2. Students may purchase parking permits in the technology office at a cost of $25. A description of all vehicles driven to school with license plate numbers will be needed to purchase a tag.
3. All vehicles should be locked with no valuables left inside. The school assumes no responsibility for a vehicle and its contents.
4. Vehicles are not to be operated on campus in any unsafe manner or at speeds in excess of 15 m.p.h.
5. The administration reserves the right to have students remove any decal or symbol that may be deemed disruptive of the school campus environment.
6. Any theft or damage should be reported immediately to the office and to the York Police Department.
7. The parking lot is off limits during the school day.
8. Students are to park cars and come inside the building. There is to be no loitering in the car or parking lot in the morning or afternoon.
9. You may not leave the student parking lot before the end of the school day without signing out or showing an early dismissal permit.
10. Due to limited space available, students may not park their cars at an angle taking up more than one parking space.
11. Seniors will have a designated parking area.
12. Students should park in the designated area near Alexander Love Highway.
13. No students may park in the faculty parking lot.
14. No student may register a car and then give his/her parking permit to another student.
15. The privilege of parking in the student parking lot may be lost at the discretion of the administration.
16. Students being dropped off should enter from Alexander Love Highway, take the loop onto “PRIDE Circle” and get out next to “Cougar Plaza.”
17. Students may not ride in the back of an open truck or on hoods.
18. Playing loud radios in automobiles (if it can be heard outside of the automobile, it is too loud) and other excessive noise disturbing school will result in some loss of driving privileges.
19. A South Carolina driver’s license must be presented when purchasing parking permits.
20. One-day emergency permits will be issued in the technology office at the cost of $1. Student must have Alive @ 25 to get a temporary tag.
21. Student operated vehicles are not to be located on campus without a current parking tag properly displayed on the vehicle. This tag must be attached to the rearview mirror on the front windshield. There is a $15 replacement fee for lost or damaged parking tags.
22. When students fail to follow the regulations for student driving and parking, they may have the option to pay a fine or lose driving privileges. The fine will be $3 per day suspended. When the fine is paid, students may continue to drive.
23. The front loop of the school is a designated fire lane. It should not be used for parking.
24. Student must report to the Technology Center when a citation is put on his/her vehicle. Failure to do so may result in additional fees.
25. 3 or more violations may result in disciplinary actions.
26. Excessive tardiness to school may result in the loss of parking privileges.
BUS TRANSPORTATION

LATE BUS PROCEDURE

It is imperative that all students who arrive at school on a late bus sign in. This must be done so that all students will be accurately accounted for on the daily

BUS TRANSPORTATION AND DISCIPLINE

Every precaution for a safe transportation system will be exercised. Students are advised that the bus driver is in charge of the bus at all times. Bus students are to obey all school district transportation policies and the instructions of the bus driver or face disciplinary action by school officials.

All students receive a copy of York School District Number One "Bus Discipline Code and Regulations" at the beginning of each school year. Students should be familiar with these rules. Any complaints about drivers or routes should be directed to the Director of Transportation at the Transportation office at (803) 684-2336.

BICYCLE TRANSPORTATION

DEFINITION

"Every device propelled by human power upon which any person may ride, having two tandem wheels, is a bicycle." S.C. 56-5-160

REGISTRATION

Bicycles are not required to be registered in order to be operated or parked on the campus.

PARKING AREAS

There are two bicycle racks located on campus. One is near the FDJTC entrance on the Lincoln Road side of the building. The second rack is located behind the school between the training room and the football stadium. Bicycles may not be parked, stored or left unattended in offices, stairwells, hallways, lobbies or other common areas, in front of or to the side of any entrance or exit of any building, sidewalk, motor vehicle parking spaces or in other areas as designated by appropriate departments.

RIGHTS AND DUTIES OF BICYCLISTS GENERALLY S.C. 56-5-3420

"Every person riding a bicycle has all of the rights and is subject to all of the duties applicable to the driver of a motor vehicle." That is, any person riding a bicycle must follow the same rules of the road as a driver of a motor vehicle."

RESPONSIBILITY/SECURITY

York Comprehensive High School is not responsible for the care or security of student's bicycles. Bikes must be secured daily to a bike rack with a bike lock. YCHS/FDJTC does not provide bike locks.

RIDING ON ROADWAYS AND BICYCLE PATHS

"Every person operating a bicycle upon a roadway shall ride as near to the right side of the roadway as practicable, exercising due care when passing a standing vehicle or one proceeding in the same direction." This statute further states that riders must use a bicycle path if it is provided.

MANNER OF RIDING BICYCLES S.C. 56-5-3440
"A person propelling a bicycle shall not ride other than upon or astride a permanent and regular seat attached thereto. No bicycle shall be used to carry more persons at one time than the number for which it is designed and equipped."

**CLINGING TO VEHICLES PROHIBITED S.C. 56-5-3450**

"No person riding a bicycle, coaster, roller skates, sled or toy vehicle shall attach it or them or himself to any vehicle upon a roadway."

**CARRYING ARTICLES S.C. 56-5-3450**

"No person operating a bicycle may carry any package, bundle or article which prevents the rider from keeping at least one hand upon the handle bars."

### ELEVATOR USAGE

Elevator access is restricted to authorized users. Anyone seeking to use the elevator must have a current medical note on file, obtain permission from an administrator and make arrangements with the School Nurse.

Note: Elevators are not to be used during a fire alarm.
# EMERGENCY PLANS

## FIRE DRILLS

Upon sounding of the fire alarm, students should follow these procedures:

If you are not in a classroom, quickly and orderly leave the building through the nearest fire exit and upon joining a class of students, report in to the staff member in charge of the group and stay with the group until the students are directed to return to class.

- If you are in class, follow the teacher’s instructions. Fire drill instructions for each classroom are posted inside the door of each room. Disregard all bells which may ring during the drill.
- Students must not reenter the building until instructed to do so by an administrator. It is important for students to behave in a quiet and orderly manner during a fire drill in case further instructions are necessary.

## TORNADO DRILLS

**Tornado Watch:** Conditions exist which could result in the development of a tornado. An announcement will be made advising students and staff of these conditions. Teachers will explain procedures to students. Classroom work will continue.

**Tornado Warning:** An actual tornado has been sighted in our area. Students and staff will be advised by repeated short ringing of the bell or Claxton horn. Students will move as a class group to the nearest interior hallway and sit quietly. Follow the directions of your teacher. If you are out in the open and cannot get into the building quickly enough, lie face down in a ditch or low area. If you are in the building and cannot get to an interior hallway quickly enough, curl up on the floor and protect yourself. Get under sturdy furniture if possible and avoid areas with glass windows.

## LOSS OF LIGHTING

When the school loses power, emergency lighting might be provided. If you have sufficient lighting, stay in your classroom or area until further notice. If you are in complete darkness, move with caution to the nearest lighted area. Follow teacher instructions.

## FIXED NUCLEAR FACILITY—EMERGENCY PLAN

Schools around the Catawba Nuclear Station have emergency plans for students. If an evacuation were ordered, all students would be moved by bus to the pick-up point for their school. Adults will care for the students until their parents arrive at the pick-up point. Parents should go to the pick-up point NOT THE SCHOOL. YCHS pick-up location is Hickory Grove/Sharon Elementary School. If movement to the shelter site is necessary, Blacksburg High School is the designated shelter site for YCHS.

## EARTHQUAKES

Because earthquakes strike without warning, life-protecting actions must be taken immediately at the first indication of ground shaking. There will be no time to think through what to do.

The first indication of an earthquake may be a gentle shaking. Hanging plants or light fixtures may sway and objects on shelves may wobble. There may be a jolt similar to a sonic boom or there may be a low rumbling noise. A second or two later, the shaking may make it difficult to move. This is why immediate action must be taken. In the event of an earthquake alert, students will take cover under their desk immediately and follow the directions of the supervising teacher.

## LOCK DOWN

The objective of lockdown is for students and staff to get into a secure location and/or hide from an intruder. If you are in the hallway when a lock-down is called, find a place to hide until the building has been cleared by an authorized official.
PLANNING FOR
LIFE AFTER HIGH SCHOOL
A HANDBOOK FOR STUDENTS & PARENTS

Career Information
College Entrance Testing
The College Search & Application Process
Financial Aid & Scholarships

The purpose of this section of the YCHS Agenda Planner is to provide students and parents with information needed to plan for “life after high school.” This section is designed to provide a focus for the high school experience so that students may successfully enter a 2 or 4-year college, the world of work or the military after graduation.

Graduation exercises are called “Commencement” for a reason! It’s a beginning, not an end.

OFFICE OF SCHOOL COUNSELING

Freda Linen........... Director of School Counseling
Lisa Davis ......................... Counselor
Rick Johnson ......................... Counselor
Jennifer Green ...................... Counselor
Lynda Wallace ........................ Counselor

Tisha Rousseau......................... Registrar
Robin Dawkins ....................... Secretary
Jessica Faulkner........................ School Nurse
Tashiba Pearson.. Career Development Facilitator

HIGH SCHOOL TIMELINE

FRESHMAN YEAR
• Update your IGP and work to your academic potential. Continue career exploration activities.
• Continue to work with parents, teachers, and counselors to refine your IGP. Stay involved in school and community activities. Try job shadowing.

SOPHOMORE YEAR
• Be sure your high school courses are chosen from your career cluster and meet your career goals.
• Take PreACT in the spring or PSAT in the fall for practice.
• Get involved in a club and/or community activity.
• Investigate Work Based Learning opportunities (see Mr. Ray).
• Do something worthwhile during the summer: summer job (paid or unpaid), volunteer work, shadowing.
• Attend College Night program; begin a list of potential college choices.

JUNIOR YEAR
• Select high school courses from your career cluster.
• Take PSAT in October
• Attend College Night program; begin a list of potential college choices.
• Gather college information.
• Take a spring SAT in May or ACT in April. Talk to your counselor about which test is best for you.
• Visit possible colleges over spring break or during the summer.
• Take a leadership role in your clubs & activities.
• Seek ways to volunteer for service to the school and the community.
• Be involved in something meaningful during the summer: summer job, enrichment activity or Work Based Learning activity.
• Attend countywide financial aid workshop at Winthrop.
**SENIOR YEAR**

- Take rigorous and meaningful courses!!
- Stay involved in clubs and activities; expand leadership roles.
- Finalize college list.
- Take September, October or November SAT/ACT/ACCUPLACER *(if you have below a 3.0 GPA)*.
- Take SAT II if needed.
- Plan to attend fall college visitation programs and College Night at Winthrop in the fall.
- Complete NCAA Eligibility process if you hope to be a college athlete. *(http://www.athletichowtolookforarecords.net/ncaa-clearinghouse.htm)*
- Complete all college applications by December 1 (October may be deadline for major academic scholarships!).
- Apply for scholarships. See our school guidance website *(https://www.york.k12.sc.us)* for more information.
- After January 1, file FAFSA. *(https://www.fafsa-application.com)*
- Attend financial aid workshop at Winthrop University.
- May 1 - final college decision made, employment plans complete, or military paperwork complete.

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**COLLEGE ENTRANCE TESTING**

**PSAT (PRE-SAT)** - PSAT is offered to all 11th graders (for a fee) in October. Please note that scores obtained in the junior year *(11th grade)* are used to qualify for scholarships and other junior recognition programs.

**SAT I** - Scores are reported in critical reading, math and writing. Only Critical Reading and Math are used by the colleges for admission. *(www.collegeboard.org to register)*

**SAT II** - Specific area exams. This is not required for admission to most in-state colleges, but may be used for placement.

**ACT** - ACT is another entrance test accepted by all colleges. Scores are reported in English, reading, math and science reasoning, along with a composite score. ACT with Writing is required for college admission. *(www.actstudent.org to register)*

**ACCUPLACER** – ACCUPLACER tests the students’ knowledge in math, reading, and writing. It is used by technical schools in South Carolina. Over 1,500 institutions administer ACCUPLACER tests as part of the enrollment process. These tests help identify the students’ strengths and needs in each subject area. The academic advisers and counselors at college or technical school will use the ACCUPLACER test results along with information about the student’s academic background, goals, and interests to help match selected courses with the student's skill level and give the best opportunities for success.

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**REQUIREMENTS FOR STATE & LOCAL DIPLOMAS**

**STATE & FEDERAL SCHOLARSHIPS**

**SOUTH CAROLINA HIGH SCHOOL DIPLOMA**
- 24 required units

**DIPLOMA WITH DISTINCTION-YORK SCHOOL DISTRICT ONE**
- 28 prescribed units with no grade lower than a C
- 3.75 GPA for Silver or 4.2 GPA for Gold *(subject to change)*
- Complete 4 units in a major.
- School Club or activity each year in grades 9-12 or 100 hours of community service

**SOUTH CAROLINA STATE ACADEMIC HONORS AWARD**
- 1400 SAT/31 ACT and 24 units to earn a diploma OR 710 SAT verbal or 690 SAT math;
- 30 ACT English or 33 ACT Math and
- Completion of prescribed units with no grade lower than a B *(4 English, 4 Math, 3 Lab Science, 3 Social Studies, 1 Computer Science, 1 PE, 2 Foreign Language, 4 Electives, 2 extra English/Math/Science/Social Studies)*
**Palmetto Fellows Scholarship** - SC public and private colleges $6700 for 1st year, then $7500 for last 3 years; awarded to all who qualify. Application required. Early award deadline – **December 15**; late award deadline – **June 15**

Must meet all criteria:
- 1200 SAT/27 ACT (SAT = CR+M scores)
  - Top 6% of the class at the end of the 10th or 11th grade; or top 6% of 10th, 11th, or 12th grade for late award
- 3.5 GPA
- OR
- 1400 SAT/32 ACT and a 4.0 GPA

**Enhanced Palmetto Fellows** - $10,000 for sophomore-senior year. In addition to meeting the other requirements for Palmetto Fellows, the student must:
- Declare an interest in a math, science, computer science, engineering, math/science education major when they apply (defined at each college)
- Complete required 14 credit hours of courses as a freshman

**Life Scholarship** – $4700/year plus $300 book allowance to attend 4-year in-state public or private college; full tuition and fees for technical college; cost of tuition up to $5000 for 2-year college – *awarded to all who qualify – no application required*. Must meet 2 of the 3 criteria for 4-year colleges:
- GPA
- 1100 SAT/24 ACT (not required for the 2-year or technical colleges) – SAT = CR+M scores
- Top 30% at the end of the senior year (not required for 2-year or technical college)

**Enhanced Life** - $7500 for sophomore to senior year In addition to meeting the other requirements for LIFE Scholarship, the student must:
- Declare an interest in a math, science, computer science, engineering, math/science education major when they apply (defined at each college)
- Complete required 14 credit hours of courses as a freshman

**South Carolina Hope Scholarship** - $2800 to 4-year colleges. One-year scholarship to graduates with a 3.0 GPA who are going to a 4-year college but don’t meet the LIFE criteria. This scholarship from the proceeds of the Education Lottery is offered year-to-year based on the lottery funds available.

**Lottery Tuition Assistance** – funds available to technical and 2-year colleges for students who do not qualify for the LIFE Scholarship. When you file your FAFSA, you are considered for these funds.

**South Carolina Teaching Fellows** - $6000/yr. for 4 years

Criteria:
- Test scores – minimum 980 SAT/20 ACT
- Rank, GPA and community involvement
- Must attend one of eleven colleges as an education major: Anderson University, Charleston Southern, College of Charleston, Columbia College, Furman, Lander, Newberry, SC State, USC, USC-Upstate or Winthrop.

Deadline: November 1. More information: [www.cerra.org](http://www.cerra.org) or 323-4032 (Center for Educator Recruitment, Retention and Advancement)

**South Carolina Tuition Grants** - available if attending SC private colleges like Coker College, Furman, Presbyterian College, Newberry, Claflin, Benedict, etc. Apply via the FAFSA.

The *federal government* has passed legislation that will help parents with children in college. There are income limitations on both of these federal tax credits.

**Hope Scholarship/Tax Credit** - Eligible in the first two years of college
- Enrolled at least half-time
- Up to $1500 tax credit
**Lifetime Learning Tax Credit**
- Up to $1000 tax credit for tuition.
- Enrolled in an undergraduate or graduate program.

South Carolina also has a tax credit program for college tuition.

**College Application Process at YCHS**
- Colleges prefer the use of on-line applications. They are quick, help you catch errors, and usually mean that you get a faster response from the college! **Bring the counselor any recommendation form. Allow at least 3-5 days prior to your due date!**
- Set up an account at Parchment.com in order to send transcripts to your colleges!

**Notes:**
- Allow at least one week for applications to be processed in the School Counseling Office prior to deadline for mailing.
- Be aware of deadlines. You are responsible for meeting them.
- If you need mid-year grade reports, you must ask for them to be sent.
- We will have a form for you to fill out so that your year-end transcript can be sent to your final college choice. This is required before you can enroll and is the way you get your LIFE Scholarship.
- If you have taken Dual Credit classes, you must request a transcript from the college that offered the course to the college where you plan to enroll. This information is given to you at graduation practice.

**Helpful Hints:**
- Get a filing box to use for all of your college materials.
- Keeping materials organized will help you stay aware of deadlines!
- If you need a teacher recommendation, give the teacher at least 2 weeks notice. Ask the teacher if he/she would be willing to write a positive recommendation for you. Write down the specifics to leave with the teacher (name of the college or scholarship, any specific criteria to address in the letter, etc.).
- If at all possible, visit the colleges that you are considering. A campus visit allows you to meet the people, see the dorm rooms, and even sit in on a class if you ask in advance!! Most colleges have fall visitation days scheduled. Visits are scheduled on the college website.
- Fill out one application and submit to multiple in-state colleges! Use the Apply link at www.sccango.org! Once you complete the general application information on your first college application, it will automatically fill that information in on all future applications!

**General Information**

- Each student who is applying to college should complete the FAFSA (Free Application for Federal Student Aid) after October 1 of the senior year in order to get into the process for federal or state financial aid. You must complete the form on-line at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).
- In addition to the FAFSA, some private colleges require the CSS Profile. Check your application materials to see if the CSS is required for the school you are considering.
- SREB Academic Common Market - If you are interested in studying in an academic area that is not offered at any college in our state, you may be able to attend out-of-state for in-state tuition! Some examples are Aerospace Engineering at University of Alabama, UT Knoxville or Auburn; Animal Science (Horse Science) at Middle Tennessee State; Astrophysics at University of Virginia; Environmental Health at University of Georgia; Music Therapy at Tennessee Tech; Petroleum and Natural Gas Engineering at West Virginia University. Check in School Counseling for a complete list.
- There is lots of interesting college and scholarship information on the Internet! Check out www.weapply.com and get great hints on writing admissions essays, teacher recommendations, and interview tips.

If you’d like to check out Internet sites and don’t have Internet access, you can use our library/media center to get on the web for academic purposes. See a media specialist in the media center to complete the necessary form.
Other interesting web sites to visit include:

1. www.collegeboard.com – College, career and scholarship information
2. www.finaid.org – Scholarship Research Network
3. www.mapping-your-future.org
4. www.fafsa.ed.gov
5. www.sallie Mae.com
6. www.number2.com – Free test prep for SAT and ACT
7. www.sccollegeaid.org – General Financial Aid information and links to various sources
9. www.fastweb.com - college and scholarship search
10. www.sctrac.org-offers information on courses accepted for transfer between colleges

ROTC Scholarships have early December deadlines. Get that information if you are interested!

WARNING!!

Be wary about sites or any mailings that you receive where a fee is charged for financial aid information (some fees range from $49.95 to $129.95 and up!). Most of this information is available free in various forms. The college financial aid association recommends that you do not pay for this service!!!

SCHOLARSHIP INFORMATION

A spreadsheet of scholarship information and criteria is available on-line at www.york.k12.sc.us/ych - click on School Counseling, then select Scholarship. Each senior will receive a printed copy of the scholarship chart at the beginning of the school year.

YCHS SCHOOL COUNSELING WEB SITE

Visit the School Counseling web site often! Go to the high school web page www.york.k12.sc.us/ych and click on the School Counseling button! Use the web site to link to most of the information listed in your Agenda. By clicking on the various tabs you can get more detailed information about scholarships, financial aid, college applications, graduation requirements, career information, summer programs and more!!

CORECOURSEGPA.COM

The YCHS School Counseling Department, along with the YCHS Athletic Department, has purchased a program for our students to use in helping them with the eligibility process required for college athletic participation. Any student may use this program to help determine a “core GPA” – a GPA that includes just core courses like English, math, science, social studies, foreign language, etc. There is a link to details about how to use this program on our School Counseling web site under the College Information tab.
YSD1 STUDENT AGREEMENT

- I agree to bring my research guide to class each day so that I can complete my research project.
- I understand that if I lose my research guide that I will not receive another one without consequences.
- I agree to bring all of my materials to class every day: pencil, paper, index cards, etc.
- I agree to give my best effort day until my research project is completed.

Student Signature_________________________________________ Date ___________

YORK SCHOOL DISTRICT ONE RESEARCH GUIDE

TABLE OF CONTENTS

RESEARCH PROCESS

- Select a Topic and Develop Research Questions
- Create A Thesis Statement
- Locate Sources
- Create Source Cards
- Conduct Research and Create Note Cards
- Sample Note Cards
- Prepare an Outline
- Write a Rough Draft
- Using In-Text Citations
- Create a Works Cited Page
- Revise, Edit, and Prepare a Rough Draft

PLAGIARISM

SELECTING A TOPIC

1. Select a Topic and Develop Research Questions

Choose a topic based on:

- Guidelines from your teacher
- Your interests
- Available resources

My topic is:__________________________________________________________

2. Take a few minutes to brainstorm your chosen topic and ask the following questions:

- Am I excited about the topic and eager to find more information?
- What key words and ideas are related to my topic?
- Is my topic too broad or narrow?

EXAMPLES: Broad Topic: Mammals
1. Write a thesis statement for your topic. A thesis statement is a sentence that makes a statement about your topic, and it is the focus of your research. See example for “Elephant”:

**Example of Thesis Statement:**

- Elephants are amazing mammals. (Elementary)
- African Elephants are beautiful and power creatures with a unique diet, habitat, and appearance. (Secondary)

My thesis statement is:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Note: You want your topic to be as focused (narrow) as possible. As you begin your research, you may find that the thesis needs to be altered to your findings.

**LOCATING SOURCES**

Sources: a book, website, person, statement, etc. supplying information

**Locate Sources**

Decide if there is enough material on the topic:

- Using your research skills, locate as many sources as needed to develop your paper.
- Sometimes your teacher has requirements as to how many and what kinds of sources you will need.

Where and how can I find sources?

- Visit the library
- Browse the different areas (books, references)
- Ask the media specialist for assistance
- Conduct web/database searches (www.scdiscuss.org)

**Record Sources**

For each source you think you might use later on, create a Source Card. Use colored index cards for the source cards.

**Common Research Sources**

**Books**

- Non-fiction
- Reference
- Fiction (depending on topic)
ONLINE RESOURCES (INCLUDING MAGAZINES, JOURNALS, AND NEWSPAPERS)

- DISCUS (www.scdiscus.org)
- Other sites, but be cautious that is a reputable site

INTERVIEWS

CREATING SOURCE CARDS

CREATE SOURCE CARDS  Source cards list only the information concerning the book. This information is found on the Title Page and the Verso (back to the Title Page).

- Use one card for each source.
- Number each source and record this number in the upper right corner of the card.
- Copy the bibliographical information directly for the Title Page of the source.
- Record the following bibliographic information on the source card:
  - Author's/editors first and last name
  - Publication Title
  - Article Title
  - Name of Publisher
  - Place of Publication
  - Date of Publication
  - Issue/Volume #/Page Numbers
  - Website URL
  - Website Access Date
  - Website Last Update

In addition, you will want to record the Call Number (on the spine of the book) so that you can find it again in the media center.

OPTIONAL: On the back of the card write a short description of the source or how you think it will be useful in writing your paper.

EXAMPLE OF A SOURCE CARD

<table>
<thead>
<tr>
<th>Source Card Example</th>
<th>Source Number</th>
<th>Includes information on elephant Habitats, eating habits, mating, and fun facts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Editor</td>
<td>Smith, Ann</td>
<td></td>
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<tr>
<td>Title</td>
<td>Elephants in the Wild</td>
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</tbody>
</table>
CONDUCT RESEARCH AND CREATE NOTE CARDS

- Use one card for each fact, idea or quotation.
- Number each note card in the upper right corner the same number as the source it came from.
- Take notes as direct quotes when possible, and enclose these notes in quotations. If you paraphrase (put in your own words) on the note card, you may want to make mention of that on the card so that you will remember this when it comes time to write the paper.
- Incomplete sentences and abbreviations may be used.
- In addition, you will want to record the page number the note comes from the book.

Sample Note Cards

**Fun Facts on Elephants**

- Elephants are the only mammals that cannot jump.

**Elephant Eating Habits**

- Elephants eat 660 pounds of food a day.

**Elephant Fun Facts**

- Elephants use their tusks to dig up roots.

---

CREATING YOUR OUTLINE

An outline breaks down the parts of your research in a clear, organized manner by listing the main ideas of your paper. Most students find that writing an outline BEFORE the beginning the paper is most helpful in organizing one’s thoughts. If your outline is good, your paper should be easy to write.

The basic format of an outline use an alternating series of numbers and letters indented accordingly, to indicate levels of importance. Here is an example of an outline on a paper about ELEPHANTS.

The **thesis** is stated in the first section, which is the introduction. The **body** follows the introduction, and breaks down the points the researcher wants to make. Note that some sections have other subdivisions depending upon the demands and information that needs to be shared. In this outline II, III, and IV all have similar structure-this will not always be true of all papers. Some research papers may have more than 3 major sections after stating the thesis. However, all research papers should have a **conclusion**, where the thesis statement is restated. No new facts or information should be introduced in the conclusion part of the research paper.
CREATING YOUR OUTLINE

Fill in the blanks using your notecards to create an outline for your paper.

OUTLINE:

I. Introduction: (Thesis)

II. (Main Idea#1)
   A.
   B.
   C.

III. (Main Idea #2)
   A.
   B.

IV. (Main Idea #3)
   A.
   B.

V. Conclusion (summarize and restate thesis)

WRITING THE ROUGH DRAFT

After organizing your note cards and creating your outline, it’s time to write a rough draft of your research paper. Use the outline that you have created to organize your writing for your rough draft.

1. **Introduction:** The first paragraph should introduce your topic and the main points of your paper.
2. **Body:** Each heading of your outline should become a paragraph in your paper where you will discuss different ideas, thoughts, and facts about the topic. Example: Letters A, B, C should each be in separate paragraph. Use your notes as support for your own thoughts about your topic. Make sure that you cite any sources that you used.
3. **Conclusion:** For the final paragraph, summarize your entire paper and restate the main idea.
4. Do your best work with spelling and grammar, but remember that you will revise, edit, and prepare your final draft later. For the rough draft, focus on what you want to say about your topic.
USING IN-TEXT CITATIONS

Whenever you use information from a source in your paper, you must give the author credit to avoid being guilty of plagiarism. This is called citing your source.

1. Citation Style: We use the MLA (Modern Language Association) citation style that uses a simple two-part parenthetical documentation system for citing sources. Example: ( )
2. In MLA Style, writers place reference to sources in the paper to briefly identify them and enable readers to find them in the Works Cited list.
3. Give only the information needed to identify a source. Usually the author’s last name and page reference suffice. Example: (Smith 39)
4. Place the parenthetical reference as close as possible to its source, preferably at the end of a sentence.
5. If you include an author’s name in a sentence, you do not need to repeat it in your citation. Example: (39)
6. The citation should precede the punctuation mark that concludes the sentence, clause, or phrase that contains the cited material. Example (Smith 39). NOT (Smith 39)
7. Electronic and online sources are cited just like print resources. If an online source lacks page numbers, omit numbers from the citation.

EXAMPLES OF IN-TEXT CITATIONS

Author’s name in text ...................... Dover has expressed this concern (118-21).
Author’s name in reference .............. This concern has been expressed (Dover 118-21).
Multiple authors of a work .............. This hypothesis (Bradley and Rogers 7) suggested this theory (Sumner, Reichl, and Waugh 23)

Two locations .................................. Williams alludes to this premise (136-39, 145).

Two works cited .............................. (Burns 54; Thomas 327)

MULTIVOLUME WORKS:

References to volumes and pages .................(Wilson 2: 1-18)
References to an entire volume ......................(Henderson, vol. 3)
In text reference to an entire volume .............In volume 3, Henderson suggests
Corporate authors ..................................(United Nations, Economic Commission for Africa 51-63)

WORKS WITH NO AUTHOR:

.......................................................... as stated by the presidential commission (Report 4)

When a work has no author use the works’ title or a shortened version of the title, when citing it in text. (If abbreviating a title, omit initial Articles and begin with the word by which it is alphabetized in the Works Cited list.)

(http://www.library.cornell.edu/resrch/citmanage/mla#mla)
WORKS CITED PAGE

You must list every source used to create your research paper on the “Works Cited” page. This page comes at the end of your paper and lists all of the publication information about each source. There is a specific format for the Works Cited page that must be used. See the sample page below and the examples on the following pages to create your source entries.

Format: One entry for each source must be included in the MLA format. Entries should be in alphabetical order and double-spaced.

WORKS CITED SAMPLE PAGE


WORKS CITED PAGE (MLA CITATION)

Book by one author
Lastname, Firstname. Title of Book. Place of publication: Publisher, Year published.

Book by multiple authors
Lastname, Firstname, and Firstname, Lastname. Title of Book. Place of publication: Publisher, Year published.

Book with an editor
Lastname, Firstname, Ed. Title of Book. Place of publication: Publisher, Year published.

Article/Section in multi-volume work
Lastname, Firstname of author of section. “Title of section.” Title of book. Ed. First name, last name of editor. Bol [#]. Place of publication: Publisher, Year Published. Page #s of section cited.

Magazine article
Lastname, Firstname. “title of article.” Title of magazine, day month year of issue: page #(#s) of article.

Encyclopedia/Dictionary Entry

Web Page - DISCUS
See citation at the end of each article

Web Page - other

Interview
Person Interviewed. Type of Interview (personal, telephone, email, etc.). Date.

REVISE, EDIT, AND PREPARE A FINAL DRAFT

Using your outline as a guide, you can begin to write your paper. Remember, that this will be a first draft of the paper and not the final product that you will turn in for a grade. The first draft allows you to get your ideas down on paper. This draft is a place for you to experiment with the way in which you want to present your information. It allows you to see if you have presented your thesis clearly and have developed your ideas in a way that your reader will understand.
All papers begin with an introductory paragraph or two. Your introduction should not only present your thesis, but it should also entice your reader into reading your paper. This is the place where you engage your reader and want him/her to continue reading.

Your body paragraphs present information that supports your thesis. You will develop main ideas that state your position on your topic and support this position with information you gathered from your reference material. Referenced material, either paraphrased or quoted, must be threaded into your paper. All referenced material must be cited using MLA (Modern Language Association) style. Be sure to refer to the MLA style manual when inserting this material into your paper.

The concluding paragraph brings closure to your paper. A well-written concluding paragraph allows you to revisit your thesis statement without restating it or your introductory paragraph. The final section of your paper is your Works Cited Page. Make sure you follow the MLA format for this section.

Revising/editing/proofreading
After writing your first draft you should set it aside for a day or two before re-reading it. Read your paper aloud. This way you will be reading the paper from a fresh perspective, and will be able to identify areas that need clarification and re-wording. You will also identify any undeveloped thoughts, as well as sections that are too wordy. While rereading your paper, you should check for grammatical and structural problems. After revising this draft, you should ask someone to read your paper to see if your thesis is clear and if you have developed your points so that he/she understands your position.

Final Draft
The final draft is what you hand in as the completed paper. Writing your final draft does not mean that you are ready to turn your paper in to your teacher. You must always proofread your paper one more time making sure to check for grammar, punctuation, spelling, and sentence structure. Be sure you have included all elements required by your teacher before turning in your research paper.


PLAGIARISM

Plagiarism is defined as presenting borrowed information as a student's original work. This may involve complete essays or research papers or paraphrases, direct quotations, summaries, or translations derived from translation services or software. Plagiarism is a form of cheating and is usually dealt with severely in higher education, including a failing grade on the assignment, a failing grade in the course, or even academic probation or expulsion.

In secondary schools, most plagiarism is unintentional and occurs because young writers are unfamiliar with correct documentation. However, because teachers cannot always determine whether plagiarism is unintentional or intentional, the student bears the responsibility of making sure that all of his work is original and any borrowed material is documented. As a safeguard, students should always submit their research and writing to a teacher’s review before turning in a final project.

With intentional plagiarism, as when students present papers written or translated by other authors and/or software or when large portions of the student’s work is clearly borrowed, the assignment receives a failing grade. The teacher has the discretion of whether or not to offer another project under closer scrutiny. When the plagiarism is clearly unintentional, the teacher has the discretion of subtracting a portion of the final grade or requiring the student to rework the assignment without the plagiarized material.
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## 2017-2018

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First Day of School

Half Day for Students

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Interim Report

Labor Day
October

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**Notes:**

- Interim Report
- President's Day
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