



UNION HIGH SCHOOL

STUDENT HANDBOOK

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Dear Parents and Students:

At Union High School, we believe the following:

- Each student is responsible for his/her behavior.
- All students have an obligation both to themselves and others to conduct themselves in an orderly manner.
- The educational process must be conducted in an atmosphere conducive to learning, free of disruption and threat to persons or property, and supportive of individual rights.
- Behavior that distracts from a student's ability to profit from instruction or that infringes upon the rights of others warrants disciplinary action.
- The intent of any disciplinary action is to bring about a positive change in the student's behavior.
- Parents are an important part of our school, the education we provide, and the behavior we expect from all students; however, all school-related discipline decisions are made by the Union administrative team and parents are expected to support those decisions.
- The Union High School Code of Conduct applies to all curricular, co-curricular, and extracurricular activities that occur under the governance of the school. These activities include, but are not limited to, bus transportation, athletic events and academic contests, field trips, and other activities sponsored by the school.
- Additionally, student-athletes (this term will include all members of activities programs and other clubs sponsored by Union High School) are held to an additional level of expectation as they are representatives of the school and their families, and the opportunity to participate in athletic or academic extracurricular activities is a privilege and not a right.

Sincerely,

Mr. Jerred Chandler

Principal

Union High School

MISSION STATEMENT

Our mission at Union High School is to provide a safe and supportive learning environment which encourages the development of interpersonal skills, career opportunities, intellectual growth, and ethical behavior so that students may become effective and productive members of society.

GOAL

Our goal is to equip each student with a positive expectation for career development, a sense of place and purpose in the community-at-large, and a lifelong love of learning.

UNION HIGH SCHOOL BELIEVES IN THE FOLLOWING:

- valuing each student as a unique individual with physical, social, emotional, and intellectual abilities and needs;
- promoting a safe, orderly environment, responsible citizenship, multicultural understanding, tolerance, and the highest standards of personal conduct; ■ creating a unified sense of purpose and dedication to excellence in learning among students, teachers, parents, and the community-at-large;
- providing a challenging curriculum which encourages academic growth as well as career and technology development;
- supporting an atmosphere of positive reinforcement that enhances student learning, self esteem, and the opportunity for students to develop to their fullest potential;
- developing skills, strategies, and techniques which enable students and teachers to become lifelong independent learners;
- fostering positive social and interpersonal skills; and,
- equipping each student with a positive expectation for career development as well as a sense of place and purpose in the community-at-large.

Dear Parent, Legal Guardian or Eligible Student:

This notice is to remind you that five years after graduation or withdrawal from Wise County Public Schools, the student's education record will be purged of all information except that which is required to be maintained permanently by the Commonwealth of Virginia. The following information is retained permanently: record data disclosure form, name and address of student, birth date, name and address of parent, scholastic work completed, level of achievement, grades, grade point average, rank in class, type of diploma awarded, attendance, test data (as required by state and/ or local school division), certificate of immunization, social security number, citizenship status if other than U.S., and driver's education records.

Other information in the education records that will not be maintained permanently may be needed by the parents or eligible students for social security benefits or other purposes. You have the right to be provided with copies of any of the student's education record data prior to their destruction upon written request. A nominal fee of \$1.00 per page may be charged by the school for the copying of this record.

No other notification will be made prior to record destruction, so please contact the school last attended if you want a copy of the record.

BELL SCHEDULE(S)

REGULAR SCHEDULE

8:15 Bell to Admit Students Upstairs/Go to class

1st 8:30-10:00

2nd 10:05-11:35

11:30 Career Center Students Dismissed for First Lunch

3rd 11:40-1:35

A Lunch 11:35-12:00

B Lunch 12:05-12:30

C Lunch 12:35-1:00

4th 1:40-3:10

TWO HOUR DELAY

10:15 Bell to Admit Students Upstairs/Go to class

1st 10:30 – 11:35

2nd 11:40 – 12:45

3rd 12:50 – 2:10

A Lunch 12:45 – 1:05

B Lunch 1:10 – 1:30

C Lunch 1:35 – 1:55

4th 2:15 – 3:10

HALF-DAY SCHEDULE (12:15 Dismissal) (2 Blocks)

8:15 Bell to Admit Students Upstairs/Go to class

Block 1 or 3 8:30-10:20

Block 2 or 4 10:25-12:15

A Lunch 10:25-10:50

B Lunch 10:50-11:15

C Lunch 11:15-11:50

HALF-DAY SCHEDULE (12:15 Dismissal) (4 Blocks)

1st 8:30-9:20

2nd 9:25-10:10

3rd 10:15-11:00

A Lunch 11:00-11:20

B Lunch 11:20-11:40

C Lunch 11:40-12:00

4th 11:30-12:15

All students are to comply with directions from **teachers, college intern teachers, substitute teachers, administrators, guidance counselors, bus drivers, secretaries, or other school personnel** while at school or a school function. Students shall demonstrate proper respect toward school officials and comply with directions given by such officials.

ACCIDENTS

Accidents occurring at school or an extracurricular event must be reported immediately to the teacher, coach, or supervising school official, and an accident form must be completed in the main office ASAP.

AFTER SCHOOL HOURS

Students should leave the school campus by 3:45 p.m., unless participating in an extracurricular event, supervised practice, or other school-sanctioned activity. Only students who are participating in extracurricular activities will be allowed to leave the campus to go to Fasmart and return to school. Any student staying in the afternoon must be under the supervision of the teacher or coach on duty. Students riding the bus home must be outside the school building by 3:25 and must remain at the bus loading platform. Students may remain inside the building in the cafeteria area when there is inclement weather.

EXTRACURRICULAR ACTIVITIES

The following guidelines apply to all extracurricular activities at Union High School:

- Students will remain in the building once they enter for an activity. Students leaving the activity will not be allowed to re-enter the building.
- Faculty sponsors have the right to refuse admittance to anyone.
- Students who bring a guest to a dance must get permission from the administration at least one week before the activity. Only approved guests will be admitted.
- Possession or use of alcohol, drugs, or tobacco products is not permitted at any school activity. Students under the influence of alcohol or drugs should not attend school functions.
- No student is allowed in the gym before, during, or after school without direct supervision of a staff member.
- Students will not loiter on school grounds after an activity.
- School activities are an extension of the school day, and all rules pertaining to student conduct are applicable.

TRY-OUTS FOR EXTRACURRICULAR ACTIVITIES

- Try-outs may be conducted for participation in clubs, groups, or teams. When these occur, students will be notified of the criteria for being selected to participate in the given activity.
- To make the junior varsity cheerleading squad, eighth and ninth grade students will be selected based on attendance at the pre-tryout clinic, skill level, and performance at the tryout to be judged by independent judges. Points will be deducted for discipline reports.
- The varsity squad will be determined in the same manner.

- Drum major tryouts for the band will consist of an interview, conducting, and vocal commands with two or three independent judges. Students will choose one song and band director will choose one song to conduct.

PARTICIPATION IN AFTER-SCHOOL ACTIVITIES

Students not in attendance at school (unexcused absence) will **not** be allowed to participate in after-school activities that day. Also, students may be considered ineligible to participate if they are absent from school over $\frac{1}{4}$ of the day (students need to be at school for the equivalent of 3 blocks). Exceptions to this rule will be addressed by the administration.

PARTICIPATION POLICY AND CONDUCT CODE FOR ATHLETICS

The activities program of the school is under the general direction of the principal. The primary purpose or function of the activities program at Union High School is to provide educational and recreational experiences for the student in addition to those provided in the classroom. The activity program provides excellent training in the democratic process, fellowship, sportsmanship, and leadership. Student activities are extracurricular and offered as a privilege to those willing to follow guidelines provided by the school sponsor. Students who do not follow proper procedures may not be allowed to participate or may be removed from the activity. To be eligible to represent UHS in any VHSL, Inc. sponsored interscholastic contest, the student will meet the following:

Rule 28-1-1 BONA FIDE STUDENT RULES:

The student will be a regular student in good standing of the school which he/she represents. Rule 28-1-3-(2) Any student who is under penalty of suspension, or whose character or conduct is such as to reflect discredit upon his/her school, is not considered in good standing.

Each student-athlete and parents/guardian will abide by the following rules and regulations.

- A. All policies of the Wise County School Board as applicable to, and not limited to, attendance
- B. All laws of the Commonwealth of Virginia related to, but not limited to, alcohol and drug use by minors
- C. Any rules or regulations determined by the school sponsor of the activity or team that may be more stringent or supersede those of Wise County Schools policies.

LAST PAGE OF UHS HANDBOOK INCLUDES WISE COUNTY CODE OF CONDUCT/ SIGNATURE SHEET TO BE SIGNED BY ALL STUDENTS.

ANNOUNCEMENTS

All announcements must be approved by an administrator or teacher. School-wide announcements will be made at the beginning and conclusion of each school day.

ASSEMBLY GUIDELINES

- When possible before assemblies, students should report to their class.
- When time does not permit reporting to the classroom, students should be aware of the fact they need to report to their assigned seating area in the auditorium. Classroom teachers should remind students of the location to sit in the auditorium and the expected behavior. It is a time-honored Union High School tradition that we welcome all visitors with a positive, friendly, and respectful response.
- All teachers are to escort and supervise students during all assembly programs.
- Students will stand at attention during the pledge of allegiance and respectfully observe a moment of silence.
- Students exhibiting inappropriate behavior will be removed from the auditorium.

ATTENDANCE

Students who are absent **must** bring a parental/guardian/doctor's note within **five days** of the student returning to school stating the reason for the absence. **After the fifth day, absences will automatically be declared unexcused.** The only excuses for absences deemed acceptable are the following:

- Illness
- Court appearance
- Death in the family
- Religious holidays
- Field trips and school-related activities
- Extenuating circumstances which are determined by the school administration.

Students who must go out of town have to get pre-approval in order to be excused. All students will be permitted to make up work within five days of missed work. It is the student's responsibility to see the teacher when he/she returns to school. Extenuating circumstances may be considered by the school principal or his/her designee in extending the time limit. Students who receive an unexcused absence will receive no higher than a 60 on all makeup work. After five absences, within any term (90-school-day period), the student will be asked to provide a statement from a physician to verify excused absences due to illness.

ATTENDANCE POLICIES (Code of Virginia)

A student's attendance is critical to their academic success; therefore, the school will make every effort to ensure each student attends school regularly. A student must attend one hour of class time to receive a full day of attendance in that particular class. The procedures for following up on a student absence are as follows:

- Each day, school personnel will telephone parents to verify a student's absence.

- When a student fails to report to school for a total of five scheduled school days and no indication has been received by school personnel that the pupil's parent is aware of and supports the pupil's absences, a reasonable effort to notify the parent will be made by the school principal or his designee. This contact will either be in person or through telephone conversation to obtain an explanation for the pupil's absence and to explain to the parent the consequences of continued nonattendance.
- The attendance officer, the pupil, and the pupil's parent shall jointly develop a plan to resolve the pupil's nonattendance. If after this meeting, the pupil's absences continue, the attendance officer will be notified and will either file a complaint with the Juvenile and Domestic Relations Court alleging the pupil is a child in need of supervision or institute proceedings against the parent.

Makeup Work

It is the student's responsibility to check with his/her teachers to make up work missed due to an absence. All make-up work must be completed within three days of absence. Requests for an extension of the three day period will be considered for a long term absence. Work assigned while a student was in class is not makeup work and is to be turned in the next day the student is present, unless approved by the teacher.

Checking In

Students checking in late must report to the office before going to class and are not to be admitted to class without a pink, blue, or orange slip. They are to present a note to an attendance officer that includes the reason for the tardiness with a parent/guardian signature and phone number.

Checking Out Early

To check out of school, a student must present a note that morning which includes the reason for leaving, a signature of the parent/guardian, as well as a phone number of the parent/guardian who can verify the note. Parents should contact the main office before school hours if they will not be available to be contacted. Without this, students will not be allowed to check out. Also, no person other than the parent/guardian or others designated by the parent/guardian can check out a student. The office will call students from their classes to check out. When a student becomes ill during the school day, he/she is to report to the school nurse, who will evaluate the student's need to check out and contact the parent/guardian. If the nurse is not available, an administrator or secretary will call the parent or guardian.

LEAVING CAMPUS

Leaving school property is prohibited. Once a student enters school property, at no time should they leave the school building/grounds without reporting to the office personnel and signing out. Upon checking out, the student is to leave promptly and not return to campus without checking back into school by reporting to the office personnel and signing in. All students who have checked out must receive an admit slip signed by each teacher/substitute on the next morning for the classes they missed. A student in a work release program or an early dismissal must leave the building and grounds within five (5) minutes of his/her dismissal. Students need to sign-out at the end of 3rd block at the designated site by the marketing teacher.

BOOK BAGS

Students are to place book bags in their lockers at the beginning of the day, and the book bag should remain in the locker for the remainder of the school day. Book bags are not permitted in the halls or classrooms. Each student is assigned a locker and the locker should be used to store any book bag. A small clutch or pocketbook will be permitted.

CAREER AND TECHNICAL TRAVEL

Wise County provides transportation for career and technical students to the Wise County Career and Technical School in both the morning and evening sessions. Students attending career and technical classes will be required to ride the bus or have permission to drive, or they will be considered truant and given appropriate disciplinary action. Students wishing to drive must obtain written permission from their career and technical teacher and approval from the administration. Morning career and technical students must report to class when returning to UHS, provided that they do not have 1st lunch. Any student failing to follow this rule will be considered in violation of the attendance policy. On returning from the Wise County Career and Technical School, all afternoon career and technical students will report to the hall seats near the cafeteria until the dismissal bell rings for the end of the school day. Vocational students are not allowed to go to their locker, a classroom, or gym until the ending bell rings.

CHANGE OF ADDRESS

A change of address or telephone number must be reported to the Guidance Department and the main office. Accurate information is essential in case of illness or emergency. All students are required to provide a telephone number where a parent or neighbor can be contacted in case of an emergency.

CLASSROOM PROCEDURES

Students who want to pass must bring all materials necessary to each class session. Failure to be prepared for class may result in disciplinary action. A student is to leave the classroom only in an emergency and must have a pass.

DRESS CODE

School personnel have the responsibility to protect the health and safety of students and maintain proper and appropriate conditions that promote learning. Based on the belief that a school is a place of business where students are learning both academic and social skills, the School Board requires students to dress appropriately. Students are not to dress for school in a manner which is offensive to others or likely to cause disruption. School clothing should be appropriate as to time, place, and weather. Any form of dress or appearance, which disrupts or distracts from the purpose or conduct of school, considered contrary to good hygiene, or threatens the safety of one's self or others, will not be permitted. The school administration, in its discretion, will prohibit clothing, jewelry, or similar attachments which it deems to have a substantial and material disruptive effect on the school atmosphere.

Generally

- Students will wear appropriate clothing and footwear and groom themselves for school in a manner which does not offend the common rules of decency or reflect negatively on or distract from any phase of the educational program. Appropriate dress is clothing that covers the body sufficiently so as not to attract excessive attention to one's self.
- Messages on clothing, jewelry and personal belongings that relate to drugs, alcohol, tobacco, sex, vulgarity, violence or that reflect adversely upon persons because of their race, gender, color, creed, national origin or ancestry are not permitted.
- Any article of clothing, footwear, jewelry, or other accessory that suggests, identifies, or otherwise promotes gang related activities will not be permitted.
- For health and safety, appropriate footwear must be worn at all times. Bare feet are not acceptable.

Guidelines

The following guidelines are examples that are intended to be appropriate for all students:

1. Any item of clothing, jewelry, etc. which is distracting or dangerous will not be permitted, such as chains, dog collars, spiked collars, etc.. Any article of clothing that represents potential danger to one's self or others will not be permitted.
2. Footwear must be worn at all times and should be appropriate for normal activities.
3. Hats, bandanas, toboggans, visors, and sunglasses (unless required by a physician) must be left in lockers during school hours.
4. Shorts/dresses/skirts must be of an appropriate length; very short shorts such as this nylon athletic shorts with side slits or biker short/spandex shorts, are not acceptable. The hem of dresses, skirts, and shorts must start at the natural waistline and hang below the extended fingertips when standing.
5. Shirts or blouses must be long enough to cover the mid-stomach and back and must hang below the waistband of pants, shorts or skirts.
6. No undergarments should be showing or worn as outer garments.
7. Strapless tops, tops with spaghetti straps, tank tops, tube tops, bare back or bare midriff style, and mesh or fishnet style apparel are not permitted. If other sleeveless garments are worn, they must fit tightly under the armpit and underwear may not show.
8. Clothes with holes in areas that are above fingertip length or in areas that expose private areas or underwear is not permitted.
9. Pants (jeans, dress pants, skirts, dresses, etc.) with holes above fingertip length are not permitted.
10. Pants, shorts, and skirts must be the appropriate size and worn secured at the natural waistline. The crotch of the clothing must fit at the natural crotch of the person.
11. T-shirts or any other articles of clothing that have imprints of writing, symbols, slogans, or pictures that relate to alcohol, drugs, sex, profanity, vulgarity, violence, or promotion of racial prejudice may not be worn.
12. Clothing usually worn outdoors such as heavy coats, jackets, or gloves should not be worn in the building unless it is deemed necessary by faculty due to inclement weather.

DRIVER'S EDUCATION

Student's minimum learners permit age is 15 years and 6 months. In order to be in the classroom, a student must be in 10th grade P.E. class. Driver's Education behind-the-wheel training is conducted by Virginia Driver Training, Inc. The student will be given information about this company and how to register online for the behind-the-wheel training during their in-class portion of Driver's Education.

To apply for a 180-day provisional license the student must adhere to the following:

- be at least 16 years and 3 months,
- have held a learner's permit at least 9 months,
- have parental permission and 45 hours of guided practice with 15 hours after sunset, and
- have completed both the driver education classroom and the in-car portion.

The classroom portion of the Driver's Education class will be offered during the first six weeks of the PE 10 class. The behind-the-wheel portion of the class will cost \$150 for all students during the 2015-2016 school year.

Students receive their 180-day provisional license from their in-car teacher and their permanent license at the Judicial Licensing Ceremony.

DRUG POLICY

- A student will not possess, allege to possess, use, allege to use, sell, allege to sell, transmit, be under the influence of, or allege to be under the influence of any narcotic drug, hallucinogenic drug, stimulant drug, amphetamine, barbiturate, marijuana, alcoholic beverage, intoxicant of any kind, or mood/behavior altering substance of any kind.
- Any violation of drugs or alcohol is a 10-day suspension from school, a referral to the county discipline committee, and a charge by the school's SRO. A student using a medical prescription in accordance with a physician's directions and within guidelines established by the school board or school will not be considered in violation of the rule.

EATING DISORDERS

Eating disorders are serious health problems that usually start in childhood or adolescence and affect both girls and boys. With early diagnosis, eating disorders are treatable with a combination of nutritional, medical, and therapeutic supports. Recognizing the importance of early identification of at-risk students, the 2013 Virginia General Assembly passed a law requiring each school board to provide parent educational information regarding eating disorders on an annual basis to students in the fifth through twelfth grades.

It is important to note that eating disorders are not diagnosed based on weight changes as much as behaviors, attitudes, and mindset. Symptoms may vary between males and females and in different age groups. Often, a young person with an eating disorder may not be aware that he/she has a problem or keeps the issues secret. Parents/guardians and family members are in a unique

position to notice symptoms or behaviors that cause concern. Noting behaviors common to people with eating disorders may lead to early referral to the primary care provider. It is important for eating disorders to be treated by someone who specializes in this type of care.

After reviewing the following information, if you think your child may be showing signs of a possible eating disorder, please contact your primary health care provider, school nurse, or one of the resources listed below.

- Academy for Eating Disorders (AED)
<http://www.eatingdisorderhope.com/information/help-overcome-eating-disorders/non-profitsorganizations/aed>
- Families Empowered and Supporting Treatment of Eating Disorders (F.E.A.S.T.)
www.feast-ed.org
- National Eating Disorders Association www.nationaleatingdisorders.org Toll free, confidential Helpline, 1-800-931-2237

Additional resources may be found at:

- Virginia Department of Education
http://www.doe.virginia.gov/support/health_medical/index.shtml, under the section titled, Eating Disorders

What Are Eating Disorders?

Eating disorders are real, complex, and devastating conditions that can have serious consequences for health, productivity, and relationships. They are not a fad, phase or lifestyle choice. They are potentially life-threatening conditions affecting every aspect of the person's functioning, including school performance, brain development, emotional, social, and physical well-being.

Eating disorders can be diagnosed based on weight changes, but also based on behaviors, attitudes and mindset. Be alert for any of these signs in your child.

Key things to look for around food:

- Eating a lot of food that seems out of control (large amounts of food may disappear, you find a lot of empty wrappers and containers hidden)
- Develops food rules—may eat only a particular food or food group, cuts food into very small pieces, or spreads food out on the plate
- Talks a lot about, or focuses often, on weight, food, calories, fat grams, and dieting
- Often says that they are not hungry
- Skips meals or takes small portions of food at regular meals 🍷 Cooks meals or treats for others but won't eat them
- Avoids mealtimes or situations involving food
- Goes to the bathroom after meals often 🍷 Uses a lot of mouthwash, mints, and/or gum
- Starts cutting out foods that he or she used to enjoy

Key things to look for around activity:

- Exercises all the time, more than what is healthy or recommended – despite weather, fatigue, illness, or injury
- Stops doing their regular activities, spends more time alone (can be spending more time exercising)

Physical Risk Factors:

- Feels cold all the time or complains of being tired all the time. Likely to become more irritable and/or nervous.
- Any vomiting after eating (or see signs in the bathroom of vomiting – smell, clogged shower drain)
- Any use of laxatives or diuretics (or you find empty packages)

Other Risk Factors:

- Believes that they are too big or too fat (regardless of reality)
- Asks often to be reassured about how they look
- Stops hanging out with their friends
- Not able to talk about how they are feeling Reports others are newly judgmental or “not connecting”

If Your Child Shows Signs of a Possible Eating Disorder

Seek assistance from a medical professional as soon as possible; because they are so complex, eating disorders should be assessed by someone who specializes in the treatment of eating disorders. The earlier a person with an eating disorder seeks treatment, the greater the likelihood of physical and emotional recovery.

FIRE DRILLS

Fire drills will be held each week during the first month of school, and on a monthly basis thereafter. Students, faculty, and staff should evacuate the building in a rapid and orderly manner according to the fire drill evacuation plan.

LOCK-DOWN DRILLS

Each school must have at least 2 lock-down drills during the first 20 days of school and one additional lock-down drill after the first sixty days of school. Each school must give notice at least 24 hours before the school conducts any lock-down drill. This notice is not required to provide the exact date and time of the drill.

HARASSMENT POLICY

- It is the policy of the Wise County School Board to maintain a learning environment for all students which provides for fair and equitable treatment, including freedom from harassment. As designated by Federal Law, the school system does not tolerate harassment on the basis of race, color, national origin, sex, or disability in its educational

programs or extracurricular activities by any of its students, teachers, administrators, or other school personnel.

- The use of racial epithets, slurs, or any other conduct of a verbal, physical, or written nature which is harassing, intimidating, abusive, degrading, or threatening, and which causes or contributes to a hostile environment will not be tolerated.
- It is also a violation of this policy for any teacher, administrator, or other school personnel to tolerate harassment because of a student's race, color, national origin, gender, or disability. Any administrator, teacher, other employee, or student who is found, after an appropriate investigation to have engaged in harassment based on race, color, national origin, gender, or disability will be subjected to disciplinary action appropriate to the offense from a warning up to expulsion or discharge.
- Any student who believes he or she has been subjected to harassment because of race, color, national origin, gender, or disability should file a complaint of the alleged act immediately to the school principal or Human Rights officer. Any individual filing a harassment complaint is assured that he/she will be free from retaliation from filing such a complaint. Retaliation against anyone reporting or thought to have reported harassment is prohibited and will be considered a serious violation of the harassment policy.

LIBRARY POLICIES

- The library is open Monday through Friday from 8:00 a.m. to 3:30 p.m. Students are to enter the library quietly.
- All students must ask permission to use any library computer. Students are not allowed to use outside software or games on these computers.
- The library office/storage room are off-limits to students unless they have the expressed permission of the librarian.
- Students, when released to the library, will go directly to the library and not stop at the restroom, locker, or office without written permission from the releasing teacher.
- All loans made from the library become the responsibility of the student to whom the materials are issued. Loss or damage of a book or other material is the borrower's responsibility. He/She will be charged the cost of the repair or the cost of the replacement.
- All books and magazines must be checked out properly. Both may be checked out for a 14 day period and renewed as necessary. Reference books are intended for library use only.
- A five-cent fine may be charged for each school day material is overdue.
- Library privileges can be taken from any student who disregards library regulations, displays a poor attitude, or creates discipline problems.
- No student should be in the library during lunch unless he or she has a note from a teacher.

LOCKERS

Students are to keep their lockers locked at all times and not give others their locker combinations. Students may not share lockers with classmates, and students may not trade lockers. Lockers are school property and subject to inspection by the administration if there is reasonable suspicion the locker contains items which are in violation of school rules or the law.

PLAGIARISM AND CHEATING

Giving or receiving aid on assigned work is considered cheating. Giving or allowing someone an opportunity to cheat is as serious as receiving aid. Students who copy the work of another individual and present the material as their own are committing plagiarism. Students caught cheating or assisting another student will receive a zero on the assigned work and disciplinary action.

PROGRESS REPORTS

Teachers will be responsible for sending progress reports in the middle of each grading period.

PUBLIC DISPLAY OF AFFECTION

Public displays of affection are prohibited on school grounds.

REPEAT OFFENDER

Students who repeat major offenses may be referred to the Wise County School Discipline Committee.

REPORT CARDS

Report Cards will be sent home with the student after the end of each grading period. Parents are encouraged to call guidance counselors or the administration to schedule teacher conferences if there are any questions concerning report cards. Conferences need to be scheduled at least 1 day in advance.

SCHOOL REPORT CARDS

The Union High School Annual School Report Card, published each year by the Virginia Department of Education, may be found on the Union High School website (<http://portals.wise.k12.va.us/uhs/Home.aspx>) under the “For Parents” tab on the left side of the screen. If you would like a hard copy of the school report card, you may stop by the school office at any time to obtain a copy.

SCHOOL NURSE POLICIES AND PROCEDURES

Emergency Cards

An emergency card must be completed by the parent or guardian of each student. It is the student’s responsibility to return the card to the office. Please, be sure to list any persons who reside near the school or home who can easily be contacted. The names and numbers on these cards are used only when parents cannot be contacted or in other cases of an emergency. This does not include headache, stomach ache, etc. If changes of home or work phone numbers are made during the year, please send us updated information.

Health Screening

Wise County Schools will screen all new students in the areas of speech, voice, language, vision, and hearing within sixty days of enrolling in school. Fine and gross motor skills will be screened for all new enrollees in grades K-3. Students in Kindergarten, 1, 3, 5, 7, and 10 will be screened

for vision and hearing. Students in the 9-10 grades will be screened for blood pressure, height, and weight.

Scoliosis

Your child may have participated in the scoliosis screening program in the Wise County Schools. Screenings are offered to children in grades 5 through 10. As required by the Department of Education, we are providing information regarding scoliosis.

Scoliosis is a condition in which the spine curves abnormally from side to side rather than being straight. According to medical information, scoliosis most commonly occurs in children between the ages of 9 and 14, and is more often found in girls. Scoliosis usually does not cause pain and is not obvious until the curvature is moderate to severe.

Some early signs that parents may observe are:

- One shoulder may appear higher than the other
- One hip may appear higher than the other
- One shoulder blade may stick out more than the other one
- The waistline may look uneven
- The child's ribs may look higher on one side
- Clothing may not fit well or hems may hang unevenly

If your child has an abnormal curvature of his/her spine, observation or treatment may be recommended. Sometimes treatment may involve bracing or even surgery. If you are unsure, you may ask your child's school nurse to screen your child.

The procedure for screening is simple. The school nurse looks at your child's back while he/she is standing in the forward, bending position and then places a small instrument called a scoliometer on his/her back, or by observing with the eye for any curvatures or uneven areas on the back. The nurse will then inform you if you need to follow up with your child's physician.

If you would like your child to be screened or have questions regarding scoliosis, please contact your child's school nurse.

Medication

The nurse can administer medicine prescribed by a written order from a doctor. All medicine must be in the original container, clearly labeled with child's name, dosage, and time schedule, and kept in the nurse's office. The nurse cannot administer medicine prescribed by a doctor without a medication authorization form signed by the parent or guardian and the doctor.

Messages on the Nurse's Door

When the nurse is unavailable, the student is to return to class unless it is an emergency situation; then they should go to the office. The nurse will eat lunch from 1:15-1:45.

Over the Counter Medications

Over-the-counter medications, such as Tylenol, Ibuprofen, Midol, etc., can be administered by the school nurse with a medication authorization signed by the parent or guardian. School policy allows only **five** doses per school year with the parent or guardian signature. After five doses, the nurse must have a medicine authorization signed by a doctor to continue the over the-counter medications.

All necessary medication and other health related forms and health update forms are to be returned to the school nurse within 1 week. If the appropriate forms are not completed by parents and returned to school, the nurse will not be able to perform proper care or administer necessary medications as needed.

STUDENT GOVERNMENT ASSOCIATION

The SGA is an important component of Union High School. It is the formal organization through which students may express their enthusiasm, concerns, and recommendations for change to the staff and administration. Students are encouraged to speak with their SGA officers and use this organization as a vehicle to initiate change.

STUDENT PARKING

Driving an automobile to school is a privilege, and it may be withdrawn from individuals who break the driving application agreement. Students who violate parking space agreements are subject to losing their parking privileges and money.

SUSPECTED CHILD ABUSE

The administration, faculty, and staff are required by law to report all allegations of possible child abuse to the State Department of Human Services, Division of Youth and Family Services, which determines reasonable cause and seriousness of the reported incidents. Any student needing further information or help should see his/her guidance counselor.

TARDIES

Students should be in their seat and ready to work when the tardy bell rings; otherwise, the student will be considered tardy. Three tardies equal one absence and each tardy in excess of three to a class, or to school, will result in a discipline referral to the office.

CELL PHONES

Students will observe a “Bell to Bell” policy here at Union High School in regards to cell phone usage. This means that from 8:30, when the bell rings to begin 1st block, until 3:10, when the bell rings to dismiss students for the day, students will not be allowed to access their cell phones. This includes between classes and lunches as well. This is pursuant of Executive Order 33 signed into action by Governor Glenn Youngkin.

TEXTBOOKS

Textbooks are issued to each student enrolled at UHS. Students are responsible for the maintenance and upkeep of their books. A student who loses or damages a book is required to compensate for the loss or damages. Replacement of a stolen book is also the responsibility of the student.

TOBACCO

A student will not possess or use any form of tobacco while at school, at any school sponsored event, or during transportation to and from school. This policy will include e-cigs and vapor products, and any tobacco-related paraphernalia. Any student caught with tobacco or related products will face disciplinary action through the school.

TUTORING Students having academic difficulty should contact their teachers or guidance counselor, especially if they feel a tutor is needed. After-school or before-school remediation will be provided by most teachers during the latter half of each semester in preparation for SOL related testing.

VANDALISM

Students who vandalize school or other students' property will pay the cost of the vandalism and face charges of vandalism.

VEHICLES

Students are not allowed to go to their vehicles during school hours unless they have permission from the administration.

VERBAL ABUSE

Use of profanity, obscene gestures, bullying, or other abuse will not be tolerated. Specifically, that which interferes with teaching and learning or that offends another's race, religion, gender, national origin, and disability or intellectual ability is prohibited. Students should be aware that under Virginia state law a student can be prosecuted in court if he/she curses or uses abusive language.

VISITORS

All visitors must report to the office and obtain a visitor's badge to be worn while in the building. Students are not allowed to bring visitors or friends to school during normal school hours other than parents/guardians with school administrative permission.

WEAPONS

No student may possess (during or after school hours) any type of weapon while on school property, school bus, or at any school sponsored event. This prohibition extends to all firearms of any description, knives, and explosives of any kind, fireworks, air guns, billy clubs, black jacks, any sort of bludgeon device, metal knuckles, ammunition or any other article which could be used to physically harm another individual.

DISCIPLINE PROCEDURES

The foundation of a well-disciplined school is in the classroom. Teachers are expected to make every effort to handle daily classroom management problems before involving the school administration. These procedures do not deal with routine classroom discipline. **They cover disciplinary matters serious enough to be dealt with by the principal, assistant principal, or his/her designee.** When a teacher considers a problem serious enough to warrant the principal's attention, the behavior is referred to the school administration for further action. He/She will investigate the incident and hear all available accounts of it including the student's version of the incident. Any detention, in-school suspension or out-of-school suspension, requires parental notification by telephone or mail.

SUSPENSIONS (ISS and OSS)

Suspension is the final attempt at changing the behavior of a student before expulsion. Therefore, the act of suspension is reserved for serious violations of the rules or for a series of minor violations. There are two types of suspension: in-school suspension (ISS) and out-of-school suspension (OSS). The amount of days will depend on the offense.

EXPULSION

The most severe form of punishment is expulsion. If a student is expelled, he/she is denied access to school premises and events. The authority to expel a student is reserved by Virginia law to the School Board, acting on the recommendation of the superintendent.

Wise County Public Schools DISCIPLINE COMMITTEE

Students whose behavior is severely or habitually disruptive to the normal function of a school day may be referred to the Wise County Discipline Committee. This committee, acting in an advisory role to the superintendent, hears cases referred by school principals and may impose suspensions up to ten school days. All actions of the discipline committee are subject to the review of the division superintendent.

DISCIPLINE CONSEQUENCES

The following serve as a guide only. Circumstances allow for administrative discretion.

Minor discipline problems and notification of parents for a student's first offense will be handled by the teacher. Major discipline problems will be dealt with in the office. A record will be kept of students who are sent to ISS. OSS will be used when ISS or other discipline procedures are not changing the behavior. Students will not be allowed to participate in after-school activities when their suspension is a result of a major discipline problem. Repeated offenses may result in referral to the Wise County School Discipline Committee.

MINOR OFFENSES

ADHERENCE TO ASSIGNED AREAS (Students must have a designated hall pass)

1st offense Warning (office will be notified)

2nd offense ISS (amount to be determined)

COMING TO CLASS UNPREPARED

- 1st offense ISS for that block
- 2nd offense ISS all day
- 3rd offense ISS multiple days

DISRESPECTFUL ATTITUDE IN CLASS

- 1st offense ISS (amount of time determined by teacher)
- 2nd offense ISS all day
- 3rd offense ISS multiple days

INAPPROPRIATE DISPLAY OF AFFECTION

- 1st offense Warning (office will be notified)
- 2nd offense ISS (amount to be determined)
- 3rd offense ISS all day

POSSESSION OF INAPPROPRIATE MATERIAL

- 1st offense Material confiscated
- 2nd offense ISS

CELL PHONES

Students are not permitted to use their cellphones from 8:30am - 3:10pm (Bell to Bell), this includes between classes or during lunches. In the event of a cell phone violation, the following disciplinary procedures will be enforced:

- 1st offense – student must turn the cellphone into their teacher for the remainder of the day
- 2nd offense – student must turn the cellphone into the office for an appropriate amount of time as determined by the Principal or Asst Principal
- 3rd offense – students must turn the cellphone into the office, and a parent must be the one to retrieve the phone. Other consequences may apply as determined by the Principal or Asst. Principal

MAJOR OFFENSES

CHEATING

- 1st offense - Zero for the Assignment, with no option for replacing the grade
- 2nd offense - Zero for the Assignment, no option to replace the grade, one day of ISS
- Any further offense - Zero for the Assignment, no option to replace the grade, and any other discipline the administration may deem appropriate

DISRUPTION/MISBEHAVIOR/DISRESPECTFUL BEHAVIOR AT SCHOOL EVENTS

- 1st offense ISS (amount of time determined by administration)
- 2nd offense ISS all day
- 3rd offense 2 days of ISS 4th offense Loss of participation privileges in school activities for a semester

FIGHTING AND/OR AGGRESSIVE BEHAVIOR

- 1st offense ISS or OSS/Charges filed
- 2nd offense 10 days OSS/Referral to the Discipline Committee/Charges filed

LOITERING IN PARKING LOT

Upon arrival at school the student(s) are to report immediately to designated areas of the building.

- 1st offense Warning
- 2nd offense Suspension of parking permit/ISS
- 3rd offense Loss of parking permit/ISS/OSS

SKIPPING CLASS/SCHOOL/OUT OF AREA

- 1st offense 3 days of ISS (loss of driving privilege for rest of 9 weeks)
- 2nd offense 6 days of ISS (loss of driving privilege for two 9 week periods)
- 3rd offense 3 days of OSS (loss of driving privilege for rest of semester)

UNACCEPTABLE LANGUAGE

- 1st offense ISS for a block
- 2nd or more offenses ISS (amount to be determined)

UNEXCUSED TARDIES (Within each Nine Week Grading Period)

- 1st/ 2nd offense Warning by the teacher
- 3rd offense Sent to office for Warning
- 4th offense ISS for a block
- 5th offense ISS all day
- 6th offense ISS 3 days

USE AND/OR POSSESSION OF TOBACCO/VAPING/E-CIGARETTES

- 1st offense 2 days of ISS
- 2nd offense 3 days of ISS
- 3rd offense 1 day of OSS
- If a vape pen includes any type of drug related material, i.e THC, the punishment will include automatic OSS and a referral to the Wise County Discipline Committee for a school placement change. A 2nd offense with drug related vaping could result in a removal from in-person learning in WCPS and a placement in a distance learning program.

VIOLATION OF DRESS CODE

- 1st offense Warning/change clothes
- 2nd offense ISS one day/change clothes
- 3rd offense ISS three days/change clothes

MISSING THE SHOP BUS

When a student misses the shop bus, he/she is to report to the office so the Career/Technical Center can be informed of the reason for his/her absence. If transportation cannot be arranged, the student will be assigned ISS. Failure to follow the instructions will be considered skipping school. Repeated offenses will follow the ISS guidelines.

POSSESSION AND/OR USE OF WEAPONS

- A. Weapon confiscated
- B. Investigation/student conference
- C. Parent/guardian/SRO notification
- D. Suspension, either ISS or OSS, (up to ten days)
- E. Referral may be made to the Wise County Discipline Committee and/or Wise County School Board for possible expulsion
- F. Charges will be filed by SRO, if investigation warrants.
- G. Locker and personal searches will occur when there is reasonable suspicion

SCHOOL BUS TRANSPORTATION

All transported students will conduct themselves on the bus and at the bus stop in a manner which contributes to the safety and well-being of everyone. Inappropriate behavior may result in the loss of riding privileges.

SEXUAL or OTHER HARASSMENT

Any unwelcome sexual advance, request for sexual favors, or other inappropriate verbal or physical conduct of a sexual nature that creates an intimidating, hostile, or offensive environment is prohibited. Examples of sexual harassment include, but are not limited to the following:

- sexually oriented verbal abuse or "Kidding"
- unwanted sexual advances
- unwanted physical contact
- subtle pressure for sexual activity
- demands for sexual favors, accompanied by promises or threats
- bumping into/brushing against another person on purpose
- patting, hugging, or kissing
- grabbing, touching, or pinching
- sexual jokes, suggestions, or remarks
- calling obscene names • passing "dirty" notes
- telling "dirty" stories • writing graffiti about someone

- A. Investigation/student conference/parent/guardian notification
- B. Involvement of SRO

- C. ISS/OSS (amount to be determined)
- D. Possible charges of harassment/referral to Discipline Committee
- E. Title IX/Harassment Coordinator
 - a. District Title IX Coordinator: Marcia Short mshortt@wisek12.org
 - b. District Title IX Coordinator: Mark Gills mgiles@wisek12.org
 - c. School Coordinator: Michelle Salyer msalyer@wisek12.org

THEFT OR DAMAGE OF SCHOOL, PERSONAL, OR PRIVATE PROPERTY

- A. Investigation/student conference
- B. Parent/guardian notification
- C. Compensations for all losses
- D. Suspension (either ISS or OSS)
- E. Possible referral to the Wise County Discipline Committee
- F. Involvement of SRO/possible charges

USE AND/OR POSSESSION OF ALCOHOL OR DRUGS

- A. An investigation/student conference will be conducted
- B. Parent/guardian notification
- C. SRO involvement
- D. OSS for up to ten days
- E. Referral to the Wise County School Discipline Committee
- F. Locker and personal searches will occur when there is reasonable suspicion

GUIDANCE SERVICES

Graduation Requirements

Standard Diploma

1. Courses completed to satisfy this requirement shall be at or above the level of algebra and shall include at least two course selections from among: Algebra I, Geometry, Algebra II or other courses at or above the level of algebra.
2. Courses completed to satisfy this requirements shall include course selections from at least two different science disciplines: earth science, biology, chemistry, or physics
3. Courses completed to satisfy this requirement shall include: World Geography or World History I (Ancient), US & VA History, and US Government
4. Courses to satisfy this requirement shall include two sequential electives.

Advanced Diploma

1. Courses completed to satisfy this requirement shall be at or above the level of algebra and shall include at least two course selections from among: Algebra I, Geometry, Algebra II or other courses at or above the level of algebra.
2. Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines: earth science, biology, chemistry, or physics.
3. Courses completed to satisfy this requirement shall include: World Geography, World History I (Ancient), US and VA History, and US Government

4. Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.

Students receiving the Standard Diploma or the Advanced Studies Diploma, graduating with an “A” average will receive a Board of Education Seal. Students receiving the Advanced Studies Diploma and graduating with an average of “B” or better and completing at least nine transferrable college credits will receive a Governor’s Seal. See the Guidance Department for other seal information.

Grading System and Rank in Class

	Grading Scale	Quality Points AP	Dual Credit and Governor’s School
A	90-100	4	5
B	80-89	3	4
C	70-79	2	3
D	60-69	1	1
F	below 60	0	0

The following courses will be weighted:

- Advanced Placement courses
- A. Linwood Holton Governor's School Courses
- Refer to Policy IKFC for weighted Dual enrolled courses.
- A college course granting at least 3 semester college credits that satisfies Policy IKFC will receive 1 Carnegie unit of high school credit. Students who wish to take additional college courses may do so with the prior written approval of the high school principal or school counselor; however, these courses will not be weighted and may not garner high school credit.

PROMOTION POLICY

Students will be promoted from one grade level to another only at the end of the second term of each school year. Minimum requirements for placement in high school grades are as follows:

To be placed in each of the grades, the student must have done the following:

- 9-must pass at least 5 eighth grade blocks; 1 must be English or math.
- 10-earned at least 6 credits toward graduation.
- 11-earned at least 12 credits toward graduation.
- 12-earned at least 18 credits toward graduation or have a planned program providing for sufficient credits to enable him/her to graduate the following spring or summer.

BLOCK SCHEDULING

The four-by-four (4 x 4) Block Schedule requires that a student take four ninety-minute classes per term. This means that the student will have four teachers and four classes on a daily basis. Each term will run for a total of ninety days. The student will earn one unit of credit for each class passed per term. With four classes per term, a student can earn up to eight credits toward graduation in one school year.

DROPPING COURSES

A student has three days to drop a course without penalty. The State Department of Education requires a minimum of 140 hours of instruction for credit to be awarded.

SCHEDULE CHANGES

Because student/parent involvement is extensive during program planning, there should be few requests for a schedule change. Students requesting a schedule change must come to guidance. The student is to follow their old schedule until issued the appropriate Drop/Add forms.

SERVICES

Guidance services at Union High School are an integral part of the total school program, offering assistance in the areas of educational planning, career choice, and interpersonal relationships. Guidance and counseling services are available throughout the day to all students, parents, teachers, dropouts, post-graduates, referral resources, and local employers.

CURRICULUM

SPECIAL EDUCATION

Special services are provided to eligible students in Grades 9 -12. Instruction is offered in English, math, social studies, and life skills. Resource services are also provided by a speech therapist for those students requiring speech therapy. The resource teachers also work cooperatively with classroom teachers to aid those students who have been placed in regular classes.

WCPS implements on-going and continuous strategies to identify, locate, and evaluate children age 2-21 suspected of having a disability as defined in the Virginia Regulations, including students parentally placed in a private school or home-school. If you suspect that your child has a disability and requires special education, contact the school counselor or the Director of Special Education & Student Services at 328-8017. Following is a link to the Parent's Guide to Special Education:

www.doe.virginia.gov/special_ed/parents/parents_guide.pdf

ENGLISH

English 9

Grade Level(s): 9

Prerequisite: English 8

English 9 emphasizes a working knowledge of the mechanics of grammar and stresses the use of vocabulary development. It also aids the student in developing an awareness, understanding, and appreciation of various literary types including the short story, the novel, biography and autobiography, drama, and poetry. Using models, students examine descriptive, narrative, and expository paragraphs and then develop original paragraphs. The essay and research paper are introduced. **Credit: 1 unit**

English 9 – Advanced

Grade Level(s): 9

Prerequisites: English 8, Teacher Recommendation

This course offers students an in-depth study of selected literary works from the literature text as well as the opportunity to explore young-adult literature and classic novels. The students will write to inform, explain, analyze, and entertain. Mechanics and usage are addressed through the writing process. **Credit: 1 unit**

English 10

Grade Level(s): 10

Prerequisite: English 9

English 10 is a concentrated study in assorted selected literature, with reinforcement in grammar. Short story, poetry, drama, and novels are read with emphasis upon character study, evaluation of author's creative abilities, and literary insight of universal themes abundant in life. Students study expository writing and elevate themselves from paragraph development to literature for depth of thought as well as enjoyment. A study of grammar includes usage, research, resources, vocabulary, and study skills. **Credit: 1 unit**

English 10 - Advanced

Grade Level(s): 10

Prerequisites: English 9, Teacher Recommendation

The English 10 honors class consists of the study of world literature from the ancient Greeks through the Renaissance and on to the present. The literary genres covered will be epic poetry, drama, short stories, novels, and essays. The writing styles we will develop are personal narrative, persuasive and analytical essays, formal and informal letters, research papers, short stories, and poetry. **Credit: 1 unit**

English 11

Grade Level(s): 11

Prerequisite: English 10

English 11 offers the student a chronological study of American literature from the oral literature of the Native Americans through the contemporary writers of the twentieth century. Poetry, short stories, nonfiction, and novels will be included. Writing in response to literature is stressed, as well as creative writing, business writing, journal writing, and oral presentations. A documented research paper is required. Vocabulary study keyed to the SAT is a weekly regimen. **Credit: 1 unit**

English 11 - Advanced Literature and Composition

Grade Level(s): 11

Prerequisite: English 10

The English 11 Advanced Literature and Composition course focuses on a chronological study of American Literature with special emphasis on historical context, theme, genre, and style. Each student is expected to build a writing portfolio consisting of writing in response to literature, creative writing, exegesis, business writing, and personal essay. A documented research paper (a critical analysis) is required. Oral presentations, cooperative group work, independent reading, and in-depth vocabulary study are on-going expectations. **Credit: 1 unit**

English 12

Grade Level(s): 12

Prerequisite: English 11

Seniors will seek to polish language and writing skills that will enable them to succeed after high school. The study of literature involves analysis and interpretation. Composition skills are emphasized through creative and functional writing. **Credit: 1 unit**

English 111 - Dual Enrollment - 1st term

Grade Level(s): 12 Prerequisites: English 11 and college placement test
Wise County Public Schools and Mountain Empire Community College have joined together to provide dual enrollment classes for students at Union High School. Any rising senior who attains a satisfactory score on the MECC college placement test is eligible to participate in dual enrollment. Students can earn college English credit while also receiving senior English credit toward graduation. There is a fee for this class. **Credit: 1 unit (3 hours college credit)**

English 112 - Dual Enrollment - 2nd term

Grade Level(s): 12 Prerequisites: English 111
See course description for English 111. The same requirements are in effect for this course.
Credit: 1 unit (3 hours of college credit)

Appalachian Literature

Grade Level(s): 9-12 Prerequisite: None
Appalachian Literature will give students an opportunity to study the rich literary heritage of the Southern Highland Mountains. Areas of concentration will include the oral tradition, storytelling, nonfiction, short story, songs, ballads, and poetry. The impact of Appalachian music, art, dance, cultural values, and language on the world outside the Southern Highland region will also be explored. Students must be willing classroom participants as well as good independent workers capable of sustaining long-range assignments. Interviewing skills, oral history collecting projects of various kinds, storytelling, debate, creative writing, and a fine tuned interest in the region where we live are basic expectations of this course. **Credit: 1 unit**

MATHEMATICS

Algebra I-A

Grade Level(s): 9-12 Prerequisite: Pre-Algebra
Algebra I-A provides the student with the basic concepts and skills for solving problems algebraically. The course covers the properties and basic operations on real numbers, polynomial and rational expressions, solutions of equations and inequalities, systems of equations, inequalities in one and two variables, and graphing on the number line and in the coordinate plane. Second degree equations are introduced. **Credit: 1 unit**

Algebra I-B

Grade Level(s): 9-12 Prerequisite: Algebra I-A
A continuation of Algebra I-A. (See above description) **Credit: 1 unit**

Informal Geometry

Grade Level(s): 10-12 Prerequisites: Algebra I

This course emphasizes an inductive-intuitive approach to the content of geometry. Theorems will be considered and verified by direct comparison and/or measurement. Students are not required to recite formal definitions. Demonstration of an understanding of the meaning of a concept or term will constitute a definition. This course does not meet college requirements for geometry. **Credit: 1 unit**

Geometry

Grade Level(s): 9-12 Prerequisites: Algebra I

Geometry combines plane, solid, and coordinate geometry. It provides an opportunity for students to develop their reasoning ability, both inductively and deductively. **Credit: 1 unit**

Algebra II

Grade Level(s): 10-12 Prerequisites: Algebra I, Geometry

Algebra II reviews the fundamental concepts introduced in Algebra I and develops these concepts to a more advanced degree. Radicals, exponents, quadratics, logarithms, relations and functions, series and sequence, complex numbers, conics, and graphing of quadratic equations introduced and expanded. **Credit: 1 unit**

Mathematical Analysis

Grade Level(s): 11-12 Prerequisites: Algebra I, Algebra II, Geometry

Mathematical Analysis is a course for college bound students, technically oriented students, and those students with a special interest in mathematics. The course includes trigonometry and pre-calculus, with concentration on the following topics: sequences and series, exponential and logarithmic functions, conics, probability, limits, derivatives, and integrals. **Credit: 1 unit**

Pre-Calculus I & II

Grade Level(s): 11-12 Prerequisites: Algebra I, Algebra II, Geometry, Math Analysis (preferred)

Pre-Calculus is a dual enrollment course offered through MECC. This course is designed for those students with a strong interest in mathematics, who intend to pursue a science, mathematics, or technical degree in college. **Credit: 2 units**

Calculus I & II

Grade Level:12 Prerequisites: Algebra I, Algebra II, Geometry, Pre-Calculus

Calculus is a senior level mathematics course that is part of the Cohort program through MECC and is designed for students who have a strong interest in STEM related courses and see themselves pursuing a college degree in a science, mathematics, or technical field. **Credit: 2 units**

SOCIAL STUDIES

World Geography

Grade Level(s): 9 - 12 Prerequisite: None

This course is a study of the Earth's features, the effect they have on people, and the economic, political, and social institutions that societies have developed. It is required for all students.

Credit: 1 unit

World History

Grade Level(s): 9 - 10 Prerequisite: None

This course surveys pre-history to the year 1500 A.D. Special emphasis will be placed on geography of various places studied, development of civilizations, time, place, and manner of civilizations. **Credit: 1 unit**

United States/Virginia History

Grade Level(s): 11 Prerequisite: Ancient or Modern History

This course is a general survey of Virginia and United States history from European exploration and colonization to the technological age. It is required for graduation. **Credit: 1 unit**

History to 1890

Grade Level: 11 Prerequisite: Ancient or Modern History

First part of Advanced Placement United States/Virginia History **Credit: 1 unit**

Advanced Placement United States/Virginia History

Grade Level(s): 11 Prerequisite: History to 1890

This program administered by the Educational Testing Service, provides college level work using textbooks, methods, and materials equated with a college level course. Not only will students receive high school credit upon completion of the course, but they may earn advanced placement in college and college credit if they earn acceptable scores on the Advanced Placement Exam. **Credit: 1 unit**

United States and Virginia Government

Grade Level(s): 11 Prerequisites: United States/Virginia History

U.S. and Virginia Government is a survey course of the workings of the American and Virginian political systems. The structure of this course will include the growth of democratic government with emphasis on the U.S. and Virginia Constitutions, the operation of the government, and the economic system compared to those of other nations. **Credit: 1 unit**

Sociology

Grade Level(s): 11-12 Prerequisite: None

Sociology is a course of study of human relationships while emphasizing group relationships and the total social environment. The structure of the course will include cultural variation and adaptation, socialization, social institutions, and social change. **Credit: 1 unit**

Current Affairs

Grade Level(s): 9-12 Prerequisite: None

This course emphasizes the base of current world happenings in politics, society, and economics. Discussions of why things happened in the past, what is still occurring, and the long-term effects will be included. **Credit: 1 unit**

Western Civilization I & II

Grade Level(s): 11-12 Prerequisite: World History

This course is a dual enrollment course with a focus on the development of western civilization with a stronger emphasis on the west than world history. **Credit: 2 units**

Psychology

Grade Level(s): 9-12 Prerequisite: None

An introductory course in Psychology with a particular emphasis on brain development and the acquisition of knowledge. An entertaining and enlightening course for students. **Credit: 1 unit**

SCIENCE

Earth Science

Grade Level(s): 9 Prerequisite: None

Earth Science is the study of Earth's composition and structure, its processes and mechanisms, its geologic history, and its position in the universe. Students will be introduced to aspects of Geology, Oceanography, Meteorology, Astronomy, Ecology, Environmental Science, and Cartography and Map Making. The basic framework of this course is prescribed by the Virginia Standards of Learning (SOL) guidelines for Earth Science. However, students will be required to understand much more about specific processes related to Virginia's unique geologic past and the fascinating landforms that can be found here. Southwestern Virginia exhibits an extraordinary geologic history, dynamic weather and climate, and has present day relevance regarding energy and ecological resources. There is something in this course to interest every student. **Credit: 1 unit**

Biology I

Grade Level(s): 10 Prerequisite: None

The purpose of this course is to study life and the living systems and processes of our planet. Various aspects of living things are studied. Characteristics of the five kingdoms, genetics, basic biochemistry, cell structure and function as well as ecology and human impact are the main topics. **Credit: 1 unit**

Biology II – Zoology

Grade Level(s): 11 – 12 Prerequisite: Successful Completion of Biology I

This course is designed to give an overall view of animals, from the simplest to the most complex. In addition, students will be investigating the role of animals in different niches in today's world and how animals are important to the human species. As part of the course, students will perform dissections of preserved specimens of various species. Also, they will make observations of different living specimens. **Credit: 1 unit**

Biology II-Human Anatomy & Physiology

Grade Level(s): 11-12 Prerequisite: Successful Completion of Biology I, Chemistry is recommended.

This course is designed to give an in-depth look at the different systems of the human body. In addition, the class will be investigating certain diseases and abnormalities of the human body.

The class will begin with an overview of the systems and then proceed to go into detail for each of the eleven human systems. As part of the course, various labs and dissections will accompany the study of each system, including dissections of chicken bones, cow muscles, cow eyes, sheep brains, sheep hearts, and sheep kidneys. The culminating activity will be the dissection of a fetal pig. This is a difficult course, as it is a college-preparatory class. **Credit: 1 unit**

Biology II: Ecology

Grade Level(s): 11-12 Prerequisite: Earth Science, Biology I

The major goal of this class is to define and examine the unique Natural History of Southwest Virginia. The impetus of this class is to study organisms and their relationship with the various ecosystems in the local area. Techniques of study include, but are not limited to, field study, laboratory activities, cooperative learning experiences and hands-on research. The emphasis of this class is the development of free thinking and decision making skills to support the research. These skills provide students with the scientific basics with which they can analyze for themselves many of the issues concerning our environment today and in the future. **Credit: 1 unit**

Chemistry I

Grade Levels 11-12 Prerequisites: Biology, Algebra I, Geometry, Algebra II

Chemistry I deals with the substances that make up our environment and with the changes that take place in these substances. The study of this course helps the student understand and benefit from nature. Emphasis is placed on using actual experimentation to present a valid picture of the way scientists and technicians work to help the student develop generalizations that unify many important scientific principles. This course is intended to be taken as a college preparatory course and offers the student a sophisticated approach to the study of an important scientific area. Chemistry is highly mathematical. **Credit: 1 unit**

Astronomy

Grade Level(s): 11 – 12 Prerequisite: Successful Completion of Earth Science and Algebra II.

This course is designed to give an overall view of space and the different objects located there, especially different types of celestial objects. In addition, students will explore the earth's placement in the universe. As a part of the course, students will also investigate the different instruments used in the study of astronomy. Also, the efforts of humans in manned and unmanned spaceflight will be studied. **Credit: 1 unit**

FOREIGN LANGUAGE

Spanish I Grade Level(s): 9-12 Prerequisite: None

Spanish I provides an introduction to the language and culture of the Spanish-speaking world. The students will attain an acceptable degree of proficiency in the four skills of listening, speaking, reading, and writing. **Credit: 1 unit**

Spanish II

Grade Level(s): 9-12 Prerequisite: Spanish I

Spanish II presents the more complex structures of basic Spanish and expands the cultural themes of the first level. By the time the student completes the second level, he/she will have acquired a command of the key vocabulary and structure necessary for personal communication as well as an appreciation of the breadth and variety of the Spanish-speaking world. **Credit: 1 unit**

Spanish III

Grade Level(s): 9-12 Prerequisite: Spanish II

The emphasis on reading increases at this level. Speaking, listening, and writing skills are clarified. Through the varied reading selections, the student becomes more aware of the Spanish culture and customs. **Credit: 1 unit**

Spanish IV

Grade Level(s): 10-12 Prerequisite: Spanish III

This class focuses on conversation and comprehension. The class is taught entirely in Spanish. Emphasis is placed on listening, comprehension, and speaking skills. Reading is a must. **Credit: 1 unit**

French I Grade Level(s): 9-12 Prerequisite: None

In the beginning level, the four basic skills are taught: listening, speaking, reading, and writing. Grammar elements, such as verb tense, are taught as a means of developing the four skills not as a separate body of objectives. The student is introduced to the culture of France and French speaking countries and is given opportunities to compare those cultures to his/her own. **Credit: 1 unit**

French II Grade Level(s): 10-12 Prerequisite: French I

This course strengthens the student's use of the four skills: listening, speaking, reading, and writing. At the beginning there is a short review of French I, and then the student progresses to new structures and speech patterns. The proficiency goal is to be able to satisfy basic survival needs in very simple situations. The culture of France and French-speaking countries continues to be emphasized by doing units of study (the Cajuns, for example) but also by discussing everyday culture of interest to students. This course must immediately follow French I. **Credit: 1 unit**

French III Grade Level(s): 11-12 Prerequisite: French II

The four skills (listening, speaking, reading, and writing) are refined. The emphasis on reading and writing increase considerably. The student's knowledge of the future is expanded by using the language to discuss, read and write about topics such as Louis XIV, the French Revolution, French artists and scientists, etc., as well as by continuing to learn about everyday culture. The proficiency goal is to be able to satisfy most routine travel and survival needs, such as ordering a meal, making purchases in a store, etc., and carrying on simple conversation on variety of topics. **Credit: 1 unit**

French IV Grade Level(s): 12 Prerequisite: French III

This course emphasizes listening, speaking, extensive reading, and French culture. A wide variety of material and techniques (such as doing plays, making videos) are used. The student is asked to provide suggestions at the beginning of the course so that individual interests and talents can be considered. The proficiency goal is to be able to satisfy most survival needs and initiate and sustain conversation on a variety of topics. **Credit: 1 unit**

MARKETING

Fundamentals of Marketing

Grade Level(s): 9-11

Prerequisite: None

Fundamentals of Marketing is a basic elective course offered in the three year Marketing program. Students gain a basic understanding of marketing and its importance and develop fundamental social, economic, mathematical, and marketing, job search, and occupational decision-making skills necessary for successful initial employment in retail wholesale, or service business. Academic skills (mathematics, science, English, and history/social science) related to the content are a part of this course. **Credit: 1 unit**

Marketing Education

Grade Level(s): 11-12

Prerequisite: Students must be employed

Students are introduced to functions and foundations involved in the marketing of goods, services, and ideas and achieve skills necessary for successful marketing employment. Students study risk-management, selling, promotion, pricing, purchasing marketing - information management, product/service planning distribution, and financing. Foundation skills include economics, human resources, and marketing and business necessary for success in marketing occupations. Academic skills (mathematics, science, English, history/social science) related to the content are a part of this course. The student must be employed and have documented work to receive credit for the course. A student must complete both the work and the class to receive credit. No credit is given for the work unless the class is taken. This class is taught in conjunction with Marketing Work. **Credit: 1 unit**

Marketing Education Co-op Term 1

Grade Level(s): 11-12

Prerequisite: Marketing Education

Marketing Work allows a student to leave school and go to an approved workplace during Block 4. A student must be enrolled in a Marketing Education course to take this course offered in the fall semester. **Credit: 1 unit**

Marketing Education Co-op Term 2

Grade Level(s): 11-12

Prerequisite: Marketing Education Refer to above description.

This course is offered during the spring semester. **Credit: 1 unit**

Advanced Marketing

Grade Level(s): 12

Prerequisite: Marketing Education

Students continue to gain knowledge of marketing functions and foundations as they relate to supervisory and management responsibilities and develop skills needed for advancement. They develop skills for supervisory positions and/or for continuing education in a marketing related

field. Academic skills (mathematics, science, English, and history/social science) related to the content are a part of this course. **Credit: 1 unit**

Advanced Marketing Co-op Term 1

Grade Level(s): 12 Prerequisite: Advanced Marketing

This course allows Advanced Marketing students to leave school and go to an approved workplace during Block 4. A student must be enrolled in Advanced Marketing to take this course. It is offered in the Fall Semester. **Credit: 1 unit**

Advanced Marketing Co-op Term 2

Grade Level: 12 Prerequisite: Advanced Marketing

Refer to above description. This course is offered in the Spring Semester. **Credit: 1 unit**

BUSINESS Digital Input Technologies

Grade Level(s): 9-12 Prerequisite: None

Students develop or refine touch skills for entering alphabetic, numeric, and symbol information on a computer. Students apply keyboarding skills to produce a variety of personal and business documents. (Students who can demonstrate touch keyboarding skills may test out and enter into word processing to develop document preparation and computer skills.) **Credit: 1 unit**

Accounting

Grade Level(s): 9-12 Prerequisite: None

Students learn the basic principles, concepts, and practices of the accounting cycle. Students learn the fundamental accounting procedures using a manual and an electronic system. **Credit: 1 unit**

Advanced Accounting

Grade Level(s): 11-12 Prerequisite: Accounting

This course is designed to allow you as a student to gain an in-depth knowledge of accounting procedures and techniques used to solve business problems and make financial decisions. Students use spreadsheet software to analyze and interpret business applications. **Credit: 1 unit**

Computer Information Systems

Grade Level(s): 10-12 Prerequisite: Keyboarding

This course is designed to apply problem-solving skills to real-life situations through work processing, spreadsheet, database software, and through integrated activities. You will work individually and in groups to explore computer concepts and emerging technologies. **Credit: 1 unit**

Advanced Computer Information Systems

Grade Level(s): 11-12 Prerequisite: Computer Information Systems

This course is designed to apply problem-solving skills to real-life situations through advanced integrated software applications and programming. Students work individually and in groups to explore telecommunications and advanced computer concepts. **Credit: 1 unit**

Design & Multimedia

Grade Level(s): 11-12 Prerequisite: Keyboarding

This course is designed to apply problem-solving skills to real-life situations through advanced integrated software applications and programming. Students work individually and in groups to explore telecommunications and advanced computer concepts. **Credit: 1 unit**

Advanced Design & Multimedia

Grade Level(s): 11-12

This course is designed for students to develop proficiency in using FrontPage, Web collection, and HTML. They will build, maintain, and keep the school=s webpage updated. Students will assist faculty in daily updates of the homework hotline. **Credit: 1 unit**

Word Processing

Grade Level(s): 9-12 Prerequisite: Keyboarding

Students develop intermediate to advanced level word processing skills using a variety of software functions, including graphics and desktop publishing. Students gain competence integrating other applications such as databases and spreadsheets into word processing activities. Classroom experiences also provide for skill development in written communication. **Credit: 1 unit**

Economics & Personal Finance

Grade Level(s): 11-12 Prerequisite: Digital Input or Keyboarding Test

Students explore the roles of business and marketing in the free enterprise system and the global economy. Students study how the American economy operates and prepare to make decisions as consumers, wage earners, and citizens. **Credit: 1 unit**

ITE

Grade Level(s): 9-12 Prerequisite: Digital Input or Keyboarding Test

Students will be introduced to skills related to Internet fundamentals, network systems, computer maintenance/upgrading/troubleshooting, computer applications, programming, graphics, web page design, and interactive media in the basics of information technology. Students explore ethical issues related to computers and Internet technology and develop teamwork and communication skills that will enhance their employability. **Credit: 1 unit**

IT Fundamentals

Grade Level(s): 9-12 Prerequisite: Keyboarding or Digital Input

Students learn the basics of computing fundamentals, including computer hardware and components, applications and operating software, and social issues related to computing and technology. The key applications section focuses on software applications that learners use on a regular basis, and the living online section covers the concepts of computer networking, with comprehensive coverage of the Internet and the various services and resources it offers. Students will be prepared for industry certification in IC3. **Credit: 1 unit**

Office Specialist II (Yearbook) 6741 (Seniors only)

Grade Level: 12

Prerequisites: Keyboarding or above

Students develop advanced skills and apply journalistic principles in design and layout of written and electronic publications. This will include working with the yearbook for our school. Students will be required to fund-raise for the yearbook and sell ads to local businesses. **Credit: 1 unit**

Family & Consumer Sciences

Nutrition & Wellness

Grade Level(s): 9-12

Prerequisite: None

Students enrolled in Nutrition and Wellness focus on making choices that promote wellness and good health; analyzing relationships between psychological and social needs and food choices; choosing foods that promote wellness; obtaining and storing food for self and family; preparing and serving nutritious meals and snacks; selecting and using equipment for food preparation; and identifying strategies to promote optimal nutrition and wellness of society. Critical thinking, practical problem solving, and entrepreneurship opportunities within the area of nutrition and wellness are emphasized. **Credit: 1 unit**

Life Planning

Grade Level(s): 9-12

Prerequisite: None

Life Planning equips students with the skills to face the challenges in today's society. Students will develop a life-management plan which includes Developing Career, Community, and Life Connections; Applying Problem-solving Processes to Life Situations; Creating and Maintaining Healthy Relationships; Developing Strategies for Lifelong Career Planning; Developing a Financial plan; Examining Components of Individual and Family Wellness; and Demonstrating Leadership within the Community. Critical thinking and practical problem solving are emphasized through relevant life applications. **Credit: 1 unit**

Parenting

Grade Level(s): 10-12

Prerequisite: Life Planning

Students enrolled in Parenting focus on assessing the impact of the parenting role in society; taking responsibility for individual growth within the parenting role; preparing for a healthy emotional and physical beginning for parent and child; meeting developmental needs of children and adolescents; building positive parent-child relationships; using positive guidance and discipline to promote self-discipline, self-respect; and socially responsible behavior; obtaining parenting information, support, and assistance; and planning ways that families and society can share in nurturing children and adolescents. Critical thinking, practical problem solving, and entrepreneurship opportunities within the area of parenting responsibilities and education are emphasized. Teachers highlight the basic skills of mathematics, science, and communication when appropriate in content. **Credit: 1 unit**

Introduction to Fashion Design and Marketing

Grade Level(s): 9-12

Prerequisite: None

The design and merchandising competencies for this course focus on identifying and exploring the individual careers within the apparel, accessory, and textile design, manufacturing, and merchandising industry. Units of study include the relationships that exist among all areas of the clothing industry; related global and economic issues; apparel, accessory, and textile technology; exploration of careers, including entrepreneurial opportunities in related areas; and the skills and personal characteristics necessary for success in careers in the apparel, accessory, and textile design, manufacturing, and marketing industry. **Credit: 1 unit**

Introduction to Interior Design

Grade Level(s): 9-12 Prerequisite: None

The Introduction to Interior Design tasks/competencies focus on identifying & exploring various careers in all areas of the Interior Design Industry. Units of study include investigation of • the physical & psychological aspects of interior environments • various types of interior environments • the historical, societal, cultural, & geographical influences on the interior design industry • careers in residential & commercial interior design, building care maintenance, regulation of the design industry, education related to the design field, green design, & real estate • industry aspects of careers in interior design • the characteristics and skills necessary for career success in the interior design field. Students also study the elements and principles of design and develop a design project.

MUSIC

Marching Band

Grade Level(s): 9-12 Prerequisite: middle school band and/or approval of director.

This course is offered to students who wish to achieve a high degree of proficiency in performance. This group performs at football games and in competitions. This course is offered during the fall term only. **Credit: 1 unit**

Concert Band

Grade Level(s): 9-12 Prerequisite: Marching Band and/or approval of director.

This is a course in concert performance which acquaints students with master composers and compositions, classical, symphonic, jazz, etc. It is offered during the spring term only. **Credit: 1 unit**

Advanced Chorus Term 1

Grade Level(s): 9-12 Prerequisite: None

In the fall, the Concert Choir studies music theory including major and minor scales, intervals, and ear-training. Students study sight-singing and perform music from various musical genres. **Credit: 1 unit**

Advanced Chorus Term 2

In the spring, students study music history from the medieval, renaissance, baroque, classical, romantic, and twentieth century musical periods. Students study sight-singing and perform music from various musical genres. **Credit: 1 unit**

Chamber Choir

Grade Level(s): 9-12 Prerequisite: Concert Choir, Audition

Chamber Choir is made up of the most advanced music students. Students meet after school to practice music from all musical genres. They perform in concerts and at community functions. All music is a cappella.

ART

Art I

Grade Level(s): 9-12 Prerequisite: None

Students will explore various media, completing at least one project for each medium and process used. Some of the mediums and art forms to be used are clay in pottery and sculpture; pencils, pastels, and charcoal in drawing; watercolor and acrylics in painting and printmaking; yarn in weaving; and fabric crayons and paint in textile design. The basic ideas and theories of color, design, balance, perspective, shading, and texture will be covered in each medium. Art history will be introduced during the exploration process. Artists from the cave art period through the 20th Century will be analyzed and studied. **Credit: 1 unit**

Art II

Grade Level(s): 10-12 Prerequisite: Art I

Art II is an advanced continuation of Art I. The basic format is the same as Art I. **Credit: 1 unit**

Art III

Grade Level(s): 10-12 Prerequisite: Art II

Art III is an advanced continuation of Art II. The basic format is the same as Art I. **Credit: 1 unit**

PHYSICAL EDUCATION AND HEALTH

Each student must participate in all physical education classroom activities unless excused by the principal. If a medical condition exists, a physician's statement stating the reason(s) why the student is unable to participate and how long the student is to be exempt, must be filed in the principal's office. This must specify what exercises the student is to be excused from. Failure to dress for PE class can result in lowering the student's grade and disciplinary action.

Advanced Physical Education

Grade Level (s) 9-11 Prerequisite: None

This course is a highly specialized course in physical condition. The activities are geared toward increasing strength, endurance, and overall physical condition of athletes involved in interscholastic activities. Credit: 1 unit

Health and Physical Education 9

Grade Level(s): 9 Prerequisite: None

This course is a continuation of Health/P.E. 8 with emphasis gradually shifting from team sports to more individual and dual sports. Also, prevention and control of disease, consumer health, environmental health, first aid, medical self-help, and Family Life Education will be studied.
Credit: 1 unit

Health and Physical Education 10

Grade Level(s): 10 Prerequisite: Health and Physical Education 9

This course continues to emphasize individual and dual sports. These sports provide the student with the opportunity to participate in lifetime sports or those sports that have carry-over value for an individual. Health activities offered in this course include health careers, mental health, family life education, drug awareness, and stress management. Credit: 1 unit

Lifetime Sports

Grade Level(s): 11-12 Prerequisite: Completion, with minimum B average, in Health/PE 9 and 10.

This course will target overall physical fitness: cardio-vascular fitness, flexibility, strength and muscular endurance. Emphasis will be placed on stretching, running, weightlifting, and aerobic activities. Team games, individual sports, introduction to lifetime activities and health guidelines will be taught. Credit: 1 unit

Driver Education

Grade Level(s): 9-10 Prerequisite: Health & PE 9

The classroom segment of Driver Education will be taught in the 10th grade Physical Education classes during 25 days of each term:

- A minimum of 36 clock hours of instruction are required to complete the class
- The in-car phase is conducted by Driver Training, Incorporated and costs \$150

To receive a driver's license, a student:

- must be at least 16 years and three months old
- held a learner's permit for 9 months
- has parental permission and 45 hours guided practice-15 hours after sunset, and
- has successfully completed the classroom and behind the wheel portion of Driver Education program

Wise County Career Technical Center

Course Offerings

- Auto-Body Technology
- Auto-Service
- Auto-Service Technology
- Building Trades
- Computer Systems Technology (IT Essentials)
- Cosmetology
- Criminal Justice
- Culinary Arts
- Design Technology (Tech Foundation)

- Drafting
 - Early Childhood Education
 - Electricity
 - HVAC
 - Graphic Communication
 - Intro to Vocational Education
 - Medical Systems Administration
 - Practical Nursing I and II
 - Welding
 - Auto Service Technology
1. **Prerequisites:** 11th grade status preferable. Will accept 10th grade level students if space is available. Students need good reading and math skills. Students will be expected to meet all of the course goals and be able to demonstrate their understanding of all underlying concepts. Instruction will be heavily based on application of project based learning, with a minimum of lecture and demonstration therefore attendance is imperative.
 2. **Course Description:** The course requires student research, management and labor. Students will work in teams and individually, as assigned, to complete projects and assignments. Auto Service Technology is a two year program for students interested in the automotive field. The program is certified by NATEF/ASE (National Automotive Teachers Education Foundation and Automotive Service Excellence, the organization that certified automotive technicians.) This course is taught to meet automotive industry standards. The students can not only pursue careers as technicians, but as parts personnel and service advisors. The Auto Service Technology class is divided between classroom theory and hands-on lab work dealing with some of the latest computerized equipment. Students are expected to be here every day to learn the skills necessary to work on today's vehicles.
 3. **Course Content and Objectives:**
The eight areas in Auto Service Technology are the following:
 - Engine Repair
 - Automatic Transmission
 - Manual Transmission
 - Electrical
 - Engine Performance
 - Heating & Air Conditioning
 - Brakes
 - Suspension & Steering

Auto Service

1. **Prerequisites:** Grade Level 10 or 11.
2. **Course Description:** Students learn to make minor repairs, tune engines, and practice routine maintenance procedures. The study of electrical systems and components of the cooling system is included. Certifications and licenses available upon successfully completion of Automotive Service sequence are Automotive Technician (ASE) and/or Parts Specialist Automobile or Medium/Heavy Truck (ASE).
3. **Course Content and**

Objectives: The objective of the Auto-Service program is to prepare students for entry-level employment in the auto service industry.

Auto Body Technology

1. **Prerequisites:** Grade 11 or 12, and Grade 10 if there are available openings. Prospective students should have good self-discipline and a desire to work with their hands. Good math and reading skills and attendance are essential. 2.
2. **Course Description:** Students learn to repair the body and fenders of automobiles. Instruction in body preparation for painting and finishing is included. The Auto Body Technology is divided between classroom theory and hands-on lab work, thus daily attendance is necessary.
3. **Course Content and Objectives:** The objective of the Auto Body Technology program is to prepare students for entry-level employment in the Auto Body industry or post-secondary education in the subject. Five major aspects of the industry are covered including: • Painting and Refinishing • Structural analysis and repair • Non-structural analysis and repair. • Mechanical Systems • Plastics and Adhesives.

Building Trades

1. **Prerequisites:** Grade 10 or 11. Must be 16 years of age. Intro to Vocational Ed. Good Math and English skills, hand to eye coordination and be able to lift at least 50 pounds.
2. **Course Description:** This instructional program prepares students to erect, install, maintain, and repair buildings, and other structures using materials such as metal, wood, stone, brick, glass, concrete and composition substances. Students develop skills in estimating costs; cutting, fastening, and fitting various materials; using hand and power tools; and following technical specifications and blue prints. The Building Trades Program is certified by the National Center for Construction Education and Research. For students who successfully complete the training, the NCCER offers national recognition with entry into the National Craft Training Registry.
3. **Course Content and Objectives:**
 - Applying safety practices
 - Solving work area problems
 - Performing entry-level brick masonry
 - Laying brick positions and bonds
 - Laying block
 - Identifying and mixing masonry cements
 - Performing residential masonry
 - Constructing commercial masonry
 - Preparing the building site
 - Performing advanced masonry

Computer Systems Technology (IT Essentials)

1. **Prerequisites:** Grade 11 and 12, and Grade 10 if space is available. IT Fundamentals is recommended. To be successful in Computer Systems Technology (IT Essentials), good reading and math skills as well as keyboarding and computer skills are a must. Online

testing, periodical lab assignments and live work require students to be present and on time every day.

2. **Course Description:** Computer Systems Technology (IT Essentials) is a four semester program delivered through the on-line Cisco Academy. HP IT Essentials I: PC Hardware and Software, sponsored by Hewlett-Packard Company, presents an in-depth exposure to computer hardware and operating systems. Students learn the functionality of hardware and software components as well as suggested best practices in maintenance, and safety issues. Through hands-on activities and labs, students learn how to assemble and configure a computer, install operating systems and software, and troubleshoot hardware and software problems. In addition, an introduction to networking is included. HP IT Essentials II: Network Operating Systems, sponsored by Hewlett-Packard Company, is an intensive introduction to multi-user, multitasking network operating systems. Characteristics of the Linux, Windows 2000, NT, and XP network operating systems will be discussed. Students will explore a variety of topics including installation procedures, security issues, back up procedures and remote access. CCNA Courses 1 through 4 of the Academy program, equivalent to 280 hours of instruction, provides students with a basic foundation in networking. Students who successfully complete this portion of the program are eligible to earn Cisco Certified Network Associate (CCNA™) certification. The first four courses are available at the secondary and post-secondary levels.

Criminal Justice

1. **Prerequisites:** Grade 11 and 12, and Grade 10 if space is available.
 - Students must exhibit a genuine interest in pursuing a career in this field.
 - Students may be required to go through a selection process prior to entrance in to the program.
 - Students should have a minimum of a 1.0 grade point average and be recommended for the program by a counselor.
 - Students may be required to obtain parental permission prior to specific activities.
2. **Course Description:** Students learn the theory, principles, and techniques of developing, administering, and managing services for the safety and protection of people and property. Students completing the course will have the potential to gain certification in the following areas: Firearms SFST (Standardized Field Sobriety Testing, DUI) RADAR CPR 3. **Course Content and Objectives:** This course is intended to provide a general, but informed knowledge of the philosophy and history of criminal justice and criminal justice issues. It surveys the jurisdiction and organizations of local, state, and federal criminal justice agencies. After taking this course the student should have a general understanding of criminal justice, criminal law and criminal justice procedures.

Cosmetology

1. **Prerequisites:** Grade levels 11 and 12. Good reading and math skills and attendance are essential. Algebra and Chemistry are beneficial.
2. **Course Description:** Students enrolled in Cosmetology will be eligible to take the VA State Board Exam after satisfactorily completing four consecutive semesters in the program that meet the standards set by the Cosmetology Board and students must adhere to the attendance policies set by the Wise County Schools. Cosmetology is the study of

hair, skin, and nails and their related care. Students study and prepare in a clinical lab setting, using mannequins and live models for manipulative skill practice. The program emphasizes safety and sanitation, communication and management skills. Related areas of study include psychology, ethics, and presentation of a professional image. Competency completions prepare the student for the Virginia state licensing exam.

3. **Course Content and Objectives:** Cosmetology is a competency based program is provided through a sequential set of learning steps that address specific tasks necessary for state board preparation, graduation and skills necessary for an entry level job in the beauty industry. The equipment and products used are comparable to those used in industry. Subject matter will be presented by lecture and demonstration. The use of field trips, guest speakers, projects, computer programs, activities, and other related teaching methods will be used in the delivery of the material for this program.

Culinary Arts

1. **Prerequisites:** Grades 9,10, 11, and 12. Students must be motivated and interested in food preparation.
2. **Course Description:** The Culinary Arts program prepares students for paid employment in entry-level jobs, and entrepreneurship. Culinary Arts students study planning, selecting, storing, purchasing, preparing and serving food and food products; basic nutrition, sanitation, and food safety; the use and care of commercial equipment; serving techniques; and entrepreneurship opportunities within the field of culinary arts are emphasized.
3. **Course Objectives:** The students are expected to give their best performance. That includes self-discipline, good attendance, following class and school rules, being well prepared, and highly motivated.

Drafting

1. **Prerequisites:** Grades 11 and 12, and grade 10 if space is available. Algebra, Algebra II, Geometry and Trigonometry are needed for calculating angles and equations. A basic knowledge of fractions is essential in working conversions that reading scales. Fluency in both English and metric units is imperative. English, spelling, and reading skills are necessary and are used in technical writing and specifications.
2. **Course Description:** This course of study involves competency based task principles and fundamentals used to acquire the skills needed to complete various types of drawings and industrial processes in the professional institutions of engineering, architecture, and surveying. Emphasis will be placed on instruments and their use, design and reproduction, computer technology (ACAD), math, drafting techniques, safety in the lab, and the organization of plans and documents. Areas of specialized study will also be implemented. A competency based task list provided by the Virginia department of Education will be used to grade and monitor each student's progress.
3. **Course Purpose:** To instill within the student the basic skills and knowledge to become a competent drafter or to continue their education in engineering, thus, making the student eligible for entrance into an institution of higher learning, or placement in the industry.

Early Childhood Education I and II

1. **Prerequisites:** Grades 11 and 12. Students must be motivated and interested in the care of young children in a Child Care workplace setting.
2. **Course Description:** I. Students prepare to be primary providers of home-, family-, or institution-based child care services by focusing their study on the planning, organizing, and conducting of meaningful play and learning activities; child monitoring and supervision; record keeping; and referral procedures. Critical thinking, practical problem solving, and entrepreneurship opportunities within the field of early childhood education are emphasized. Teachers highlight the basic skills of math, science, and communication when appropriate in content. II. Students prepare for positions in child care centers as child care attendants, kindergarten aides, or child care assistants; as foster parents; or as entrepreneurs. On-the-job education or other work-based learning opportunities under the supervision of the instructor are an option. Critical thinking, practical problem solving, and entrepreneurship opportunities within the field of early childhood education are emphasized. Teachers highlight the basic skills of math, science, and communication when appropriate in content.
3. **Course Content and Objectives:**
 - The study of child development from birth to school age.
 - Preparing lesson plans, planning room arrangement and preparation for preschool.
 - On site experience conducting preschool for two semesters.
 - Internship for approximately three months in a local preschool program.

Electricity

1. **Prerequisites:** Grades 11 and 12, and grade 10 if space is available. Average math and reading skills, as well as good self-discipline are required.
2. **Course Description:** Students develop skills in the installation, operation, maintenance, and repair of residential, commercial, and industrial electrical systems. They also study DC and AC motors, controls, and electrical-distribution panels. Industry standards are taught to ensure that students have received the instruction necessary for them to obtain industry certifications. Students must pass written and performance tests to receive a certification.
3. **Course Content and Objectives:**
 - Study of construction and tool safety
 - Study of residential and commercial wiring
 - Study of the National Electrical Code

Students are expected to maintain a high performance in class attendance, participation and assignments. Electrical training requires high safety performance; therefore student discipline and attendance policy will be enforced at all times.

Graphic Imaging Technology

1. **Prerequisites:** Grades 10, 11, and 12. Be self-disciplined and willing to learn. Students need to be able to read and be able to do basic math problems.
2. **Course Description:** Graphic Imaging Technology prepares students for a career in what has traditionally been called the printing industry. Students learn to design and produce print media, which includes layout, electronic imaging, offset printing, bindery and finishing, and other graphic arts related to the printing industry.

3. Course Content and Objectives:

- Students will understand the nature of the printing industry
- Students will create and produce camera-ready copy
- Students will learn and perform all darkroom and camera procedures
- Students will learn and perform all stripping and platemaking duties
- Students will understand and perform quality offset printing.

HVAC

1. **Prerequisites:** Grades 11 and 12. Average or above math and reading skills, as well as good self-discipline is required.
2. **Course Description:** This instructional program prepares students to install, repair, and maintain the operating conditions of heating, air conditioning, and refrigeration systems. Completion of this sequence may prepare students for certification exams for a variety of air conditioning/air distribution system technicians.

Introduction to Vocational Education

1. **Prerequisites:** Grades 9, 10, 11, and 12. Good math and reading skills and attendance are essential.
2. **Course Description:** The Intro class is certified by the National Center for Construction Education and Research. The quality and standardization of NCCER training is accomplished through a formal accreditation process, similar to that found in institutes of higher learning. For students who successfully complete the training, the NCCER offers national recognition with entry into the National Craft Training Registry. The registry provides transcripts, certificates, and other means of recognition for the craft worker. Because this is a National Center for Construction Education and Research (NCCER) certified course, this class requires all students to work math problems with and without calculators.
3. **Course Content and Objectives:** Students will learn jobsite safety, Construction Math, Hand Tools, Power Tools, Blueprints, and Basic Rigging. The course also includes Job Readiness.

Medical Systems Administration

1. **Prerequisites:** Grades 11 and 12. Keyboarding Application or teacher approved demonstrated and documented touch keyboarding skills
2. **Course Description:** Medical Systems Administration is a one year program and meant to open the door to the medical field in one capacity or another. We are using this class as a springboard into either the Certified Nursing Assistants class or the fields of medical secretary, medical transcription, insurance billing, medical coder, or ward clerk. This class is a two semester class and dual enrollment is possible through Mountain Empire Community College for four semester hours of credit. The student learns the importance of professionalism in the workplace, including ethics and the patients' right to privacy. Communication skill in the work environment is also stressed. Students will also be introduced to basic anatomy terms and medical abbreviations. The class gives the student a good base on which to build a career in the medical field regardless of which direction they choose.

3. **Course Content and Objectives:** Students completing Medical Systems Administration and wishing to gain employment in the medical field may take this course to learn how to use medical terminology and procedures useful in developing medical documents and functioning effectively in a medical office or hospital environment.

Technology and Design (also called Tech. Foundations)

1. **Prerequisite:** Grades 9, 10, 11, and 12. Students need to be self-motivated, be able to work in small groups, and work independently. Reading and comprehension on grade level is a must.
2. **Course Description:** Technology and Design is a one semester program that consists of experience as at the high school level. It introduces students to a broad nature of technology through a planned sequence of specially designed hands-on experiences.
3. **Course Content and Objectives:** Through laboratory activities in which they learn to make choices and decisions in response to technologically relevant problems, students gain insight into the underlying fundamentals of technology. The ideal situation is to have the students work in pairs. Student teams change partners each time they rotate to a new module. Students should cooperate with each other to accomplish their activities. Some activities are dependent on the students helping each other, while other activities allow the student to work independently. Some modules may be more effective, when done as a group or class. These activities have a tendency to increase the competitiveness and enthusiasm among students.

Welding

1. **Prerequisites:** Grades 11 and 12, grade 10 if space is available. Students are required to conduct themselves in a nature and professional manner at all times. Good physical condition is a must due to the nature of the welding profession with the temperature levels and lifting requirements. Basic math skills are a necessity to utilize the blueprints and layout work.
2. **Course Description:** Welding is a two year program for students at the Career Technical Center. Students will receive a certificate of training upon completion of the program. Students can also certify with the “National Center for Construction Education and Research” through the Wheels of Learning program. Wheels of Learning curriculum allow students to register their welding skills on the national level for future employment in the construction trade.
3. **Course Content and Objectives:** The welding course is composed of a common core training level and level 1 welding.
 - Common Core Level 1
 - Safety Oxyacetylene
 - Hand tools Base Metal Prep
 - Power tools Joint Alignment
 - Math SMAW Equipment
 - Blueprints Fillet Welds
 - Rigging Weld Quality
 - Groove Welds
 - Open V-Butt Welds

Training will also be given in the areas of MIG and TIG welding and Plasma cutting techniques

Important Terms

Student Selected Verified Credits – Upon successful completion of a program and obtaining selected industry certification, state licenses, and occupational competency assessments from the National Occupation Competency Testing Institute (NOCTI), student selected verified credit are approved in career and technical education courses. Student must pass industry or state board tests in one of the following programs:

- ASE
- Auto Service Technology
- Auto Body Technology
- Auto Service
- Cosmetology
- Nail Technician
- Practical Nursing
- ADA Drafting
- ESCO Electricity
- HVAC
- Computer Systems Technology

Completer – A career and technical education completer is a student who has met the requirements for a career and technical concentration or specialization and all requirements for high school graduation or an approved alternative education program.

Dual Enrollment – Students may obtain dual enrollment credit from a number of courses at the Wise County Career Technical Center.

- These include:
- Welding
- Medical Systems
- Early Childhood Education
- Computer Systems Technology(IT Essentials)
- Practical Nursing
- Drafting
- Electricity/HVAC

Dear Parent/Guardian:

The faculty and staff at Union High School want to make every effort to fulfill our goal and mission of creating an enhanced learning environment, but we need your help and support in minimizing disruptions in the educational instruction that we have designed for your child. Our goal is to help all students at Union High School graduate and become successful young men and women.

Please review the handbook for any changes related to Discipline Procedures.

By signing this form, I acknowledge that I have read the Discipline section in the UHS Handbook.

Signature of Parent/Guardian _____

Name of Student _____

Date _____

Wise County Schools Code of Conduct

For Students Participating In Extracurricular and Co Curricular Activities

Wise County Schools are proud of all its students, especially those of you who choose to participate in extracurricular activities. Whenever you put on the uniform of a Wise County School, you represent all of us; you are the face of the Schools. Wise County Schools also recognizes that you represent us even when you are not in the uniform. In our small, close knit communities, most of the people are aware of the students participating in extracurricular activities, so you are seen as a representative of your school, so you must be held accountable for your actions at school, on the playing surface, and out in the community. Extra-curricular participation is a privilege, not a right, and this privilege can be suspended if a student performs actions that discredit the student and/ or your school. The Virginia High School League, which all high schools in the Wise County Public Schools are a member of, states that a student must be “in good standing” in order to be eligible to participate in extracurricular activities. The definition of “in good standing” is determined by the administration of each high school, and each situation will be looked at on an individual and consistent basis. The status of “in good standing” will be examined by the administration when evidence is presented that calls this status into question.

In short, by signing the code, you are stating that you recognize you will be held accountable for your actions at all times, and you also realize that your participation in extracurricular activities can be suspended if evidence is presented that causes you to not be “in good standing” with your high school. This code specifically addresses offenses involving drugs, alcohol, and the consequences for these offenses. Your coach may also have other rules that can affect your participation in extracurricular activities.

As a participant in extracurricular activities, I realize that drug and alcohol use is dangerous and illegal. I understand that the use of drugs and alcohol at school, at school sponsored activities, or on school grounds will result in suspension from school, from participation in extracurricular activities, and possible removal from the high school completely. I also realize that if evidence is presented that proves I have participated in illegal activities (at school or away from school) then I lose privileges to participate in extracurricular activities. If the illegal activities involve drugs or alcohol, then the following policy will be implemented:

For the first offense in a student’s high school tenure, the student will be suspended the following number of contests:

Two Games for football, golf, wrestling, cross country, tennis, track, and scholastic bowl
Four Games for basketball, volleyball, softball, baseball, cheerleading, and band
Suspension can carry over into the next sport’s season or the next school year. The suspension can be reduced to 1 game and 2 games provided that the student enrolls in a minimum of 5 drug or alcohol Abuse

Counseling sessions to be paid for by the offender. Failure to complete all of the counseling sessions will result in the full number of game suspensions.

For the second offense in a student's high school tenure, the student will be suspended from all extracurricular activities for 1 calendar year from the date of the offense. Students may also be requested to take drug tests by the administration if there is suspicion of alcohol or drug use by the individual.

I, _____ acknowledge that participation in
(Student Athlete)
extracurricular activities is a privilege. I acknowledge that this privilege can be suspended or lost due to action that can cause me to harm the image of Wise County Schools, which in turn leads me to lose my status of being "in good standing". The actions include activities at school and activities away from school. I understand and agree to the terms and consequences of the drugs and alcohol policy, and I agree to participate in drug testing if requested, at the expense of Wise County Schools. I also agree to the rules of the coach of the extracurricular activity.

Student Signature

Date

I, _____, acknowledge that my child's
(Parent Name)
participation in extracurricular activities is a privilege. I acknowledge that this privilege can be suspended or lost due to action by my child that causes harm to the image of Wise County Schools, which in turn leads to loss of their status of being "in good standing". These actions include activities at school and activities away from school. I understand and agree to the terms and consequences of the drug and alcohol policy, and I agree to allow my child to participate in drug testing if requested, at the expense of Wise County Schools. I also agree to the rules of the coach of the extracurricular activity.

Parent Signature

Date