

McDowell Early College & McDowell Academy for Innovation Student & Parent



Handbook

2023-2024



MEC Mission:

Preparing students for college, career, and life in a nurturing environment through the use of innovative instructional practices and the infusion of technology.

MEC Vision:

McDowell Early College will help students to actively embrace their individual learning to prepare themselves for college, career, and life in the 21st Century.

MAI Mission:

Every student will experience personalized education and will graduate ready for college and career with a network of connections and experiences preparing them for their role in a global economy.

MAI Vision:

McDowell Academy for Innovation will have authentic high school and college learning opportunities, where students are connected to professionals and their peers.

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Welcome to MEC & MAI

A Word from the Principals:

Dear MEC Students and Families,

As we embark on our journey for a new school year at McDowell Early College, it is with great excitement and anticipation. Today's high schools must equip students for a global, knowledge-based economy.

Our focus is to graduate all students ready for college, careers, and life. We expect our students to meet the goals which have been set, to carry on tradition, and to make MEC a better place. Our school motto is "Soaring toward opportunities, we help each other succeed." Faculty and students at MEC have a responsibility to each other to strive for academic excellence as a community of learners. We respect each other's differences and celebrate each other's successes.

On behalf of the staff, we would like to welcome you to MEC. We look forward to supporting all students in fulfilling their educational goals.

Sincerely,
Lisa M. Robinson

Dear MAI Students and Families,

With great pride and excitement, I greet you as McDowell Academy for Innovation's new principal. I feel honored to have this opportunity to lead such dedicated and caring students and staff. Having worked in many positions for fifteen years at MEC, I feel confident leading MAI as we continue building strong relationships at school and in the community.

All of us at MAI are excited about our STEM focus as we provide rigorous, relevant, and real-world connections through academics. I feel it is important for everyone to arrive on campus curious and excited to learn. This positive attitude enables us to meet the challenge of academic excellence in a fun, and safe environment.

Become involved in MAI by communicating, volunteering, and attending events! Please know I am always available to discuss any questions or concerns related to serving our students.

With Centurian Pride,
Dr. Billy Cline

What Makes MEC/MAI Different?

- A network of over 100 early colleges, school-within-a-school academies, and redesigned high schools throughout the state
- Created in 2003 by NC Governor Mike Easley and the Education Cabinet with support from the Bill and Melinda Gates Foundation and other businesses
- Encourages and supports innovation in high schools
- Strives to increase graduation rate
- Works to make students ***Ready for College, Ready for Career, and Ready for Life***

Things are a little different here:

- Students take college and high school classes at the same time to earn both a high school diploma and credential, certificate, diploma and/or associate's degree.
- Most high school classes are taught at honors level.
- Teachers get to know you and will approach you about academic, behavioral, and personal issues. There is no disappearing here.
- The school calendar is different. We start and end earlier than the traditional schools (early August - late May).
- The daily schedule is different, with some year-long classes; some semester-long classes; and a schedule for clubs, fitness, and other activities on Fridays. High School academic courses meet Monday - Thursday with Fridays reserved for Family, All School Meetings, Clubs, and occasional Field Trips. College and Seminar classes typically meet two days per week.
- We do things as a team. You are not just here to go to class and turn in assignments.
- You have seminar classes in your schedule each year that are designed to help you be successful and to equip you with skills for college and career.

Design Principles (What guides our school!)

1. **Purposeful Design:** Schools are designed and organized to meet the needs of individual students. All programs and activities at the school reflect these goals.
2. **Powerful Teaching and Learning:** This is common standards and practices for teachers. Rigorous lessons are designed to develop critical thinking, problem solving, and communication skills.
3. **Personalization:** Students are well-known by staff members. Schedules and instruction are adapted to help each student achieve his/her goals.
4. **Ready for College:** All students are offered classes that will qualify them for admission to college. Students are taught skills that will help ensure success in college classes. Students are supported in planning for college.
5. **Redefined Professionalism:** Teachers undergo extensive professional development and training. Teachers take responsibility for the success of each student and constantly strive to improve their instruction.
6. **Leadership:** Staff participates in the design of the school. Teachers take on responsibility for carrying school programs and events.

Our Goals

In addition to our **Mission** and **Vision** statements (on the cover of this handbook) and **Core Academic Knowledge**, we have several other goals, called **competencies**, for what we hope you're able to do when you leave us.

Competency 1: Care for and contribute to your community with collaboration, leadership, and respect.

Competency 2: Take responsibility for your own learning, plan for your future college and career, advocate for yourself, and persevere.

Competency 3: Ask thought provoking questions, solve complex problems, and think critically/creatively.

Competency 4: Interpret and analyze text.

Competency 5: Understand and use numbers, data, mathematical formulas, and finances.

Competency 6: Communicate clearly, elegantly, and creatively in a variety of formats.

Competency 7: Use technology ethically and skillfully.

Teaching and Learning

Instructional Strategies:

All early colleges are expected to use innovative and interactive strategies that help students build critical thinking skills. **Every student should read, think, write, speak, collaborate, and create everyday. Teachers are expected to differentiate instruction to meet the varied learning needs of students.** [Link to explanation and examples of each.](#)

- Read
- Think
- Write
- Speak
- Collaborate
- Create
- Differentiate

Instructional Tools:

Teachers use several methods to help build the strategies into classes.

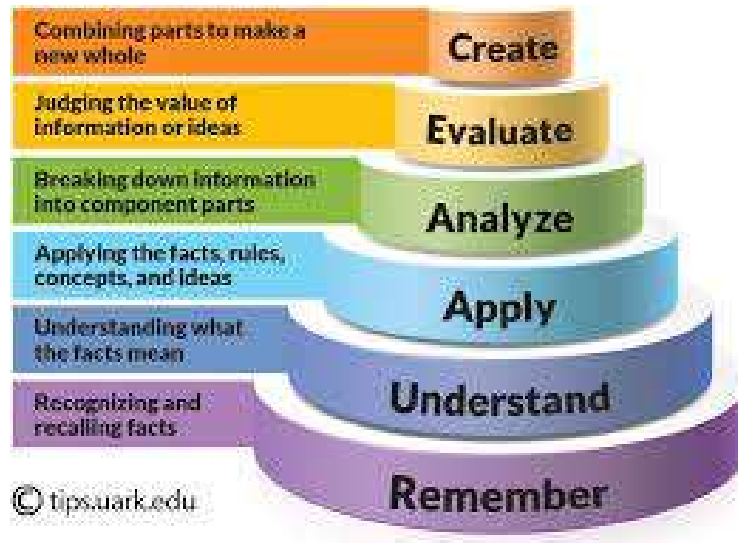
- **Protocols:** Specific structures for carrying out the strategies above (i.e. Jigsaw, Think Pair-Share, Chalk Talk, Wagon Wheel, Exit Ticket).
- **Projects:** Students are given a task or scenario for which they create a product that includes subject-area content as well as other skills, such as communication or technology. Examples include video creation, multimedia presentations, posters and brochures, etc.
- **Laptops:** Used for research, assignment completion, communication, and creation of presentations.
- **School Gmail:** Used to communicate directly with a particular student or to send important information to an entire class or grade level. **Students are expected to check this at least**

once daily. Gmail accounts should not be connected to personal social media platforms. All forms should be completed using the school assigned email account. Students should also check **MTCC email** or have it forwarded to the student Gmail.

- **Canvas:** a Learner Management System (LMS) that allows teachers to post and collect class assignments, as well as provide feedback to students. Students are expected to use Canvas to turn in assignments that are posted there and to examine returned assignments and feedback.

Levels of Thought (a.k.a. Bloom's Taxonomy):

Lessons, activities, and assignments are designed to encourage students to think at the higher levels as much as possible.



What Instruction DOES NOT Look Like

- Desks in rows
- Students reading or working quietly
- Only individual assignments
- Reading a textbook and answering questions at the end of the chapter
- Teacher lecturing and students taking notes most of the time
- Test and quizzes as the only form of assessment
- Book reports (the old-timey kind)
- A “right” answer for everything
- Only memorizing facts, dates, etc.
- “Drill and Kill.” Repetitive problems or questions

High School Academics

Most high school classes are taught at an **honors** level. This means you will do a high level of **rigorous** work. You will have **homework**. You will do **projects** and **presentations**. If you don't do well on something the first time, you will continue to work on **mastery**.

High School Requirements:

All students take the following classes for their high school diploma:

- **English I, II, III, & IV (college classes may fulfill some of these)**
- **Math I, II, & III, and a 4th Math class (MAT 143 or above)**
- **American History I & II (HIS 131 & HIS 132), World History (HIS 111 & HIS 112), Civics, and Economics & Personal Finance**
- **Earth/Environmental Science, Physical Science, & Biology**
- **Seminar (all years)**
- **HEA 110 plus an additional 1 hour college movement class, for example PED 120**

Testing:

Students take the following tests throughout their high school career:

- **NC End-of-Course (EOC)** tests in Math I, Math 3, English II, and Biology
- **PSAT**—preliminary to the SAT offered to 10th and 11th graders (free to 11th graders)
- **PreACT—Required** - preliminary to the ACT offered for free to all 10th graders
- **ACT**—test that can be used for college entrance, required by NC for all 11th graders
- **WorkKeys**—career readiness test offered to all graduating seniors and super-seniors
- **SAT**—college entrance exam
- **MAP** – Given two to three times per year and used by teachers to remedy gaps in learning

Honors Level

- High school classes (with the exception of Yearbook 1 and 2, and all Seminars) are honors courses.
- Teachers push students to do rigorous work and think critically.
- Grades in Honors classes are weighted on GPAs
- College courses earn 1 additional point

Grade	Unweighted	Weighted	College Classes
A	4	4.5	5
B	3	3.5	4
C	2	2.5	3
D	1	1.5	2
F	0	0	0

Expectations for Honors classes:

- Do homework.
- Study
- Be a contributing group member.
- Research
- Write Papers.
- Give presentations.
- Do quality work and turn it in on time.

Students repeating a course that was previously failed will receive GPA points based on the new course grade. Courses that were repeated, but were not failing grades, will reflect the GPA for the first time the course was taken.

Transcripts

- Official record of your coursework
- Shows all classes taken and grades earned
- Sent to colleges when you apply
- Earn 2: High school and MTCC
 - To request a high school transcript [use this link](#) or the link on the students tab of the school website
 - To request an MTCC transcript you will need to pick up and complete a form in the business office. There is a fee for a copy of the MTCC transcript.
- College classes (3 credit hours and above count towards high school GPA) will be on both transcripts, so low grades can be doubly harmful.
- Submitted with your college applications, so your final year won't be on them yet.
- Don't wait until your final year to try to pull up your GPA!!!

Changing Schedules

- Schedule changes can only occur during the MTCC DROP/ADD period. When the drop/add period is over, there can be no more schedule changes for high school or college classes.
- Only for legitimate academic reasons, not for social reasons or preferences
- School counselors will make all high school class changes.

Driver Eligibility

- Students must be passing 3 out of 4 classes to get their driver's permit.
- See Office Manager (Mrs. Laughridge) for Driver Eligibility Form

College Classes

Students begin taking college classes their 9th grade year. This requires maturity and self discipline. Students must follow MTCC rules and regulations.

College Fees:

Students are expected to pay the fees for the college classes. These are determined by the number of credit hours the student is taking. These fees must be **paid before classes begin**. College fees must be paid to MTCC, MEC/MAI cannot take payments for college fees. College fees must be paid in the MTCC business office. All checks must be made out to MTCC. Credit card payments can be made using Self Serve from the MTCC Home Page.

Dual Credit Classes:

Many college classes count for high school credit, also. Some will take the place of required courses. Students are required to take all four levels of high school English. Students can take the following college courses to replace high school core academics:

- HIS 131 for high school American History I and II
- HIS 132 for high school American History II
- MAT 143, MAT 152, or MAT 171 for fourth high school math
- Others will count as electives for high school.

Students' eligibility to enroll in the classes above will be determined during advising and registration. The college classes you take are determined by the requirements of your degree program. Degrees are listed below.

Degrees, Certificates, and Diplomas:

Students who entered during or before 2019 can choose from the Associate of Arts Degree or the Associate of Science Degree. Students who entered after 2019 can choose from any of the following degrees, certificates, or diplomas available at MTCC:

College Transfer Associate Degrees

- For students transferring to Liberal Arts program at a 4-year college **Associate in Art Degree (A.A.)**
- For students transferring to a Science program at a 4-year college **Associate in Science Degree (A.S.)**
- For students transferring to an Education program at a 4-year college **Associate in Teacher**

Preparation

- For students transferring to obtain a BSN (Bachelor of Science Nursing)
Associate of General Education Nursing
- For students transferring to an Engineering program at a 4-year university
Associate of Engineering

Associate Degrees (Non-Transfer), Diplomas, or Certificates—these prepare students for jobs, NOT transfer to 4- year schools

- Accounting
 - Associate Degree
 - Certificate
- Advertising and Graphic Design
 - Associate Degree
 - Diploma
 - Certificate
- Air Conditioning, Heating, and Refrigeration Technology (HVAC)
 - Associate Degree
 - Diploma
 - Certificate
- Applied Engineering Technology
 - Associate Degree
 - Diploma
 - Certificate
- Business Administration
 - Associate Degree
 - Certificate
- Computer Integrated Machining
 - Associate Degree
 - Diploma
 - Certificate
- Cosmetology (student must purchase ~\$1500 kit)
 - Associate Degree
 - Diploma
 - Certificate
- Cyber Crime Technology
 - Associate Degree
 - Certificate
- Early Childhood Education
 - Associate Degree
 - Diploma
 - Certificate
- Electrical Systems Technology
 - Associate Degree
 - Diploma
 - Certificate
- Emergency Management
 - Associate Degree

- Certificate
- Emergency Medical Science
 - Degree
 - Certificate
- Health Information Technology
 - Associate Degree
 - Diploma
 - Certificate
- Healthcare Management
 - Associate Degree
 - Certificate
- Information Technology Network Management
 - Certificate
- Information Technology Software/Web Development
 - Certificate
- Mechatronics Engineering Technology
 - Associate Degree
 - Diploma
 - Certificate
- Office Administration
 - Associate Degree
 - Diploma
 - Certificate
- Photographic Technology (student must purchase camera)
 - Associate Degree
 - Certificate
- Transportation: Automotive Systems Technology
 - Associate Degree
 - Diploma
 - Certificate
- Welding Technology
 - Associate Degree
 - Diploma
 - Certificate

Advising and Registration

Declaring MTCC major: done at end of 10th grade year

1. Student and one parent attend the Declaration of Major meeting
2. Complete Declaration of Major Form from College Liaison
3. Student and parent must sign

Changing MTCC major:

1. Complete new Declaration of Major Form from College Liaison
2. Get parent signature
3. Inform the appropriate principal and school counselor by giving them a copy of the form
 - **A change of major will affect a student's credits and may change his/her graduation date and/or ability to complete the chosen degree.**

MEC/MAI/MTCC Academic Plan

Student Semester Schedule				
Student:				
Program of Study:				
	College Courses:			High school courses
Year 1	Fall 20____	Spring 20____	Credits	
	Summer 20____			
Year 2	Fall 20____	Spring 20____	Credits	
	Summer 20____			
	College Courses:			High school courses

Year 3	Fall 20____	Spring 20____	Credits	
	Summer 20____			
Year 4	Fall 20____	Spring 20____	Credits	
	Summer 20____			
Year 5	Fall 20____	Spring 20____	Credits	
	Summer 20____			
		Total Credits Earned:		



Declaration of Major Form

Full Legal Name: _____
Last First Middle/Former Name

MTCC Student #: _____

Semester Effective: Year: 20____ Term: ____ Fall

CIHS students may enroll in:

- a. One College Transfer program of study; or
- b. One College Transfer program of study and one Career and Technical Education program of study; or
- c. Two Career and Technical Education programs of study; or
- d. One Workforce Continuing Education program of study and one College Transfer program of study; or
- e. One Workforce Continuing Education program of study and one Career and Technical Education program of study.

Program of Study _____ POS Code _____

☐ CT ☐ CTE ☐ WCE
☐ Keep ☐ Add ☐ Remove

Program of Study _____ POS Code _____

☐ CT ☐ CTE ☐ WCE
☐ Keep ☐ Add ☐ Remove

Program of Study _____ POS Code _____

☐ CT ☐ CTE ☐ WCE
☐ Keep ☐ Add ☐ Remove

Student: _____ Date: _____

High School Designee: _____ Date: _____

MTCC Advisor: _____ Date: _____

Confirmed Date: _____

For Student Services Use:

Pathway Changes Entered by: _____

Date: _____

Registering

1. School counselor and/or College Liaison will come to Seminar classes before registration each semester.
2. Students complete the "Registration Data Sheet" based on the requirements for their major.
3. The College Liaison officially register students in the MTCC system.

Remember increasing strength in scheduling college courses. Colleges and universities want to see that students are continuing to challenge themselves as they get closer to graduation. Using electives to correlate with areas of interest after graduation is helpful.

4. **SUMMER REGISTRATION** – Students may take summer classes if they are required by the program of study or the following conditions are met:
 - GPA that reflects that all grades are a C or higher in all college classes
 - Student is in 10th grade or higher
 - Special permission required from principal to take summer classes
 - Any codes or textbooks (not currently in our system) must be purchased by the student/their family.
 - Students cannot drop the class after the 75% attendance mark.
 - Dropped Summer Classes are recorded as an F on the high school transcript.

Course Registration Information

- **High school course scheduling takes priority over college course scheduling due to high school diploma requirements and limited course offerings.**
- Students are only allowed to register for evening college courses if they are sixteen years or older. Students should not register for courses that begin before 8:15 am or continue past 2:30 pm unless they have guaranteed transportation.
- Students should not register for college courses on Fridays. The only exceptions are graduates who will need the course to complete their degree and students who are in sequenced programs that only offer one section of a required course.
- Students are expected to take a minimum of four face to face courses (high school and college courses that are 3+ credit hours) each semester. Students are encouraged to register for no more than one online course per semester. Students who choose to enroll in additional online courses will be required to attend academic support (regardless of their grade level) for each online course beyond one.
- Strength in scheduling is encouraged for all students. Colleges and universities expect to see that students continue to challenge themselves as they get closer to graduation. Using electives to correlate with areas of interest after graduation is beneficial.
- Students must have all MTCC semester fees and library fees paid and books returned before they can register to ensure there are no holds on their MTCC account.
- If a student chooses to drop a course, they are expected to reimburse their high school for the cost of the textbook and/or access code.
- In order to withdraw from a college course, students must first complete a request to drop form (outside counselor's office) and be approved. Students must continue to attend the class until the drop has been approved. Students are not allowed to request a drop directly from the instructor without prior approval from the high school. Students will receive notification of the status of their request via email.
- Registration for all courses is subject to the discretion of the principal, college liaison, and school counselor based on the student's observed needs and past performance in courses.

College Textbooks

- Provided by their high school for classes within your major
- If you take any additional classes, you will need to buy the book
- Checked out through MEC library
- Students taking Spanish and/or Biology will receive a Kindle from Mrs. McCraw.
- Should be checked out during dates and times posted
- Books that are turned in after the due date will be assessed a fine of \$0.05 per day with a maximum fine of \$5.
- Students who take courses at community colleges other than MTCC will be responsible for purchasing textbooks and any other expenses associated with the course.
- Students will be expected to reimburse the school for lost books.
- If a book is damaged to the point of no longer being usable, the student will reimburse the school for the book.
- If a student drops or fails a class, the student will be expected to reimburse the school for book/code.

Failing College Classes

If your MTCC GPA is lower than 2.0, you will be unable to complete your MTCC program of study. We will recommend that you transfer to McDowell High School to complete your high school diploma.

Early Alerts

- Students will receive Early Alerts from instructors if their grade is below a C, if they have not logged into the course, or are having attendance issues.
- Seen by the appropriate principal or Dean of Students
- Schedule changes may be made to help students be more successful.
- Early Alerts can also be used to make decisions about registration for future classes.
- Given to Seminar teachers to discuss with students and speak with parents.

Dropping College Class

1. All students are required to always maintain a minimum of 4 classes per semester (not including 1 or 2 hour college credit courses).
2. Complete the Request to Drop Form outside the counselor's office.
3. Include all info about course, reason for dropping, and contact email
4. Parents will receive call informing them of request
5. The appropriate counselor and principal/Dean of Students must sign the drop form.
6. The student will reimburse the school for textbooks and/or codes. Payment will be made to the financial secretary.

Student Request to Drop a Course

Students – Please complete all applicable sections of this form and place it in the box on the MEC/MAI counselor's door.

Student Name: _____

Student email: _____

Course to be dropped: _____

Reason for request: _____

What have you done to avoid dropping this course? Check all that apply.

___ Met with instructor ___ Study Group Tutoring in the ARC

___ Other (specify) _____

Continue to attend the course until you have been notified by email that a drop was/was not approved.

Additional college courses you are taking this semester: _____

Parent Name and Contact Phone Number: _____

If the drop is approved, I understand that I will be expected to reimburse the school for the cost of the textbook and/or course code. I also understand that my parents will be contacted regarding this drop. It may or may not affect my ability to graduate on time.

Student Signature _____

Date _____

For staff use only

Textbook/Code Fee (if applicable): _____

Impact on Student's Plan and/or Graduation:

Parent Contacted::: _____

Staff Signatures: _____

Student Supports

Academic Support

- Supervised time to work on assignments
- Assistance from trained support staff
- 9th and 10th graders attend any period they are not scheduled in an academic high school or college class.
- 9th and 10th should go directly to Academic Support if a college class is canceled or dismissed early.
- **11th-13th graders in online classes:** assigned one period of Academic Support for *each* online course beyond one (3 online courses=2 Academic Support periods). These periods should be used specifically to work on online courses. A class period is defined as meeting two days per week.
- **11th - 13th grades:** assigned Academic Support based on individual student performance

Academic Probation and Support

- Designed to offer additional support and incentive to students who are not performing well (making a D or F) in high school and/or college classes.
- Assigned for the semester after a low or failing grade.
- Students lose campus privileges (café, library, study rooms, etc.) and are not able to drive to school.
- Any time not in a scheduled class is spent in Academic Support, where students are expected to work on assignments, especially in the classes they are struggling in.
- If a student receives an Early Alert from a college class, indicating academic or attendance problems before the end of the semester, he/she may be assigned one period of Academic Support without loss of other privileges.
- If a student drops a college class due to attendance or failing grades, he/she will be assigned Academic Support for the remainder of the semester for that period. Academic Probation will occur the following semester.
- Academic probation lasts a minimum of 9 weeks from the first day of the semester. Students will be placed back on Academic Probation if they receive another Early Alert during the semester.

Turning Work In On Time

- Quality work must be turned in on time
- Students who do not turn in work when it is due may be required to call parents and/or stay after school that day to complete the work.
- Parents of students who repeatedly fail to do work on time will be called in for a conference with teacher, principal, and student.
- Students can be placed on contract for failure to do work.

Saturday Academy

- 9:00 am-12:00 pm on most Saturdays in Room 4-28
- Students need to enter the building using the glass doors across from the main office. These will be the **ONLY** doors unlocked.
- Students should bring computers and assignments.
- For attendance make-up AND for students who are behind in their classes.
- Students who receive an Early Alert for missing work will be assigned to Saturday Academy.
- Students and parents will receive notification by Friday by assigning classroom teachers if they need to attend Saturday Academy. They must attend **that Saturday** or the **following Saturday**.
- Failure to attend Saturday Academy when assigned for attendance make-up will result in an office referral and loss of credit for the course.

Tutoring

- Teachers offer after school tutoring on Tuesday and Thursday from 2:30 until 3:30

ARC Lab

- ARC (Academic Resource Center): College Instructors are available to help students at scheduled times.
- Practice programs to prepare for tests (may be provided by certain college teachers)
- Can be used as computer lab to work on assignments

Supportive Grading

Belief Statement:

We believe students should be encouraged and supported while pursuing mastery of academic content and 21st Century Skills. Traditional grading sometimes punishes a student if they are not initially successful. Students should be allowed to continue to work to master content and skills so those skills can be built upon in future lessons. Allowing a student to accept a low grade and move on can continue to cause academic shortfalls in the future. We believe a student should be rewarded for continuing to work and master content.

What It Looks Like:

1. Teachers write “objectives” based on what NC requires them to teach in their subject or the designated curriculum.
2. Assignments and activities are designed to help students learn the skills and content in those objectives.
3. Students’ work and understanding are assessed by the teacher to determine how well they have “mastered” the content/skills.
4. Students receive feedback on their mastery level, along with comments and questions to help them improve.
5. Students can revise and resubmit work and/or complete alternative assignments to “prove mastery” if they don’t do so the first time.

Accomplishment Levels

- Accomplished="A-level" work
- Proficient="B-level" work
- Not yet proficient="C-level" work
- A legitimate attempt="D-level" work
- Turned in but not a legitimate attempt ("Junk work")="F-level work"
- Work that is not turned in will receive a 0 and students will be required to stay after school and/or attend Saturday Academy.

Grades on Report Card

- Indicate the average level of mastery of all the objectives covered up to that point.
- Year-end grades go on transcripts.
- Students are graded on the 10-point scale:
 - A=90-100
 - B=80-89
 - C=70-79
 - D=60-69
 - F=0-59

Student Expectations

1. Students should turn in assignments during class on the due date and do their best work the first time.
2. Students should complete missing assignments as soon as possible. Failure to do so will result in assignment to after school tutoring and/or Saturday Academy.
3. Students should continue to work to become proficient at objectives that they have not mastered yet. This can be done repeatedly but should not be put off until the last minute or the week before reports cards.
4. Students who are absent have three school days to make up assignments. (Example: If a student is out on Tuesday, the work is due on Friday.)
5. Students should monitor PowerSchool regularly to know what they are missing and/or what their progress is. They should communicate this information with their parents.
6. Students should contact their teachers face-to-face or by school email with questions or concerns about a class.

Academic Integrity

Being honest about your schoolwork is of utmost importance. You should ALWAYS do your own work. Cheating and plagiarizing are stealing someone else's ideas. If you don't do your own work, you are also not learning the content and skills you will need in future classes and/or in your career. Would you want to go to a surgeon who cheated in his anatomy class?

Plagiarism

Definition:

To plagiarize is defined as:

- to steal and pass off the ideas or words of another as one's own
- to use another's production without crediting the source
- to commit literary theft
- to present as new and original an idea or product derived from an existing source
- the use of artificial intelligence to write papers

All of the following are considered plagiarism

- turning in someone else's work as your own (e.g. copying homework)
- copying words or ideas from someone else without giving credit (e.g. copying and pasting from the Internet)
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit (e.g. using synonyms for some words in the sentence)
- copying so many words or ideas from a source that it makes up the majority of your work, *whether you give credit or not*
- allowing someone to copy your work or hand in your work as their own. (Source: "Plagiarism 101," plagiarism.org)
- the use of artificial intelligence to write papers

Consequences for Plagiarism and Cheating

At many colleges, *any* form of plagiarism is grounds for *at least* failing the course. It can also mean having to appear in Honor Court and possibly being asked to leave the school. It is **serious** business! At MEC and MAI, we hope to train you how to avoid *accidental* plagiarism by teaching you about how and when to paraphrase, quote, and cite. *But*, you should never knowingly copy information from a book or the Internet or from your classmates.

- **1st offense:** Up to the teacher and parent will be contacted
- **2nd offense:** Discipline Referral to Principal
- Repeated offenses can be grounds for **not** returning to MEC or MAI.

*Paying someone to do your assignments or receiving payment for doing someone else's work will result in automatic assignment to out of school suspension and can be grounds for not returning.

Seminar

Seminar is a required yearly class designed to help students understand early college, build success in MTCC classes, prepare for college, career, and life after high school, and build career skills. It was instituted to support students in the transition to college classes and to prepare them for better success after graduating from high school.

Topics and activities include but are not limited to:

- Learning a college campus
- Understanding a syllabus
- College vocabulary
- Understanding transcripts and GPA
- Choosing a MTCC major
- Advising and registration
- Time and stress management
- Goal Setting
- Note-taking and study skills
- College exploration
- Career exploration
- Examining 21st century skills
 - (PSAT, PLAN, ACT, SAT, WorkKeys)
- Preparation and follow-up for tests
- Writing résumés and cover letters
- Interview skills
- ePortfolio prep
- Healthy living
- Financial literacy
- College Applications
- Personal Statements
- Scholarships
- FAFSA (Financial Aid)
- Job Shadowing
- Personal Finance

e-Portfolios

MEC & MAI have several overall goals for what we hope students will be able to do when they graduate. Students use a website to gather evidence from their schoolwork that they can meet these goals, as well as to collect information about themselves and what they have learned and accomplished in school. The process of collecting artifacts and writing about them also helps students understand what they are learning and why they are learning it and encourages students to reflect on their performance and strive for improvement. The portfolio builds from year to year, so students can track their progress and growth. It is a chance for students to show off and prove they can do what they say they can do!

Students will be documenting four academic components from various areas of study. The areas of study are Humanities and Languages (English & Literature, Writing, Public Speaking, Spanish and other languages), Social Sciences (History, Civics & Economics, Psychology, and Sociology), Natural & Mathematical Sciences (Biology, Physical Science, Chemistry, Math, and Statistics), and Action, Service, College & Career Planning, Technology (Seminar, Community Service, Club Activities, others as approved by Seminar Teachers). Students will be writing up these components using the KNOW, THINK, ACT, GO protocol which will be taught to them in their seminar classes.

Also includes:

- Personal biography
- Yearly goals
- Academic record
- Resume of activities and accomplishments
- Community service log

Graduating Year Expectations:

- update personal biography, academic record, community service log
- goals and plans for graduating year and life after MEC/MAI
- upload formal résumé document
- upload personal statements and any other college essays
- list of colleges applied to, acceptances, and scholarships applied for with results
- SAT/ACT/CRC scores

Other possible uses: college, scholarship, and job applications and interviews.

Procedures:

- 4 checkpoints through the year: fall conference, end of 1st semester, spring conference, end of year.
- Use the guidelines document and website and example ePortfolio to guide set-up and writing of competencies, artifacts, and other pages.

Student-Led Conferences

- Not like traditional Parent-Teacher Conferences.
- Puts the student in charge. He/she explains what he/she has been doing in school.
- Increases student ownership of learning, responsibility for preparation, and communication and presentation skills.
- Mandatory, not optional. Fulfills objectives in Seminar. Students will receive an incomplete in Seminar until conference is completed
- Procedure:
 - 1 week mid-semester in fall and 1 week mid-semester in spring
 - Students sign up for a time through Family
 - Conducted with Family or Extended Family Leader
 - Present highlights from ePortfolio
 - Discuss goals and progress on them.
 - Discuss progress in college classes, grades ,and any plans for improvement
 - Students will complete a planning document in Seminar
- Students should bring the following to the conference:
 - Computer with ePortfolio already pulled up
 - Any assignments or other artifacts you are going to talk about unless they have been added to ePortfolio.

Attendance

Absences

You cannot afford to get behind in either your high school or college classes. Therefore, at MEC and MAI we have a stricter attendance policy than the rest of the county. This policy applies to both high school and college classes.

- If you are absent more than 4 class periods in a semester (for a four day per week class), you will make up that time hour for hour in Saturday Academy in order to receive credit for that course.
- If you are absent more than 8 times in a course, you will have a meeting to determine if you can receive credit for the course.
- If you miss more than 2 periods in a class that meets one or two days per week (for example,

Seminar), you will make up that time in Saturday Academy.

- We do not differentiate between excused and unexcused absences.

Tardies

- Starting with the 2nd tardy, students will stay for 30 minutes after school with that teacher on that day.
- Students can make up tardies with up to 2 teachers per day. (Example: Joe is tardy in both history and math. He stays with the history teacher from 2:30-3:00 and math teacher from 3:00-3:30.)
- Older students who leave school earlier than 2:30 will stay with Mrs. Laughridge, who will document the time. The teacher may elect to have the student stay in his/her room.
- Students must stay the entire 30 minutes and must work on something academic or read.

Planning for College & Career

A big part of our goal at MEC/MAI is to help you be better prepared for life after you leave us. This can be a hard decision for teens to make. Not everyone will be 100% sure, but we want you to begin thinking about these decisions early, exploring your options, and making sure you understand any requirements of your chosen colleges and careers.

College/Industry Visits

- Approximately 2 per year by grade level for grades 9 through 11
- **Required.** Participation will be part of your Seminar grade.
- Opportunity for an overnight trip to visit schools/industries further away
- To understand what college academics and student life are like
- To learn about the application process
- To help determine what you're looking for in a college / work environment
- You should visit any campus you are considering attending!!

Senior Year

- Can be very busy and stressful
- Seminar will be very busy
- College applications
- Writing (and rewriting) your personal statement and college application essays
- Searching for and applying for scholarships

FAFSA

- Free Application for Federal Student Aid
- ALL students applying to college should complete
- Qualifies you for federal aid programs and various types of grants and loans
- Also used by colleges to determine eligibility for school-based financial aid & scholarships
- Requires tax and income information from your family
- FAFSA Day hosted by MTCC annually

Job Shadowing

Why we provide this opportunity:

We believe that every student needs to have the opportunity to job shadow a professional in the career of his or her choice prior to graduation from high school. Because students graduate and are able to transfer directly into their chosen major, it is vital that students have an understanding of the careers they want to pursue, as well as requirements to get into that field. Job shadowing is a great opportunity for students to get a taste of that real world experience.

How to get connected:

- Listen for announcements in seminar that will prompt you to make an appointment
- You should anticipate being placed during your 12th or 13th grade year
- A Google Doc will be shared with you that allows you to make an appointment with Career Development Coordinator to discuss your career goals and interests as well as your availability. You should anticipate meeting with her in mid-September of your 11th grade year.
- An appropriate job shadowing experience for your area of interest will be arranged if possible.
- The Career Development Coordinator will meet with you and go over your “Job Shadow Contract” that you and your parents must sign. The contract outlines the job shadow details and the expectations for the student during the experience.
- Continue to check your email for details about your job shadowing date, where to go, what to wear, etc.
- Job shadowing will **not** be arranged for you without your first meeting with the Career Development Coordinator.

**Many companies have age requirements (18+) in order for students to participate*

Important Note: Due to laws regulating health professions, it is extremely difficult to place students in job shadowing opportunities in this field (this also includes mental health professions). Therefore, if healthcare is your true area of interest, then you are encouraged to participate in the summer VolunTeen program run through McDowell Hospital. Applications are always available during April, and are due in early May. Otherwise, you will need to choose a career field that you are able to shadow.

Expectations of MEC and MAI Students in Job-Shadowing:

This is a one-day opportunity. Plan to stay the entire work day, approximately **8:30 a.m. to 5 p.m.**

- Show up on time and dress appropriately for your profession.
- Be prepared to buy your lunch or take lunch with you.
- Be an active learner. You are there to learn more about the profession- and this requires a sense of openness from you. So, show up with your best self, ready to learn, observe and help where you can.
- Ask the person you are job shadowing for a business card, and bring it back to the Career Development Coordinator. This acts as proof of your attendance, and it also helps arrange future placements.
- **If something should happen to prevent you from attending the job shadowing on the day arranged (like illness or another emergency), please contact the Career Development Coordinator and the place you are job shadowing ASAP.**
- When you arrive, let the person you are job shadowing know that you have questions you are required to ask them.
- Ask the person you are job shadowing the questions provided for you (about 10). Complete a reflection on your job shadowing experience when you return.
- Write a thank you note to the person you job shadowed when you return to school.

Job Shadowing Questions

Your Name: _____

Person you are Job Shadowing: _____

1. What is your exact job title?
2. How long have you had this position? How long have you worked in related professions?
3. What kind of characteristics or personal attributes are important for a person to be successful in this career field? For example, what kinds of things do you need to enjoy/be good at in order for it to be a good fit for you? (ex: talking to people? thinking on your feet? doing a lot of work at home to get ready for your job each day?)
4. What kind of education did you have to have in order to get this job, and where did you go to college? Do you know of any colleges I should look at specifically if I'm interested in this career? (that have good programs in this field)
5. Were there any additional things you had to do? (like get licensure, certification, etc.) If yes, what was that process like?
6. What are your responsibilities in your job?
7. Why did you choose to go into this career?
8. Are you passionate about this career field? Why or why not?
9. What about your job has been surprising? Or, what do you wish that you had known about this job before you took it that you could not have anticipated?
10. Do you have any advice for someone looking to enter this career field?
11. Do you think it is an easy field to enter, or do you think it would be challenging to find a job?

School Family

Here, school isn't just about classes. We also want to build relationships among students and between students and staff. Each student is assigned to a Family.

- Meets most Fridays
- Usually stay in the same Family for all years at MEC/MAI
- Participate in team-building and reflection activities
- Sometimes have friendly competition among Families
- Can be a place to address concerns or bring up ideas
- Work together on special events, like Family Night and Summer Bridge
- Sometimes join with another Family in an "Extended Family" for some activities
- Schedule and complete Student-Led Conferences

Trips

Sometimes students learn best outside of the classroom and that travel can expose students to new ideas and experiences that can open their eyes or ignite a passion that can affect what they want to do with the rest of their lives.

Summer Bridge

- **Every student is required to attend**
- 1 or 2 nights during the month of August
- Fun activities and team-building at an outdoor camp or retreat center
- Builds relationships within Families and as a school
- Get to know new students
- Has a theme around which activities are planned, possibly including skits, music, competitions, and low and high ropes courses.
- Students are expected to pay approximately **\$125**. The school pays the remainder.
- You can pay online from the MEC or MAI homepage or bring your payment to Open House.
- Payments can continue to be made throughout the year to the financial secretary.
- For those of you who need assistance paying for Summer Bridge, we will be providing fundraising activities throughout the year.

Overnight Trips

- 1 overnight trip (2-3 nights) for each grade level:
 - **MANDATORY**
 - 9th - Fort Caswell, NC
 - 10th - Washington, D.C.
 - 11th - NC Universities and Beaches
 - **OPTIONAL**
 - 12th & 13th - Senior Trip (typically a cruise)

Other Trips

Optional:

- Plays and musical performances
- Skiing and other recreation
- Carowinds and/or Dollywood
- Other overnight destination

Not optional:

- Club or class-related field trips

Fundraising

- Multiple opportunities throughout the year
 - Variety Show
 - Raffle Baskets
 - Pies, candy, etc.
- Students should work to help pay for trips and other expenses, such as yearbooks & prom.

***Student scholarships are sometimes available for overnight trips. Students who receive scholarships **must participate in fundraising**.

Community Service

At MEC and MAI, we believe it is important to give back to the community that has supported us. What is Community Service? Work completed for the benefit of others. This is not paid work and is done to benefit a non-profit organization. This is your opportunity to give back to your community.

Why we do it:

- Help improve our school and community
- Learn about and help address needs
- Learn about and engage with agencies and organizations in our community
- Learn more about ourselves by giving
- Possibly find something you're passionate about and want to do as a career

Requirements:

- Students Graduating in 2024 - 105 Hours
- Students Graduating in 2025 - 120 hours
- Students Graduating in 2026 and after - 150
 - *30 hours per year is recommended*
 - ****MAI Students - hours must be a combination of community service and job shadowing.***

Procedures:

1. Choose an organization you would like to work with, come up with a project to address a need in your community, or sign up to participate in a school-organized project. Projects should benefit the school or community. You should not receive any compensation. If in doubt about whether a project qualifies, check with your seminar teacher or Mrs. Robinson.

2. Contact the organization or the people you want to help.
3. Set up a schedule, learn any guidelines or procedures, attend any training necessary.
4. Take a Community Service Form (available outside the counselor's office or in Google Drive) and on the school web site with you.
5. Do your community service and complete the form.
6. Get the signature of your supervisor or the people you are helping.
7. Turn in the form to Seminar teachers and Log your hours on a spreadsheet in Google Drive that can be viewed using your ePortfolio.

Colleges like seeing community service on an application, but they like to see that you have invested in projects and stuck with them rather than doing a bunch of random hours here and there.

If you get paid, it isn't community service.

Some Examples of Acceptable Community Service:

- McDowell Hospital
- Hospice
- G-5 Trail Collective
- Animal Rescues (Day One, Rusty's Legacy, McDowell County Animal Shelter (18+), Healing Hearts Small Animal Rescue, Mercy Fund Animal Rescue)
- Friendship Home for Women and Children
- Fabulous Finds Consignment Shop
- McDowell Mission Ministries
- Local Churches (not including regular worship, classes, events or performing religious duties)
- McDowell Trails Association
- Relay for Life
- Goodwill
- Cystic Fibrosis Foundation
- American Red Cross (*contributing to a blood drive counts as 2 hours*)
- Corpening Memorial YMCA
- McDowell Senior Center
- Charles George VA Medical Center
- Foothills Community Theatre
- Volunteer Fire Department / EMS (must be from active service such as cleaning/maintenance of vehicles/equipment or responding to calls)
- All opportunities advertised to students from school staff via email
- Membership/regular meeting attendance for organizations such as scouts or youth groups do **not** count toward community service; however, service performed through and/or organized by these groups may count toward community service upon approval through MEC / MAI.
- Students may only volunteer at local schools **with permission of the appropriate principal** and the receiving principal. Arrangements to volunteer at a school must be made well in advance.
- Students may receive a maximum of **8** service hours per day.
- Students participating in the Ecuador trip will either receive Spanish course credit or community service hours, **not both**.

Some Examples of **NOT Acceptable** Community Service:

- Community Service is **not helping at a business**. Even if you are working for free, this is not considered community service.
 - For example, helping at a friend's landscaping business by raking leaves for free, is not community service.
 - However, raking leaves for an elderly person in the community does count as community service.
 - Volunteering at a free clinic does count as community service, but volunteering at a private physician's office does not.
- If the organization or individual **will benefit financially** from your assistance, it is **not** community service.
- Babysitting is **not community service**, unless it is for an organization such as the Friendship Home or a local school that is offering the service as part of an activity for the community.
- Pet-sitting and house-sitting are **not** community service.
- Community service is **not** work performed for family and/or friends.
- All community service must be documented. Until it is documented, it does **not** count. Documentation must be turned in during the semester in which the service was completed.
- Students who have not completed their community service / job shadowing requirement prior to graduation will have their diploma and transcript held until documentation showing completion is provided.
- **If you are in doubt, apply for approval.**

**Cooperative Innovative High Schools
MEC/MAI
Community Service Documentation Form**

(To be completed upon each visit to an organization and returned to your Seminar Teacher:)

Student Name:	
Date:	
Time:	
Number of Hours Completed:	
Name of Organization:	
Name of Supervisor:	
Phone number and email address for Supervisor:	
Brief description of Community Service:	
Signature of Supervisor	

**Cooperative Innovative High Schools
MEC/MAI
Community Service Approval Request**

Student Name _____

Today's Date _____

Seminar Teacher _____

Please fill in all the information below regarding the requested community service opportunity:

Organization/Group _____

Location _____

Supervisor name _____

Work to be completed _____

Approved? _____

Principal/Seminar Instructor _____

Date Approved _____

Staying Informed

MEC/MAI is a busy place!! Things are always happening! We try to plan things in advance and communicate that to students and parents. Please keep up with what's going on, so you can be a fully involved member of the school. Also, sometimes things change or have to be adapted quickly. That's when it is extra important to know how to get information.

Communication

- Seminar, Family, All School Meeting
 - Frequent info about dates, trips, upcoming stages in the registration and planning process, and updates on and planning for school-wide events, scheduling student led conferences

School Gmail

- **Username:** first name and last 4 digits of your student ID (lunch number)
- **Password:** mcdowell and 4 randomly generated digits
- Check at the beginning of 1st period **everyday**
- Students will also be required to check email in Academic Support and Seminar
- Also used frequently by teachers to communicate with classes and/or grade levels
- May be used to communicate about classes and assignments.
- Should also check MTCC email regularly or have it forwarded to school Gmail.

Canvas

- Teachers post assignments and other class info
- Provides a record of student work and teacher feedback
- Check daily in each class
- Use to turn in posted assignments
- Review returned assignments and feedback
- Use to revise and resubmit work as expected by teachers

PowerSchool

- Used to post assignment grades
- Also computes and posts term and final grades
- Check daily
- Read any teacher comments to revise and resubmit work as instructed by teachers
- Syncs to Canvas

School Websites

- Official MEC/MAI school calendars of all school days, half days, work days, and holidays as well as calendars for traditional schools
- Important announcements for parents and students about upcoming events Inclement weather
- Lots of important links on the left side

- Links to teacher websites

Social Media Groups

- Parent and student groups
- Posts and reminders about upcoming events, deadlines, opportunities, etc.
- Can be used to ask questions and post ideas. ***Before you ask a question, check other sources of information (i.e. school calendar) first.
- Highlights recent events, involvement, and accomplishments
- Should NEVER be used to post negative information about individuals. *** If you have a complaint or individual issue, it is best to address it in person or via email with a teacher, the counselor, or the principal.

ParentLink

- Phone alert system
- Calls from the county (e.g. inclement weather)
- Calls from the school with important information about events
- PLEASE keep your phone number updated.

Updating Your Contact Info

If your contact information changes, please give all the new information to the Data Manager ASAP.

Computers

McDowell County Schools provides laptops for every student. This is a privilege, not a right. Students should use the computers as instructed and for school-related purposes.

Fees

Computer Fee

The Chromebook premium is a ONE-TIME PAYMENT due when entering ninth grade that covers the life of a student's Chromebook during their high school career at McDowell County Schools. The fee for McDowell County students is \$55.

******The one-time Chromebook fee is non-refundable. Chromebooks are considered one of the primary educational resources at MEC and MAI. All students are required to have a computer. Students may bring their own computer, but they accept the risk of damages, theft, etc. For a list of what is covered and not covered by Chromebook fee, see the full insurance document in Appendix C.

Insurance Claims Deductibles per school year (paid by user upon incident)

Fee Type	Fee per Incident
Accidental Damage Incident Fee	\$15 per incident
Theft – Police report required	\$50
Loss – Incident Report Required	\$50
Negligence or Intentional Damage	Fair market value for replacement
Replacement Charger	\$40

Inappropriate Use

- Using social networking sites or YouTube while at school
- Playing games during class
- Using the computer to threaten or bully another person
- Using the computer to cheat on assignments
- Using the computer to conduct personal business
- Using the computer to communicate false or misleading information
- Taking or sharing inappropriate photos and/or video
- Using the computer on the bus

******* See Appendix C for additional guidelines on acceptable use

Monitoring and Consequences

The computers and everything on them are school property. The school reserves the right to monitor their use at any time.

1st offense: Student becomes a day user for 2 weeks

2nd offense: Student becomes a day user for 1 month

3rd offense: Student becomes a day user for the rest of the year

****Abandoning your laptop (leaving it unattended) will result in the same consequences.

Fridays

Fridays at MEC and MAI have a completely different schedule. Fridays will consist of Family meetings, an All School Meeting, and three one hour twenty minute sessions for clubs, and student-interest based classes. All School Meetings will be used to discuss announcements, upcoming events, and celebrations.

Friday classes will meet for the entire year, and all students are expected to participate in their assigned classes. As a result, students should bring appropriate materials, including their laptops, to school on Fridays.

All **9th - 11th grade** students will be expected to participate in all four Friday class sessions.

MAI students are required to participate in one STEM focused club.

12th and 13th graders will be required to participate in a minimum of one Friday session in addition to Family and All School Meeting. Seniors and Super-Seniors who are currently on Academic Probation will be required to attend three Friday classes, Family, and All School Meeting. Thus, they will be expected to be at school for the entire day from 8:30 am-2:30 pm.

Typical Friday Schedule:

- 8:30 – 9:50 Family and All School Meeting
- 9:55 – 11:15 Club
- 11:15 – 1:05 Club and Lunch
- 1:10 – 2:30 Club

Students may choose to sign up for the potential clubs and interest-based classes listed below. Some sessions tend to fill up quickly, so students may not be assigned to their first or second choice class.

Friday Classes/Clubs

Students may suggest clubs for future consideration. However, classes must meet a minimum number of participants to make.

Service/Leadership Clubs

- Key Club (leadership and service, associated with Kiwanis)
- Interact Club (leadership and service, associated with Rotary)
- Student Council
- Future Health Professionals (HOSA)
- National Honor Society

Examples of Interest-Based Club

- Arts and Crafts
- Board Games
- Creative Writing
- Gravity Games
- Drawing
- Fishing
- International Studies
- Knitting
- Random Acts of Kindness
- Reading
- Robotics
- Science Olympiad
- Scrapbooking
- Strategy Games
- Youth Devoted to Christ

Movement

- Yoga
- Hiking
- Team Sports
- Walking
- Disc Golf
- Fishing
- Mountain biking

Student Expectations

Classroom Behavior

- Be on time
- Come prepared (with laptop, materials, and assignments)
- Respect the teacher and other students
- Follow directions
- Have a positive attitude

Lunch & Leaving Campus

- Students can eat in the high school cafeteria, the cafe, or outside. Students cannot eat in classrooms or hallways. Students have 25 minutes for lunch and must plan accordingly if they choose to order from the Campus Cafe.
- Students cannot leave campus for lunch.
- Students should only leave campus if you have a 3-hour or longer break in your schedule.

Dress Code

McDowell County Schools Middle and High School Handbooks

STUDENT DRESS CODE (Policy #4316-R)

The following dress code applies to students at **ALL MIDDLE AND HIGH SCHOOLS IN MCDOWELL COUNTY:**

1. The length of dresses, skirts, and shorts must reach at least **mid-thigh**.
2. Pants, shorts, and skirts must be worn at the waist.
3. Undergarments must not be exposed.
4. The following clothing and/or items are not allowed:
 - See-through clothing
 - Tops that expose the front, back, and/or side of the torso, including slit sides, completely bare shoulders, spaghetti straps, halter tops, muscle shirts, half shirts, etc.
 - Pants or shorts that have holes above mid-thigh
 - Spike bracelets or necklaces
 - Bedroom shoes/slippers
 - Pajamas
5. Hoods that cover the face and bandanas are not to be worn in the school building during the instructional day. Items worn may be confiscated by the administration.
6. No clothing disruptive or detrimental to the instructional process is allowed. This includes attire that displays alcoholic beverages, drugs, and tobacco products or promotes violence, hatred, or intolerance.
7. Shoes are to be worn at all times.
8. Sunglasses are not to be worn in the school building.

*School officials have the authority and responsibility to determine whether a students' appearance satisfies the intent of this policy. **Anything that disrupts the learning environment will be deemed unacceptable.** The administration will ask the student to change or adjust clothing as necessary. The administration has the final authority to deem attire as appropriate. Students are required to follow the dress code outlined as shown above.

Public Display of Affection (PDA)

Students should not engage in **any** public display of affection other than hand holding while on campus.

This includes:

- Kissing
- Hugging
- Leaning against each other
- Touching under the table
- Rubbing arms, legs, or back

Consequences:

- Students will be asked to stop
- Record of the incident in the office
- Continued offense will result in recommendation not to continue at MEC or MAI.

Cell Phones

Cell phones may be used during lunch and during class changes only. The office phone is always available for students that need to call home during class. Students **MAY NOT** use their cell phones (which include text messaging) when going to the restroom during a class. Cell phones **SHOULD NOT** be taken to the restroom during class. Cell phones will be put in the classroom wall pocket when entering the classroom. Ringers should be turned off before putting them in the wall pockets. It is a violation of the policy for a cell phone to ring or vibrate during class.

The cell phone policy also applies during the All School Meeting, Family time, and all performances and presentations. Some school field trips will require that cell phones are collected before performances or activities and returned to the students after completion of the performance or activity.

MEC/MAI cell phone policy applies to all McDowell Technical Community College classes as well. If a MTCC instructor informs MEC/MAI staff that a student is using their cell phone (including text messaging) in class, the student will not be allowed to bring their cell phone to school. There is also the possibility of being dropped from the college class for violation of the MTCC cell phone policy. The MTCC cell phone policy prohibits the use of cell phones in all classes.

Consequences for violations:

- **1st offense:** Cell phone will be taken and kept in the office of the Office Manager where it may be picked up after school **by the parent**.
- **2nd offense:** Cell phone will be taken and kept in the office of the Office Manager where it may be picked up after school **by the parent**.
- **3rd offense:** Students will not be allowed to have a cell phone at school for the **remainder of the semester. No exceptions!**
- **4th offense:** Students will be recommended to enroll at a different high school for the remainder of the school year for continued insubordination.

Transportation and Drop-off

Car Riders:

- Should be dropped off and picked up **in front of Building 19** (William H. Smith). Proceed outside to the courtyard. Do **not** enter any other buildings.
- Do **not** drop off in front of Building 11 (Cedar) main entrance (**Exception is when it is**

raining.)

- Do **not** drop off behind Building 4 unless you have a medical necessity and has been approved by a principal.
- Students not picked up by 2:50 pm should return to Building 4 to wait for parents' arrival.

Bus Riders:

- Buses will drop off and pick up at the loading dock near the college bookstore.
- If buses arrive prior to 8:15 am, proceed outside to the courtyard or cafeteria.
- Buses leave the MTCC campus at 2:30 pm to transport students to MHS.

Limited Transportation

- Dates are listed on the school website and on the school calendar.
- Buses follow limited routes to designated pick-up/drop-off points around the county.
- On some half days, buses will follow regular routes in the morning and limited routes in the afternoon. These are designated on the calendar by "Limited Transportation PM."

MTCC Campus Privileges and Use

11th-13th graders

- Those in good academic standing are allowed to use all facilities (e.g. café, library, ARC lab) on the MTCC campus. You may arrive late and leave early according to your schedule, but you should not come and go between classes.
- Students should **not** leave campus for lunch. Plan accordingly.
 1. First Offense Driving Privileges revoked for one week.
 2. Second Offense Driving Privileges revoked for three weeks.
 3. Third Offense Driving Privileges revoked for the remainder of the semester
 4. Fourth Offense recommendation to another high school due to insubordination.
- Students lose privileges if they are placed on Academic Probation or for behavioral violations.

9th-10th graders (All above rules apply to 9th or 10th graders who drive.)

- Should go straight to and from college classes.
- Should go straight to Academic Support with if a college class is released early or the instructor is not present.
- Not allowed in the café at any time other than during lunch.
- May use the ARC Lab as required for college classes with MEC/MAI teacher permission. Should return immediately to class.

Bullying

"Bullying is unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems." (Source: "Bullying Definition," stopbullying.gov)

4 Types

Verbal: Saying or writing mean things.

- Teasing
- Name-calling
- Inappropriate sexual comments

- Taunting
- Threatening to cause harm

Social: Hurting someone's relationships or reputation.

- Leaving someone out on purpose
- Telling others not to be friends with someone
- Spreading rumors about someone
- Embarrassing someone in public

Physical: Hurting someone's body or possessions.

- Hitting, kicking, or pinching
- Spitting
- Tripping or pushing
- Taking or breaking someone's things (includes knocking things to the ground)
- Making mean or rude hand gestures

Cyberbullying: Social or verbal bullying that takes place using electronic technology.

- Mean text messages or emails
- Rumors sent by email or posted on social networks
- Embarrassing pictures, videos, websites or fake profiles

**Source: "Bullying Definition" & "Cyberbullying", stopbullying.gov*

Where and When It Happens

- During school hours AND after school hours.
- In school buildings, on the playground, on athletic fields and court, in bathrooms, on the bus.
- **Online!!!!**
- Even if specific bullying events don't happen at school, the school can intervene because it affects the recipient's well-being and all parties' ability to be successful at school.

What To Do If You're Being Bullied

- Seek help from a parent, teacher, counselor, principal, minister...ANY RELIABLE ADULT.
- If you are uncomfortable, you can report it anonymously by leaving a note on a principal's or counselor's desk.

What To Do If You Witness Bullying

- Step in and say something immediately.
- Be kind to the victim.
- Try to help the victim avoid situations where bullying occurs.
- Recruit others to be kind and be present especially during transition times.
- Report the problem to a parent, school staff, or other reliable adult.

Consequences

1st Offense: Discipline referral with warning and counseling. (Extreme cases can result in immediate out of school suspension.)

2nd Offense: Recommendation not to continue at MEC nor MAI

Leaving MEC & MAI

We know that MEC and MAI are not the right fit for everyone. We hope that you like it here and are successful, but we've learned that keeping someone here who is unhappy or unsuccessful makes life harder for everyone: the student, parents, teachers, the counselor, and the principal.

- If you want to leave, we ask that you do so at the end of an academic year. This will work better for your credits at McDowell High School or MVA.
- Each year, students sign a letter of intent that declares whether they intend to return to MEC/MAI the next year or want to go to MHS or MVA.
- If a student has a consistent behavior or attendance problem, he/she will be recommended to the traditional high school immediately.
- If a student makes a D or F in 3 college classes, he/she will be unable to finish the associate's degree and will be encouraged to complete his/her high school diploma at MHS.

Contracts

- For failure to meet academic requirements, students are informed of areas they need to improve.
- Students set individual goals related to those areas and keep documentation of work on those goals.
- Students meet with designated teachers for weekly progress reviews.
- Students may be required to attend after-school tutoring and/or Saturday Academy.
- Contracts are reviewed by the staff at the end of the semester. Based on how well the student has addressed his/her areas for improvement and goals, the student may:
 - Be taken off contract.
 - Have his/her contract continued for another semester.
 - Be transferred to McDowell High School.

MEC/MAI Student Letter of Intent

2023 - 2024

Student Name _____

Grade _____

Seminar Teacher _____

Please indicate your intentions for next school year. This form must be returned by Wednesday, March 20, 2024.

- ☐ I plan to return to McDowell Early College for the 2024-2025 school year.
- ☐ I plan to return to the McDowell Academy of Innovation for the 2024-2025 school year.
- ☐ I plan to enroll at another McDowell County High School for the 2024-2025 school year.
- ☐ I plan to enroll at a school outside of McDowell County.

Student Signature _____ Date _____

Parent Signature _____ Date _____

Important Information for Graduates

To be eligible to graduate from McDowell Early College or McDowell Academy for Innovation, each student must have completed the following:

- Satisfied all academic requirements
- MEC students must complete and document 150* hours of community service
- MAI students must complete and document 150* hours of community service and/or job shadowing
- Have a zero balance on their student account
- Complete an Exit Interview and Reflection paper
- Turned in all books and Chromebook/charge

* Due to restrictions during the COVID pandemic, students who entered prior to the 2021-2022 school year have fewer required hours.

Senior supplies (cap, gown, invitations, etc) will be ordered through Graduating Senior Seminars during the Spring semester of the graduation year.

MEC and MAI offer an optional Baccalaureate Dinner and Service each year. The dinner/service is typically held the week of Graduation. To attend, seniors must RSVP by the required date and indicate the number of guests that will be attending. Due to the large number of people who attend the event, MEC and MAI ask that only the graduating senior and their immediate family attend.

To be eligible to participate in the graduation ceremony, students must attend mandatory graduation practice. The practice is typically held during the week prior to Graduation.

There is a required dress code for graduation. This information will be given to students during their Graduating Seminar class. If for any reason students are not able to obtain the required clothing, they should see their school counselor or principal as soon as possible for assistance.

Junior Marshals honors are bestowed upon the top 10% of the junior class each year based on weighted GPA.

Starting in the 2019 - 2020 school year, students who enrolled at MAI/MEC have committed to stay five years in order to complete their high school diploma and college program of study. The **Valedictorian** and **Salutatorian** will be the students ranked 1 and 2 from the 13th grade class based on their weighted GPA. Students who graduate earlier than the 13th grade will not be considered for either honor.

Honor graduates are designated as being in the top 10% of their grade level based on weighted GPA.

Cords and Other Graduation Medals Requirements

Key Club Honor Medallion

Each school year, members must do the following to maintain membership in the club:

- Dues paid on time

- Participation in a committee
- 10 hours minimum of participation in club events, service projects, or fundraisers
- 80% meeting attendance each year
- Participate in the Variety Show and/or County Talent Show
- New members must attend initiation or have absence approved by sponsor ahead of time
- Members have a minimum of two years of membership, meeting the requirements above in order to earn the graduation medallion

Student Council Honors Cords

- Minimum two years of membership, including active membership during a student's final year.
- Active attendance of two meetings per month.

Interact Honor Cords

Service Hours - There is a minimum of five service hours required from each member. Two of these come from service during school hours, such as working a poster during Academic Support. The remaining three hours come from service outside of the school day, such as decorating for the Christmas Dance.

Dues - Each Interact member must pay \$20 in dues every year. This may be paid in full or split into two payments of \$10 per semester. If unpaid, that member will not be allowed to join the following year

Graduating Senior Requirements (Cord) - To earn these acknowledgements to wear at graduation, membership of two consecutive years including senior year is required. In addition, the completion of all member requirements during those years such as service hours and paid dues is mandatory

Absences - No more than three unexcused absences are allowed for each member to remain in the club. If there is an issue regarding attendance, it must be reported to the club Secretary

Journalism Honor Cords

Students are admitted to MEC's Journalism Honor Society by the following criteria:

- Completing two full school years of work on either the MEC Yearbook or the Green Screech
- Completing two years of service on either publication with no major incidents.

International Club

Three or more consecutive years with active participation in all aspects of the club. Including paying off all club dues, regular attendance to club meetings, a commitment to service projects we engage in and contribution to fundraising efforts.

Appendix: School Board Policies

DISRUPTIVE BEHAVIOR

Policy Code:

4315

An orderly school environment is necessary for teachers to be able to teach and for students to be able to learn. Students are encouraged to participate in efforts to create a safe, orderly and inviting school environment. Students also are entitled to exercise their constitutional rights to free speech as a part of stimulating, inviting educational environment. A student's right to free speech will not be infringed upon; however, school officials may place reasonable, constitutional restrictions on time, place and manner in order to preserve a safe, orderly environment.

Principals and teachers have full authority as provided by law to establish and enforce standards and rules as necessary to create orderly schools and classrooms.

A. PROHIBITED BEHAVIOR

Students are prohibited from disrupting teaching, the orderly conduct of school activities, or any other lawful function of the school or school system. The following conduct is illustrative of disruptive behavior and is prohibited:

1. intentional verbal or physical acts that result or have the potential to result in blocking access to school functions or facilities or preventing the convening or continuation of school-related functions;
2. appearance or clothing that (1) violates a reasonable dress code adopted and publicized by the school; (2) is substantially disruptive; (3) is provocative or obscene; or (4) endangers the health or safety of the student or others (see policy 4316, Student Dress Code);

3. possessing or distributing literature or illustrations that significantly disrupt the educational process or that are obscene or unlawful;
4. engaging in behavior that is immoral, indecent, lewd, disreputable or of an overly sexual nature in the school setting;
5. failing to observe established safety rules, standards and regulations, including on buses and in hallways; and
6. interfering with the operation of school buses, including delaying the bus schedule, getting off at an unauthorized stop, and willfully trespassing upon a school bus.

B. CONSEQUENCES

The disciplinary consequences for violations of this policy shall be consistent with Section D of policy 4300, Student Behavior Policies. The superintendent or designee shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for violations of this policy.

Legal References: U.S. Const. amend. I; N.C. Const. art. I, § 14; G.S. 14-132, -132.2, -288.2, -288.4; 115C-47, -288, -307, -390.2

Cross References: Student Behavior Policies (policy 4300), Student Dress Code (policy 4316)

Adopted: February 16, 2009

Revised: June 13, 2011; August 15, 2011

All decisions related to student behavior are guided by the board's educational objective to teach responsibility and respect for cultural and ideological differences and by the board's commitment to creating safe, orderly and inviting schools. Student behavior policies are provided in order to establish (1) expected standards of student behavior; (2) principles to be followed in managing student behavior; (3) consequences for prohibited behavior; and (4) required procedures for addressing misbehavior.

A. PRINCIPLES

The reasons for managing student behavior are to (1) create an orderly environment in which students can learn; (2) teach expected standards of behavior; (3) help students learn to accept the consequences of their behavior; and (4) provide students with the opportunity to develop self-control. The following principles apply in managing student behavior.

1. Student behavior management strategies will complement other efforts to create a safe, orderly and inviting environment.
2. Positive behavioral interventions will be employed as appropriate to improve student behavior.
3. Responsibility, integrity, civility and other standards of behavior will be integrated into the curriculum.
4. Disruptive behavior in the classroom will not be tolerated.
5. Consequences for unacceptable behavior will be designed to help a student learn to comply with rules, to be respectful, to accept responsibility for his or her behavior and to develop self-control.
6. Strategies and consequences will be age and developmentally appropriate.

B. COMMUNICATION OF POLICIES

Board policies related to student behavior are codified mainly in the 4300 series. The superintendent shall incorporate information from such policies into a Code of Student Conduct that notifies students of the behavior expected of them, conduct that may subject them to discipline and the range of disciplinary measures that may be used by school officials. At the discretion of the superintendent, the Code of Student Conduct may include additional rules needed to implement the board's student behavior policies. To elaborate further on processes for addressing student misbehavior and the use of intervention strategies and consequences, each school will create a student behavior management plan that is consistent with the law, board policies, and the Code of Student Conduct (see policy 4302, School Plan for Management of Student Behavior). The Code of Student Conduct must incorporate by reference any additional student behavior standards, prohibited conduct, or disciplinary measures identified in student behavior management plans developed in individual schools. The Code of Student

Conduct must not impose mandatory long-term suspension or expulsion for specific violations unless otherwise provided in state or federal law.

At the beginning of each school year, principals shall make available to each student and parent all of the following: (1) the Code of Student Conduct; (2) any board policies related to behavior that are not part of the Code of Conduct; (3) any related administrative procedures; (4) any additional discipline-related information from the school's student behavior management plan, including behavior standards, prohibited conduct or disciplinary measures; and (5) any other school rules. This information must be available at other times upon request and must be made available to students enrolling during the school year and their parents.

For the purpose of board policies related to student behavior, all references to "parent" include a parent, a legal guardian, a legal custodian or another caregiver adult authorized to enroll a student under policy 4120, Domicile or Residence Requirements.

C. APPLICABILITY

Students must comply with the Code of Student Conduct in the following circumstances:

1. while in any school building or on any school premises before, during or after school hours;
2. while on any bus or other vehicle as part of any school activity;
3. while waiting at any school bus stop;
4. during any school-sponsored activity or extracurricular activity;
5. when subject to the authority of school employees; and
6. at any other place or time when the student's behavior has or is reasonably expected to have a direct and immediate impact on the orderly and efficient operation of the schools or the safety of individuals in the school environment.

Notwithstanding the foregoing, students will not be disciplined for constitutionally protected behavior. School officials are encouraged to consult with senior administrators before regulating student expression that may be protected by the First Amendment to the U.S. Constitution.

D. CONSEQUENCES FOR VIOLATIONS

Violations of the Code of Student Conduct must be dealt with in accordance with the guidelines established in the school's behavior management plan (see policy 4302, School Plan for Management of Student Behavior).

1. Minor Violations

Minor violations of the Code of Student Conduct are those less severe infractions involving a lower degree of dangerousness and harm. Examples of minor violations include the use of inappropriate or disrespectful language, noncompliance with a staff directive, dress code violations and minor physical altercations that do not involve a weapon or an injury.

Aggravating circumstances, however, may justify treating an otherwise minor violation as a serious violation.

Minor violations of the Code of Student Conduct may result in disciplinary measures or responses up to and including short-term suspension. Further information regarding the procedures for short-term suspensions is provided in policy 4351, Short-Term Suspension. Other disciplinary measures or responses may include, but are not limited to, the following:

- a. parental involvement, such as conferences;
- b. isolation or time-out for short periods of time;
- c. behavior improvement agreements;
- d. instruction in conflict resolution and anger management;
- e. peer mediation;
- f. individual or small group sessions with the school counselor;
- g. academic intervention;
- h. in-school suspension;
- i. detention before and/or after school or on Saturday;
- j. community service;
- k. exclusion from graduation ceremonies;
- l. exclusion from extracurricular activities;
- m. suspension from bus privileges; and
- n. placement in an alternative school.

The student's parent is responsible for transportation that may be required to carry out a consequence. With the exception of suspension from bus privileges, if a parent is unable to provide transportation, another consequence will be substituted.

2. Serious Violations

Serious violations of the Code of Student Conduct may result in any of the consequences that may be imposed for minor violations. In addition, serious violations that threaten to substantially disrupt the educational environment may result in long-term suspension, and serious violations that threaten the safety of students, school employees or school visitors may result in long-term suspension or expulsion. Certain violations involving firearms or explosive devices may result in a 365-day suspension. Further information regarding the standards and procedures for long-term suspensions, 365-day suspensions and expulsions is provided in policies 4351, Short-Term Suspension, and 4353, Long-Term Suspension, 365-Day Suspension, Expulsion.

(See also policy 4333, Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety, for information regarding 365-day suspensions for certain violations involving firearms or explosive devices.)

E. ENFORCEMENT

The superintendent is responsible for supervising the enforcement of the Code of Student Conduct to ensure that school disciplinary policies are uniformly and fairly applied throughout the school system and consistent with students' constitutional rights.

Legal References: U.S. Const. amend. I; *Mahanoy Area School Dist. v. B.L.*, 594 U.S. ___, 141 S. Ct. 2038 (2021); G.S. 115C-47, -276(r), -288, -307, -390.1, -390.2

Cross References: Goals and Objectives of the Educational Program (policy 3000), Counseling Program (policy 3610), Domicile or Residence Requirements (policy 4120), Student Behavior policies (4300 series)

Adopted: February 16, 2009

Revised: August 15, 2011; December 6, 2021

The board will not tolerate assaults or threats from any student. Any student engaging in such behavior will be removed from the classroom or school environment for as long as is necessary to provide a safe and orderly environment for learning.

A. PROHIBITED BEHAVIOR**1. Assault**

Students are prohibited from assaulting, physically injuring, attempting to injure or intentionally behaving in such a way as could reasonably cause injury to any other person. Assault includes engaging in a fight.

2. Threatening Acts

Students are prohibited from directing toward any other person any language that threatens force, violence or disruption, or any sign or act that constitutes a threat of force, violence or disruption.

Bomb and terrorist threats are also addressed in policy 4333, Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety.

B. CONSEQUENCES

The disciplinary consequences for violations of this policy shall be consistent with Section D of policy 4300, Student Behavior Policies. The superintendent or designee shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for violations of this policy.

A student who is long-term suspended or reassigned to alternative education services as a result of assaulting or injuring a teacher shall not return to that teacher's classroom without the teacher's consent.

Legal References: G.S. 14-33, -34 through -34.2; 115C-47, -276(r), -288, -307, -390.2, -390.5, -390.7

Cross References: Student Behavior Policies (policy 4300), Integrity and Civility (policy 4310), Bullying and Harassing Behavior Prohibited (policy 4329/7311), Weapons, Bomb Threats, Terrorist Threats, and Clear Threats to Safety (policy 4333)

Adopted: February 16, 2009

Revised: May 17, 2010; August 15, 2011; May 19, 2014; September 14, 2020

The board provides its students and staff access to a variety of technological resources. These resources provide opportunities to enhance learning, appeal to different learning styles, and improve communication within the school community and with the larger global community, and achieve the educational goals established by the board. Through the school system's technological resources, users can observe events as they occur around the world, interact with others on a variety of subjects, and acquire access to current and in-depth information.

The board intends that students and employees benefit from these resources while remaining within the bounds of safe, legal and responsible use. Accordingly, the board establishes this policy to govern student and employee use of school system technological resources. This policy applies regardless of whether such use occurs on or off school system property, and it applies to all school system technological resources, including but not limited to computer networks and connections, the resources, tools and learning environments made available by or on the networks, and all devices that connect to those networks.

A. EXPECTATIONS FOR USE OF SCHOOL TECHNOLOGICAL RESOURCES

The use of school system technological resources, including access to the Internet, is expected to be exercised in an appropriate and responsible manner. Individual users of the school system's technological resources are responsible for their behavior and communications when using those resources. Responsible use of school system technological resources is use that is ethical, respectful, academically honest and supportive of student learning. Each user has the responsibility to respect others in the school community and on the Internet. Users are expected to abide by the generally accepted rules of network etiquette.

General student and employee behavior standards, including those prescribed in applicable board policies, the Code of Student Conduct, and other regulations and school rules, apply to use of school technological resources, including access to the Internet.

In addition, anyone who uses school system computers or electronic devices, accesses the school's electronic storage or network, or connects to the Internet using school system provided access must comply with the additional rules for responsible use listed in Section B, below. These rules are intended to clarify expectations for conduct but should not be construed as all-inclusive.

All students must be trained about appropriate online behavior as provided in policy 3226/4206, Internet Safety.

Failure to adhere to the requirements of this policy shall result in disciplinary action, including revocation of user privileges. Willful misuses may result in criminal prosecution under applicable state and federal law, disciplinary action for students, and/or adverse personnel action for employees.

B. RULES FOR USE OF SCHOOL TECHNOLOGICAL RESOURCES

1. School system technological resources are provided for school-related purposes only. Acceptable uses of such technological resources are limited to responsible, efficient and legal activities that support learning and teacher. Use of school system technological resources for commercial gain or profit is prohibited. Student personal use of school system technological resources for amusement or entertainment is also prohibited unless approved for special

situations by the teacher or school administrator. Because some incidental and occasional personal use by employees is inevitable, the board permits infrequent and brief personal use by employees so long as it occurs on personal time, does not interfere with school system business and is not otherwise prohibited by board policy or procedure.

2. Unless authorized by law to do so, users may not make copies of software purchased by the school system. Under no circumstance may software purchased by the school system be copied for personal use.

3. Users must comply with all laws, board policies, administrative regulations, and school standards and rules including those relating to copyrights and trademarks, confidential information and public records. Plagiarism of Internet resources will be treated in the same manner as any other incidents of plagiarism, as stated in the Code of Student Conduct.

4. Users must follow any software, application, or subscription services terms and conditions of use.

5. No user of technological resources, including a person sending or receiving electronic communications, may engage in creating, intentionally viewing, accessing, downloading, storing, printing or transmitting images, graphics (including still or moving pictures), sound files, text files, documents, messages or other material that is obscene, defamatory, profane, pornographic, harassing, abusive or considered to be harmful to minors.

6. Users must not circumvent fire walls. The use of anonymous proxies to circumvent content filtering is prohibited.

7. Users may not install or use any Internet-based file sharing program designed to facilitate sharing of copyrighted material.

8. Users of technological resources may not send electronic communications fraudulently (i.e., by misrepresenting the identity of the sender).

9. Users must respect the privacy of others.

a. Students must not reveal any personally identifying, private, or confidential information about themselves or fellow students when using e-mail, chat rooms, blogs or other forms of electronic communication. Such information includes, for example, a person's home address or telephone number, credit or checking account information or social security number. For further information regarding who constitutes personal identifying information, see policy 4705/7825, Confidentiality of Personal Identifying Information.

b. School employees may disclose student directory information (such as name, photograph, or digital image) on school system websites or web pages unless parents, guardians or eligible students have opted out of the release of directory information, pursuant to the Family Educational Rights and Privacy Act (FERPA) or policy 4700, Student Records.

c. Users also may not forward or post personal communications without the author's

prior consent.

d. Students may not use school system technological resources to capture audio, video, or still pictures of other students and/or employees in which such individuals can be personally identified, nor share such media in any way, without consent of the students and/or employees and the principal or designee. An exception will be made for settings where students and staff cannot be identified beyond the context of a sports performance or other public event or when otherwise approved by the principal.

10. Users shall not intentionally or negligently damage computers, computer systems, electronic devices, software, computer networks or data of any user connected to school system technological resources. Users may not knowingly or negligently transmit computer viruses or self-replicating messages or deliberately try to degrade or disrupt system performance, including by streaming audio or video for non-instructional purposes. Users may not disable antivirus programs installed on school system-owned or issued devices.

11. Users may not create or introduce games, network communications programs or any foreign program onto any school system computer, electronic device or network without the express permission of the technology director or designee.

12. Users are prohibited from engaging in unauthorized or unlawful activities such as “hacking” or using the computer network to gain or attempt to gain unauthorized or unlawful access to other computers, computer systems or accounts.

13. Users are prohibited from using another individual’s ID or password for any technological resource or account without permission from the individual. Sharing of an individual’s ID or password is strongly discouraged. If an ID or password must be shared for a unique classroom situation, students must have permission from the teacher or other school official.

14. Users may not read, alter, change, block, execute or delete files or communications belonging to another user without the owner’s express prior permission.

15. Employees shall not use passwords or user IDs for any data system (e.g., the state student information and instructional improvement system applications, time-keeping software, etc.) for an unauthorized or improper purpose.

16. If a user identifies or encounters an instance of unauthorized access or another security concern, he or she must immediately notify a teacher, school system administrator, or the technology director or designee. Users shall not share the problem with other users. Any user identified as a security risk shall be denied access.

17. It is the user’s responsibility to back up data and other important files.

18. Employees shall make reasonable efforts to supervise students’ use of the Internet during instructional time.

19. Views may be expressed on the Internet or other technological resources as representing the view of the school system or part of the school system only with prior approval by the superintendent or designee.

20. Users who are issued school system-owned and -maintained devices for home use (such as laptops, Chromebooks, etc.) must adhere to any other reasonable rules or guidelines issued by the superintendent or technology director for the use of such devices.

C. RESTRICTED MATERIAL ON THE INTERNET

The Internet and electronic communications offer fluid environments in which students may access or be exposed to materials and information from diverse and rapidly changing sources, including some that may be harmful to students. The board recognizes that it is impossible to predict with certainty what information on the Internet students may access or obtain. Nevertheless, school system personnel shall take reasonable precautions to prevent students from accessing materials and information that is obscene, pornographic or otherwise harmful to minors, including violence, nudity, or graphic language that does not serve a legitimate pedagogical purpose. The superintendent shall ensure that technology protection measures are used as provided in policy [3226/4205](#), Internet Safety, and are disabled or minimized only when permitted by law and board policy. The board is not responsible for the content accessed by using a cellular network to connect a personal device to the Internet.

D. PRIVACY

Students, employees, visitors, and other users have not expectation of privacy in anything they create, store, send, delete, receive, or display when using the school system's network, devices, Internet access, email system, or other technological resources owned or issued by the school system, whether the resources are used at school or elsewhere, and even if the use is for personal purposes. Users should not assume that files or communications created, transmitted, or displayed using school system technological resources or stored on servers, or on the storage medium of individual devices, or on school managed cloud services will be private. Under certain circumstances, school officials may be required to disclose such electronic information to law enforcement or other third parties, for example, as a response to a document production request in a lawsuit against the board, in response to a public records request, or as evidence of illegal activity in a criminal investigation.

The school system may, without notice, (1) monitor, track, and/or log network access, communications, and use; (2) monitor and allocate fileserver space; and (3) access, review, copy, store, delete, or disclose the content of all user files, regardless of medium, the content of electronic mailboxes issued by the school system, and system outputs, such as printouts, at any time, for any lawful purpose. Such purposes may include, but are not limited to maintaining system integrity, security, or functionality, ensuring compliance with board policy and applicable laws and regulations, protecting the school system from liability, and complying with public records requests. School system personnel will monitor on-line activities of minors who access the Internet via a school-owned device.

By using the school system's network, Internet access, electronic devices, email system, devices, or other technological resources, individuals consent to have that use monitored by authorized school system personnel as described in this policy.

E. USE OF PERSONAL TECHNOLOGY ON SCHOOL SYSTEM PROPERTY

Users may not use private WiFi hotspots or other personal technology on campus to access the Internet outside the school system's wireless network. Each principal may establish rules for his or her school

site as to whether and how other personal technology devices (including, but not limited to smart phones, tablets, laptops, etc.) may be used on campus. Students' devices are governed also by policy 4318, Use of Wireless Communication Devices. Use of personal technology devices is also subject to any rules established by the superintendent under a bring your own device plan authorized by Section C of policy 3220, Technology in the Educational Program, and for employees, policy 3228/7323, Use of Personal Technology to Conduct School Business. The school system assumes no responsibility for personal technology devices brought to school.

F. PERSONAL WEBSITES

The superintendent may use any means available to request the removal of personal websites that substantially disrupt the school environment or that utilize school system or individual school names, logos or trademarks without permission.

1. Students

Though the school system generally does not monitor students' Internet activity conducted on non-school system devices during non-school hours, when the student's online behavior has a direct and immediate effect on school safety or maintaining order and discipline in the schools, the student may be disciplined in accordance with board policy (see the Student Behavior Policies in the 4300s).

2. Employees

Employees' personal websites are subject to policy 7335, Employee Use of Social Media. Employees may not use their personal websites to communicate with students, as prohibited by policy 7335 and policy 4040/7310, Staff-Student Relations unless the communication has been approved by the principal.

3. Volunteers

Volunteers are to maintain appropriate relationships with students at all times. Volunteers are encouraged to block students from viewing any personal information on volunteer personal websites or on-line networking profiles in order to prevent the possibility that students could view materials that are not age appropriate. An individual volunteer's relationship with the school system may be terminated if the volunteer engages in inappropriate online interaction with the students.

G. USE AGREEMENTS

All students, parents, and employees will be informed annually of the information in this policy. Prior to using school system technological resources, students and employees must agree to comply with the requirements of this policy and consent to the school system's use of monitoring systems to monitor and detect inappropriate use of technological resources. In addition, the student's parent must consent to the student accessing the Internet and to the school system monitoring the student's Internet activity and electronic mailbox issued by the school system.

Legal References: U.S. Const. amend. I; Children's Internet Protection Act, 47 U.S.C. 254(h)(5); Electronic Communications Privacy Act, 18 U.S.C. 2510-2522; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; 17 U.S.C. 101 *et seq.*; 20 U.S.C. 7131; G.S. 115C-325(e) (applicable to career status teachers), -325.4

(applicable to non-career status teachers)

Cross References: Curriculum and Instructional Guides (policy 3115), Technology in the Educational Program (policy 3220), Internet Safety (policy 3226/4205), Web Page Development (policy 3227/7322), Copyright Compliance (policy 3230/7330), Student Behavior Policies (all policies in the 4300 series), Student Records (policy 4700), Confidentiality of Personal Identifying Information (policy 4705/7825), Public Records – Retention, Release, and Disposition (policy 5070/7350), Use of Equipment, Materials, and Supplies (policy 6520), Network Security (policy 6524), Staff Responsibilities (policy 7300), Employee Use of Social Media (policy 7335)

Adopted: October 20, 2008

Revised: May 19, 2014; February 19, 2015; November 14, 2016; February 10, 2020; December 6, 2021

The board is committed to creating safe, orderly, clean and inviting schools for all students and staff. To this end, the board supports state laws that prohibit the sale or distribution of tobacco products to minors and that prohibit the use of tobacco products by minors. The board also supports state and federal laws that prohibit the use of tobacco products in school buildings, on school campuses, and in or on any other school property owned or operated by the school board. For the purposes of this policy, the term “tobacco product” means any product that contains or that is made or derived from tobacco and is intended for human consumption, including electronic cigarettes and all lighted and smokeless tobacco products, as well as electronic cigarettes, vaporizers, and other electronic smoking devices even if they do not contain tobacco or nicotine.

A. PROHIBITED BEHAVIOR

In support of the board’s commitments and state and federal law, students are prohibited from using or possessing any tobacco product (1) in any school building, on any school campus, and in or on any other school property owned or operated by the school board, including school vehicles; (2) at any school-related activity, including athletic events; or (3) at any time when the student is subject to the supervision of school personnel, including during school trips.

Nothing in this policy prohibits the use or possession of tobacco products for an instructional or research activity conducted in a school building, provided that the activity is conducted or supervised by a faculty member and that the activity does not include smoking, chewing or otherwise ingesting tobacco.

B. CONSEQUENCES

The disciplinary consequences for violations of this policy shall be consistent with Section D of policy 4300, Student Behavior Policies. The superintendent or designee shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for violations of this policy.

In determining appropriate consequences for violations of this policy, school officials are encouraged to identify programs or opportunities that will provide students with a greater understanding of the health hazards of tobacco use, the hazards of secondhand smoke, and the impact of tobacco use on efforts to provide a safe, orderly, clean and inviting school environment.

C. SERVICES FOR STUDENTS

The administration shall consult with the county health department and other appropriate organizations to provide students with information and access to support systems and programs to encourage students to abstain from the use of tobacco products. The school system may, from time to time, provide free non-smoking programs and services to its students.

D. NOTICE

Students will be provided with notice of the information in this policy through the Code of Student Conduct, student handbooks or other means identified by the principal. In addition, the principal shall post signs in a manner and at locations that adequately notify students, school personnel, and visitors about prohibitions against the use of tobacco products in all school facilities, on all school grounds, and at all school-sponsored events.

Legal References: Pro-Children Act of 1994, 20 U.S.C. 6081 et seq.; 21 U.S.C. 321 (rr); 21 C.F.R. 1100 et seq.; G.S. 14-313; 115C-47, -288, -307, -390.2, -407

Cross References: Student Behavior Policies (policy 4300), Smoking and Tobacco Products (policy 5026/7250)

Adopted: February 16, 2009

Revised: August 15, 2011; November 9, 2015; October 31, 2017

Unauthorized or illegal drugs and alcohol are a threat to safe and orderly schools and will not be tolerated. The superintendent is responsible for ensuring that this policy is consistently applied throughout the school system.

This policy applies to students while on school property or at a school-sponsored event or activity (whether on or off school property) and at any other time or place where the conduct is reasonably expected to have a direct and immediate impact on the orderly and efficient operation of the schools or the safety of individuals in the school environment.

A. PROHIBITED BEHAVIOR

1. Students are prohibited from possessing, using, transmitting, selling or being under the influence of any of the following substances:
 - a. narcotic drugs;
 - b. hallucinogenic drugs;
 - c. amphetamines;
 - d. barbiturates;
 - e. marijuana;
 - f. synthetic stimulants, such as MDPV and mephedrone (e.g., “bath salts”), and synthetic cannabinoids (e.g., “Spice,” “K2”)
 - g. any other controlled substance;
 - h. any alcoholic beverage, malt beverage, fortified or unfortified wine, or other intoxicating liquor; or
 - i. any chemicals, substances, or products procured or used with the intention of bringing about a state of exhilaration or euphoria or of otherwise altering the student’s mood or behavior; or
 - j. any substance containing cannabidiol (CBD) or tetrahydrocannabinol (THC), regardless of whether it constitutes a controlled substance under state or federal law.
2. Students also are prohibited from possessing, using, selling, delivering, or manufacturing counterfeit (fake) drugs. Students may not participate in any way in the selling or transmitting of prohibited substances, regardless of whether the sale or transmission ultimately occurs on school property.
3. Students are prohibited from possessing, using, selling, delivering, or manufacturing drug paraphernalia, including but not limited to rolling papers, roach clips, lighters, matches, vaping devices, vape liquid containers, pipes, syringes, and other delivery devices for prohibited substances.

4. Students are prohibited from possessing, using, selling, delivering, or sharing prescription or over-the-counter drugs, except in accordance with policy 6125, Administering Medicines to Students. A student who possesses or uses a prescription or over-the-counter drug in accordance with policy 6125 does not violate this policy.
5. A student is not in violation of this policy for being under the influence of a prohibited substance following its proper use as a medication lawfully prescribed for the student by a licensed health care practitioner.
6. Students may not participate in any way in the selling or delivering of prohibited substances, regardless of whether the sale or delivery ultimately occurs on school property.
7. The principal may authorize other lawful uses of substances that are otherwise prohibited by this policy for legitimate curriculum-related purposes, such as the use of matches or lighters in approved chemistry or other school projects.

B. CONSEQUENCES

As required by policy 4335, Criminal Behavior, the principal must report to the appropriate law enforcement agency any student who has used or possessed a controlled substance in violation of law while on school property.

The disciplinary consequences for violations of this policy will be consistent with Section D of policy 4300, Student Behavior Policies. The superintendent or designee shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for violations of this policy.

Legal References: G.S. 18B-301; 20-11(n1); ch. 90 art. 5 and art. 5B; 115C-47, -276, -288, -307, -390.2, -407

Cross References: Student Behavior Policies (policy 4300), Criminal Behavior (policy 4335), Administering Medicines to Students (policy 6125)

Adopted: February 16, 2009

Revised: June 13, 2011; August 15, 2011; February 10, 2020; May 11, 2020

Chromebook Policy

Technology Fee

The technology fee is a **ONE-TIME PAYMENT** that includes four year accidental damage protection and access to additional digital resources.

****One-time fee is non-refundable. Chromebooks are one of the primary educational resources at McDowell Early College and McDowell Academy for Innovation. All students are required to have a computer. Students may bring their own computer, but they accept the risk of damages, theft, etc.**

****Accidental damage protection is provided by Traffera.**

What does the Accidental Damage Protection cover?

- Accidental damage resulting in a broken screen, cracked/broken case, missing keys, etc.
- Accidental liquid damage
- Manufacturer defects including power supply issues, internal components, and/or total operating system failures
- Theft with police report filed and provided to school within 48 hours

What is NOT COVERED by the Annual Insurance?

- Damaged or lost charger (\$40).
- Damage due to negligence and/or damage due to intentional misuse, abuse, or altering the Chrome OS
- Power surges
- Fire, flood, and/or other natural occurrences (*)
- Vandalism or lost device
- Battery/charging issues resulting from failure to charge the Chromebook fully on a regular basis. •
If a student or parent/guardian is guilty of intentionally damaging the Chromebook and/or accessories, McDowell County Schools may file vandalism charges with local law enforcement.
- Excessive claims per individual user may result in disciplinary action and/or full damage costs being assessed

(*) While theft, fire flood, lightning, and/or other natural occurrences resulting in Chromebook damages are not covered by this Chromebook Insurance policy, these damages may be covered under your homeowner/rental/auto insurance. Check with your homeowner/rental/auto insurance provider for more information.

All students who use a Chromebook provided by McDowell County Schools are **REQUIRED** to pay the technology fee. Students attending MEC can add the fee to their student account and use fundraising monies to pay the fee.

