

**HALIFAX COUNTY EARLY COLLEGE
SCHOLAR HANDBOOK
2024-2025**



LEARNING TODAY...LEADING TOMORROW

School Information

Halifax County Early College
100 College Drive
(500 Building)
Weldon, NC 27890

Phone Number: (252) 536-5461

Vision Statement

Halifax County Early College is committed to providing our students with the learning experiences needed to become productive and knowledgeable world-class citizens.

Mission Statement

Halifax County Early College strives for excellence in academics, leadership, and integrity and takes pride in the ability to motivate, accelerate, and increase our students' abilities to compete in a globally competitive world.

School Symbols

The HCECHS seal symbolizes our ideal for academic excellence based on Rigor, Relevance, Relationships, Proficiency, and Triumph.

Mascot

Spartans represent the ideals of teamwork, respect, and integrity.

School Colors

Red - "Strength"

Old Gold - "Enlightenment"

White - "New Beginnings"

Motto

"Learning Today...Leading Tomorrow!"

In compliance with Federal Law, Halifax County Schools administers all education programs, employment activities and admissions without discrimination against any person on the basis of gender, race, color, religion, national origin, age or disability.

We Are Spartans!

Spartans Succeed!

Success represents the achievement of goals and aspirations.

Spartans Persevere!

Perseverance is the ability to keep going despite challenges and obstacles.

Spartans Achieve!

Achievement emphasizes the importance of accomplishing tasks and milestones.

Spartans Are Responsible!

Responsibility signifies the importance of being accountable for one's actions and duties.

Spartans Display Teamwork!

Teamwork promotes the idea that success often comes from effective communication, cooperation, and mutual support among peers.

Spartans Are Ambitious!

Ambition inspires us to be motivated, proactive, and eager to achieve our fullest potential.

Spartans Are Noble!

Nobility highlights the importance of integrity, honor, and ethical behavior.

Spartans Serve!

Service emphasizes acts of kindness, volunteer work, and civic responsibility.

Welcome to a New School Year (2024-2025)

To Our Beloved Scholars:

We are so excited to welcome you back to a new and exciting year at Halifax County Early College High School! We have been working diligently this summer to prepare a school environment to meet your needs as a scholar and future alumni as you prepare for life after graduation. Our goal is to make everyone feel part of the Spartan Family and to support each student in achieving their academic potential and earning an Associate Degree.

To Our Spartan Parents:

Thank you for entrusting your students academic growth and development to Halifax County Early College. We strive to continue building the connection between home and school to ensure your student's success. Our dedicated teachers use Project-Based Learning and research-based practices to engage students in deep learning. We aim for every student to graduate ready for postsecondary education and meaningful careers, embodying the qualities outlined in the "NC DPI Portrait of a Graduate."

Please use this handbook as a resource and guide for HCECHS and Halifax County Schools policies, procedures, and expectations. If you have any questions, please reach out to school leadership or staff.

We look forward to a year of growth, learning, and memories. #SpartanPride

HCEC Faculty and Staff

Jacqueline Williams, Principal

Dr. Janette Harvey - Office and Data Manager

Ms. Lydia Kearney - School Social Worker

Ms. Felicia Lewis - School Counselor

Ms. Sonya Thornton - School Nurse

Mr. Donovan Whitehead - HCC College Liaison

Mr. Leo Malonzo - Science Teacher

Ms. Kasey Overton - English Teacher

Mr. Thomas Peay - Social Studies Teacher

Ms. Camekia Rawls - Teacher Assistant/Testing

Mr. Arun Prajapati - Physics Teacher

Ms. Monica Singh - Math Teacher

Dr. LaVonne McClain, Executive Director of Secondary Education



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Spartan Expectations

Code of Conduct

Students are expected to follow the guidelines of Halifax County Early College, Halifax County Schools, and Halifax Community College. HCS and HCC Codes of Conduct are listed on our website. Below you will find the Halifax County Board of Education's Policies that governs some of the expectations that have been outlined in this handbook. These are not all inclusive and can be found with all other policies on the district's webpage, <https://www.halifax.k12.nc.us>

HCEC Scholar Commitment

Halifax County Early College students commit to fulfilling a four-year course of study in which they earn a high school diploma and associate's degree. To reach these outcomes, our scholars must fully participate in every aspect of the Early College High School Design.

Power of Place

As students of both Halifax County Schools (HCS) and Halifax Community College (HCC), our scholars are expected to behave respectfully, responsibly, and maturely, in line with staff expectations. They must adhere to all HCEC and HCC policies at all times. Scholars should act as young adults, strive for their best in all classes, and actively engage in the learning process. They are also encouraged to actively participate in service learning.

For college courses, scholars must pass to remain in good standing. Engaging in drama or gossip is discouraged. Misuse of computer privileges will result in their revocation, and cell phone use is not allowed during class time. Plagiarism or any violation of academic integrity policies will jeopardize a scholar's ability to continue progressing at the Early College.

Administrative Procedures

Check-In Procedures

Students are expected to arrive on time and remain in school for the entire school day.

- **Late Arrival:** Students arriving late must check in at the front office upon arrival. This ensures that attendance records are updated and that the student is accounted for during the school day.

Check-Out Procedures

- **Early Dismissal:** Students wishing to leave school early must bring a written and signed note from their custodial parent. This note should be presented to the front office before the start of the school day. The note must include:
 - The reason for the early departure
 - The time the student will leave
 - The parent's signature
 - A contact number where the parent can be reached
- **Early Dismissal Pass:** Once the note is verified, the student will receive an early dismissal pass. This pass should be shown to their teacher when leaving class. The student must bring this pass to the office to officially check out.
- **Return on the Same Day:** If the student returns to school on the same day, they must check back in at the office. They will be issued a pass to return to class.
- **Leaving Due to Illness:** Students feeling unwell must get a hall pass from their teacher and go to the office. The office will contact the parent or guardian for pick-up if necessary

Recurring Early Dismissal

For students who need to leave early regularly (e.g., for medical appointments or recurring commitments), parents should submit a signed copy of the FORM outlining the schedule of recurring dismissals, including specific days and times, to the front office. Once approved, students will be granted permission for self-checkout without needing daily notes. These students must sign out at the office each time they leave and, if returning the same day, sign back in to receive a pass to class.

No Leaving for Lunch

Students are not permitted to leave campus during lunch periods. This policy is in place for the safety and supervision of students during the school day.

Student Absences

Students must submit any absence excuse notes to the Data Manager before the school day begins. This helps ensure accurate attendance records and timely communication regarding the reason for the absence.

Documenting Absences:

- **Parental Notes:** Students have up to three days after returning to school from an absence to provide a written note from a parent or guardian. This note must clearly state the reason for the absence and must be signed. It should also include both a home and work telephone number for the parent or guardian, allowing the school to verify the note if necessary.
- **Unexcused Absences:** If a parental note is not submitted within three days, the absence will be marked as unexcused or unlawful. This classification can impact the student's attendance record and may have further consequences under school policy.

For more detailed information on attendance requirements and policies, including the implications of unexcused absences, students and parents should refer to the [HCS attendance policy](#). This document provides comprehensive guidelines on attendance expectations, procedures for reporting absences, and potential consequences for non-compliance.

Chronic Absences and Early Dismissals

Tardiness and early dismissals cause students to miss important information and are strongly discouraged. The school principal is expected to deal appropriately with those students who are chronically tardy or who leave early. When tardiness becomes excessive, the student, his or her parents or guardians shall be notified by the principal or designee in writing of the student's tardiness. If the tardiness continues after parent notification, appropriate disciplinary action will be taken. Students may be suspended for up to two days for such offenses. Tardiness and early dismissals may be excused for the same reasons as listed above for absences.

Identification Badges

Students enrolled at the Halifax County Early College are required to wear identification badges while on the high school and college campuses. This is a safety precaution to ensure individuals on the premises are entitled to be on campus. This will also identify students as high school students when Early College students migrate to the college campus. HCC also require that students have identification cards in their possession while on campus. High school badges are renewed each year, while the college identification card is taken when a student enrolls for the first time. There is no cost to the student for their identification cards during the first issuance; however, if the college ID is lost, there is a \$5.00 charge to have it replaced.

School Fees

School fees are to cover various activities hosted throughout the school year. There are many things we are determined to expose our students to this school year. Some of these Educational Enhancement Activities are as follows:

- College field trips for every grade level to a local college or university
- Academic recognition program
- Club supplies / activities
- Lab supplies
- Cultural events/celebrations
- Parent engagement events
- Community engagement events
- Social events / End of year celebration

Each grade will have a fee of \$35.00 to help with associated costs. You may make payments along the way or pay the full amount.

Updating Contact Information

Students who move or whose address is otherwise changed **MUST** notify the office of the change for modification of records. Telephone numbers **MUST** also be updated as often as they change.

Athletic Participation

Students enrolled at Halifax County Early College are allowed to participate in sports at the high school in their attendance zone. Students must have passed 80% of their classes the preceding semester and been in attendance at least 85% of the semester. Students must meet promotion requirements at the end of spring semester to be eligible for participation during the next fall semester.

Cell Phone Use

Cell phones must be off and out of sight during class times unless it is being used for instructional purposes as directed by a teacher. If a phone is visible or in use during class times, the phone will be confiscated.

- First violation: phone will be returned at the end of the day to the student.
- Second violation: phone will be returned to a parent or guardian.
- Third violation: disciplinary intervention and return of phone to a parent.

The use of cell phones during emergency situations and/or drills can interfere with law enforcement and school officials' procedures during a crisis. Students will be directed if and when the use of cell phones is appropriate. Staff members are authorized to confiscate cell phones used during school emergencies or drills and students risk expulsion if phones are used during emergencies or drills without permission.

Lost and Found

Articles found in and around the school should be turned in to the office where the owners may claim their property by identifying it. Articles not claimed will be donated to a charitable cause. HCECHS will donate unclaimed clothes at the end of each semester.

Visitors/ Commercial Food

Parents are welcome to visit Halifax County Early College. All visitors, however, must report to the main office, sign the visitor's register, and obtain a visitor's badge immediately upon arrival on campus. Visitors meeting with teachers should do so by appointment only. Teacher-invited presenters or visitors must register in the office before entering a classroom.

Students are not to bring guests to school during instructional hours. This includes lunch. Visitors are not allowed to bring commercial food items to students during school hours. This causes a disruption and competes with Child Nutrition Services.

Visiting the HCC Campus Grill/ Cafe

To encourage positive behavior and academic excellence, Halifax County Early College High School (HCEC) offers students the opportunity to visit the on-campus grill/café as an incentive. This privilege is intended to reward students for exemplary conduct, academic achievements, and engagement in school activities. Eligible students may visit the campus grill/café during designated times, typically during lunch breaks or free periods. The schedule will be determined by the administration and communicated in advance. Eligible students will be notified of their status and given specific details about their visits to the grill/café. While at the grill/café, students are expected to continue demonstrating respectful behavior.

Delivery of Food, Flowers, and Gifts

No deliveries will be accepted at any time. Students will not be notified of deliveries, so we respectfully request that no deliveries to the school be attempted or made.

Fire and Safety Drills

Monthly Fire Drills:

- A fire drill will be conducted every month.
- When the alarm sounds, all personnel must:
 - Take the attendance roster.
 - Know the evacuation routes and safety procedures for the room they occupy.

During the Drill:

- Students should move quickly and quietly out of the building.
- They should gather approximately 500 feet away from the building.
- For all safety measures, students should follow staff guidance and move quickly and quietly.

General Guidelines:

- Always treat a fire alarm as if it signals a real fire. Practicing this way ensures the best preparation for an actual emergency.
- Remain outside until instructed to return to the building or resume normal operations.

Additional Drills:

- Various emergency procedure drills will be practiced throughout the year.

Inclement Weather

Halifax County Early College follows the policies adopted by Halifax County Schools regarding delays and closing of school due to weather. To get the latest school closing, you can listen to the news on TV or go to the Halifax County Schools Website. With two different schools involved (Halifax and HCC) it can be confusing. Please remember, we are part of Halifax County Schools and will follow what the system does. Below are the different scenarios:

- Both systems are CLOSED – This is code zero and school will not be operational.

Medication

Students who must take medication of any kind, including aspirin, Tylenol, cough syrup, etc, during school hours must obtain a Medication Consent form from the office. This form must be completed and signed by a physician and parent. The completed form and the medication are given to the school nurse for record-keeping, dispensing and administration of medicine. Students who do not comply will be subject to consequences as defined in the Halifax County Schools Board Policy on student discipline.

Student Support Services

Parental Involvement

In order for HCEC to be effective, it is necessary for parents to cooperate and become involved. They must be familiar with the building policies and procedures. They should also actively participate in parent-teacher conferences and PTO/PTA.

Parent-Teacher Conferences

Parents are welcome and encouraged to come to school to talk with your teachers. Appointments must be made to coincide with the teacher's schedule. Conferences may be scheduled through the guidance department. Call contact the School Counselor at 252-536-5461. Parents are to schedule conferences in advance at times convenient for both teachers and the mselves. Conferences will be scheduled at such times that they do not interrupt or interfere with a teacher's class. Students are not permitted to have visitors during the school day.

Bus Transportation

Riding a bus is a privilege, not a right. Students must be at their designated bus stop ten (10) minutes prior to the time of bus arrival. A student may be denied the privilege of riding a bus as a result of misbehavior in addition to other penalties. Halifax County Schools Board Policy and Halifax County Early College discipline guidelines do apply to bus riders. Any questions regarding routes, buses, or drivers should be directed to the school Office Manager. Notes requesting bus changes must be brought to the office before school. A call home to the custodial parent may be made to verify any bus change.

Child Nutrition Services

Breakfast and lunch are provided to all students at no charge. Each student will receive a Lunch ID number for receiving meals. Meals are prepared and delivered by Southeast Collegiate Prep Academy cafeteria staff.

Students are responsible for keeping the eating area clean and disposing of all trash in the designated bins. School disciplinary rules also apply in the cafeteria. This includes rules against disruptive behavior and noncompliance.

School Counseling Services

The Halifax County Early College's Counseling Department strives to present a comprehensive, developmental school counseling program using individual, small, and large-group counseling/experiences for the purpose of facilitating students' academic, personal/social and career development. The school counseling program is presented through the collaborative efforts of professional school counselors, students, parents, teachers, administrators, and school and county-level support staff.

School Counselor

The School Guidance Department serves as a resource for students, parents, and staff, focusing on the following areas:

1. **Academic Advisement Needs:** This includes grades, course scheduling, and academic support.
2. **College and Career Advisement:** Guidance on choices after high school, such as college or workforce training.
3. **Social-Emotional Needs:** Support for students' emotional well-being.

Community College Liaison

The liaison facilitates dual enrollment opportunities, assists with the transition to community college, and provides information on programs and resources available to students.

Location and Contact

The School Counseling Offices are located within Spartan Hall. **Requests to See a Counselor** forms are available outside of the counselor's office or at the front desk. Students must notify their classroom teacher before visiting the guidance office. Forms can be filled out before school, after school, or during lunch. Students may also email their counselor directly. In cases of emergencies or crises, students will be seen without an appointment.

Class Registration

During registration, students are guided through course selection by their assigned counselor. After registration, counselors will meet with students individually to review their course choices. Important considerations for course selection include:

- **Core Classes:** Ensure that English, Math, Science, and Social Studies courses are taken in sequence and at the appropriate level.
- **Elective Choices:** Choose electives carefully, as changes may not be possible later.
- **College Preparation:** Enrollment in Math and Science courses all four years and World Language courses is recommended for many colleges.

Schedule Changes

Due to the planning involved in creating the master schedule, class sizes, and staffing, course changes are limited. Students must submit schedule change requests within the first five days of the semester. All requests are subject to approval.

Transcripts

Transcripts can be requested by completing the Transcript Request Form available in the Guidance Department or on the district website under "Transcripts." Transcripts for scholarships are provided to students at no charge.

Library Books

Early College scholars have access to Halifax Community College's library resources. Scholars will need their identification badges in order to check out books and other materials. Scholars are reminded that they must return materials by their deadline to avoid being fined. Additionally, schedules for college classes will not be processed for students who have outstanding library books or fines.

Tutoring

Tutoring sessions will be provided for all students to clear up any deficiencies on College Placement Tests and/or for core academic areas.

Driver Education

Course Enrollment

All Driver's Education classes are provided at the student's community school. Information about Driver's Education can be found on the Halifax County Schools website. For questions, please contact the Director of Secondary Education.

Academic Progress Requirements

The state of North Carolina has placed requirements on high school students to motivate them to achieve academically. This motivation is in the form of state law, which requires that every high school student must pass at least three units in the previous semester in order to retain their license to drive in the State of North Carolina.

Student grades are reported each semester to the State of North Carolina. If a student loses his or her license, they are NOT eligible to get their license back until they have demonstrated adequate academic progress at their school. This will consist of passing 3 of 4 courses in their present semester and 3 of 4 courses in the next semester. Loss of license for academic reasons will mean at least 2 semesters without driving privileges.

"Lose Control, Lose Your License" Guidelines

These guidelines require schools to report to the NC Department of Motor Vehicles any expulsions, long-term suspensions, or assignments to alternative schools related to the sale or possession of alcohol, illegal controlled substances, weapons, or firearms on school property, or physical assault on school personnel. This can result in the revocation of a driver's permit or license for one year. If students meet the academic requirements after the fall and spring semesters, they can have their permit or license reinstated, but a new Driver's Eligibility Certificate (DEC) is required.

Leadership Development

HCEC promotes and develops scholar voices within our community through service learning, clubs, and schoolwide projects. Leadership opportunities can involve student organizations such as Student Council, National Honor Society, and other leadership opportunities may emerge from classroom work, service learning, and student-led initiatives.

Academic Procedures and Expectations

Each scholar commits to being present and prepared prior to the start of all high school and college classes. Scholars will be provided with rigorous instruction that ensures the development of critical thinking, application, and problem-solving skills. Scholars are expected to do all work assignments and give 100% each day. Early College scholars are part of a academic community and are responsible for their own learning. Academic support systems, such as tutoring and seminars, and effective support systems, such as Counseling and other clubs, are available. These are Early College components that are vital for student success. Daily attendance and earnest participation are expected.

Halifax County Early College High School Instructional Schedules

2024-2025 Fall Master Schedule

	Fall Semester 2024-2025				
Teachers	8:00 am - 8:25 am	8:30 am - 9:55 am	10:00 am - 11:25 am	12:00 pm - 1:25 pm	1:30 pm - 2:55 pm
English					
Mr. Overton	H. Room - Seniors	P(1)	P(2)	P(3)	Planning
		English 1 Honors	English 1 Honors	English 1 Honors	
Science					
Mr. Malonzo	H. Room - Juniors	Planning	P(2)	P(3)	P(4)
			Earth/Env. Science	Earth/Env. Science	Earth/Env. Science
Social Studies					
Mr. Newey	H. Room - 1/2 Freshman	P(1)	Planning	P(3)	P(4)
		Eco & Personal Finance		Civic LE.	World History
Math					
Mr. Singh	Homeroom - Sophomores	P(1)	P(2)	P(3)	Planning
		MATH 3 Honors	MATH 3 Honors	MATH 3 Honors	
Foreign Language					
ISA	Homeroom	Planning	P(2)	P(3)	P(4)
			Spanish I	Spanish I	Spanish I
Physics					
Mr. Pragaspati	Homeroom - 1/2 Freshman	P(1)	P(2)	Planning	P(4)
		MATH 2	PHYSICS		MATH 2
NCVTS/Credit Recovery					
Mr. Howie					

2024-2025 Spring Master Schedule

	Spring Semester 2024-2025				
Teachers	8:00 am - 8:25 am	8:30 am - 9:55 am	10:00 am - 11:25 am	12:00 pm - 1:25 pm	1:30 pm - 2:55 pm
English					
Mr. Overton	H. Room - Seniors	P(1)	P(2)	P(3)	P(4)
			Eng. 2 Honors	Eng. 3 Honors	Eng. 2 Honors
Science					
Mr. Malonzo	H. Room - Juniors	P(1)	Planning	P(3)	P(4)
		Biology Honors		Biology Honors	Biology Honors
Social Studies					
Mr. Newey	H. Room - 1/2 Freshman	P(1)	Planning	P(3)	P(4)
		Eco & Personal Finance		Civics Literacy	World History
Math					
Mr. Singh	Homeroom - Sophomores	P(1)	P(2)	P(3)	Planning
		Math 1 Honors	Math 1 Honors	Math 1 Honors	
Foreign Language					
ISA	Homeroom	P(1)	P(2)	Planning	P(4)
		Spanish 2	Spanish 2		Spanish 2
Physics					
Mr. Pragaspati	Homeroom - 1/2 Freshman	P(1)	P(2)	Planning	P(4)
		PHYSICS	PHYSICS		STEM Lab 1
NCVTS/Credit Recovery					
Mr. Howie					

Grading Scale

The state of North Carolina implemented a ten-point grading scale for all students, as shown below, beginning with the students entering high school for the first time in the 2015-16 academic school year, and remains current for students.

- A- 90 to 100
- B- 80-89
- C- 70-79
- D- 60-69
- F- 0-59

Final marks of FF (failed due to absences) will be computed in the grade point average and the student ranking process as a course attempted and failed.

Homework

You will have homework daily. There are several reasons for this homework:

1. To provide extra practice on learned skills.
2. To provide further learning in areas covered in the classroom.
3. To provide opportunities for students to learn good work habits.
4. To provide opportunity for growth in responsibility.
5. To provide parents with opportunities to see you studying & how well you are doing.

We think learning is important and that learning should continue after school hours. The daily homework in no way is to be viewed as punishment, but rather as a way for encouraging and extending learning.

Make-Up Work

It is the responsibility of the student to request and the responsibility of the teacher(s) to give, on the first day the student returns to school following an excused or unexcused absence, assignment of work to be made up for the period of the absence. Students will have two (2) days to complete make-up work for everyone (1) day absent. Make-up work does not have to be the same as the work that was missed. Grades assigned to make-up work shall be considered in computing the student's overall grade for the particular grading period. Failure of a student to satisfy make-up requirements can be the basis for denying credit for a specific course.

All scheduled tests/exams may be made up for full credit for all absences in accordance with the above make-up work guidelines.

Students placed under suspension by the principal will be responsible for work missed during such suspensions. Students who are suspended for less than the remainder of the school year shall be required to make up exams and other required coursework while under suspension.

Report Cards/Progress Reports

Scholars receive progress reports and report cards as scheduled on the school calendar.

Scholars are responsible for delivering this information to their parents. Scholars and parents should always check progress reports and report cards very carefully. Report any errors immediately to the teacher concerned. Parents need to sign and return to verify that they have

been made aware of their scholar's progress. Academic progress reporting from HCC is separate and apart from HECHS. Parents and students will need to monitor progress via HCC course portal i.e. Blackboard or Moodle.

Honor Roll Criteria

Honor roll may be utilized to encourage students' academic performance at grades 9 through 12.

- The Principal's List will include students with all A's
- High Honors will include all students with A's and B's, with an average of 90-100 and no grade less than a "B".
- Honors will include all students with A's, B's, and C's, with an average of 80-89 and no grade less than a "B".

Grade Point Average (GPA)

The state of North Carolina requires all public high schools to use standardized transcripts and to calculate the grade point average and class rank by a standard method. All courses are assigned the same quality point value except those courses designated as honors and advanced placement (AP). Each honors course will receive one additional quality point and each advanced placement course will receive two additional quality points. Grades will be weighted as follows:

	Grade	Standard	Honors	AP
A	4		4.5	5
B	3		3.5	4
C	2		2.5	3
D	1		1.5	2
F	0		0	0

Class Rank

All courses are weighted for the purposes of determining class rank, selecting marshals and determining valedictorian and salutatorian distinctions. Students are ranked at the end of the first semester, and again at the end of the second semester. Courses are weighted according to their difficulty.

Valedictorian & Salutatorian

Graduating seniors who are ranked number one and number two respectively at the end of the first semester are designated as valedictorian and salutatorian. Students receiving this distinction will be presented with medals and plaques and are expected to make speeches at their graduation ceremony.

College Courses and Placement

College courses may only be taken and dropped with approval by the school counselor, community college liaison and the principal. College classes and materials are provided free to

students. Students completing college classes at an acceptable level will receive both high school and college credit. All Early College students are expected to complete college courses as part of their graduation requirements.

High School Promotion Requirements

Students enter the Halifax Early College High School after completing their 8th grade. In order to progress to the next grade level, a student must earn units as stipulated below:

- **Ninth Grade:** Student must have earned 7 credits and English I to be promoted to Tenth Grade.
- **Tenth Grade:** Student must have earned 14 credits and English II to be promoted to Eleventh Grade.
- **Eleventh Grade:** Student must have earned 21 credits and English III to be promoted to Twelfth Grade.
- **Twelfth Grade:** Student must have earned 28 credits to graduate.

Academic Probationary Status

Scholars are expected to make satisfactory academic progress toward both their high school diploma and an associate degree. Failure to meet these requirements will result in your scholar being placed in a probationary status for closer monitoring by teachers, administrators, and parents. This process will begin following the grading period in which the scholar did not successfully meet the academic criteria. Probationary status involves increased progress monitoring to support student success, and the student will be required to use all available supports to show academic improvement.

Appendix A: HCEC Spartan Schedule

Daily Schedule	HCEC 2-Hour Delay Schedule
Spartan Time/HR-----8:00 - 8:25	Spartan Time/ Breakfast----10:00 - 10:25
1st Block-----8:30 - 9:55	1st Block-----10:30 - 11:30 (60 mins)
2nd Block-----10:00 - 11:25	Lunch-----11:30 - 11:55 (25 mins)
Lunch-----11:25 - 11:55	2nd Block-----12:00 - 12:57 (57 mins)
3rd Block-----12:00 - 1:25	3rd Blo-----1:00 - 1:57 (57 mins)
4th Block-----1:30 - 2:55	4th Block-----2:00 - 2:55 (55 mins)
HCEC Early Release Schedule	
Spartan Time/HR-----8:00 - 8:25	
1st Block-----8:30 - 8:59	
2nd Block-----9:02 - 9:31	
3rd Block-----9:34 - 9:59	
Lunch-----9:59 - 10:24	
4th Block-----10:27 - 11:50	

Appendix B: NC High School Testing Requirements

End of Course (EOC) tests: In addition to coursework requirements, students must be administered these End-of-Course (ECO) tests in order to graduate from high school:

English II Math I Math III Biology

PREACT: The PreACT is administered annually to all eligible tenth-graders and is a state required test per North Carolina General Statute (G.S.) [§115C-174.22](#).

The PreACT assessment is designed to help parents and educators identify areas where students may need additional academic support or remediation. The PreACT can also help to initiate strategic conversations between parents and schools regarding dual enrollment decisions, identifying curriculum gaps, implementing interventions on behalf of students, and choosing Advanced Placement classes.

ACT: All 11th graders are required to take the ACT. This is given at school free of charge in the early spring. These ACT scores from this administration can be used by students for both four-year and community college admission purposes. The ACT assesses high school students' general educational development and their college readiness. The ACT has five sub-scores, four multiple choice tests covering skill areas of English, Mathematics, Reading and Science; and the Writing Test measuring skill in planning and writing a short essay. Students may retake the ACT to obtain a higher score. Please see the high school Counselor for more information or go to: www.actstudent.org.

Appendix C: NC High School Graduation Requirements

Every public high school student must meet state course and credit requirements in addition to any local requirements in order to graduate from high school.

CONTENT AREA	FUTURE-READY CORE - College Course of Study Requirements
English	4 Credits I, II, III, IV or a designated combination of 4 courses
Mathematics	4 Credits Math I, II, III 4th Math Course to be aligned with the student's post high school plans A student, in some circumstances, may have an alternative math course sequence as outlined under State Board of Education policy or due to the transition in standards. Please see your school counselor for more details.
Science	3 Credits A physical science course, Biology, Earth/Environmental Science
Social Studies	4 Credits World History, American History: The Founding Principles, Civics and Economics; OR American History: The Founding Principles of United States of America and North Carolina: Civic Literacy; AND American History, OR American History I, OR : American History II; AND an additional social studies course** The Founding Principles of the United States of America and North Carolina: Civic Literacy-required for students entering 9th grade 2021-2022 and beyond, Economics and Personal Finance-required for students entering 9th grade 2021 and beyond.

World Languages	Not required for high school graduation. A two-credit minimum is required for admission to a university in the UNC system.
Health and Physical Education	1 Credit Health/Physical Education
Electives or other requirements***	<p>6 Credit Required 2 Elective Credits of any combination from either:</p> <ul style="list-style-type: none"> ● Career and Technical Education (CTE) ● Arts Education ● World Languages <p>4 Elective Credits Strongly Recommended (Four Course Concentration) from one of the following:</p> <ul style="list-style-type: none"> ● Career and Technical Education (CTE)*** ● JROTC ● Arts and Education (e.g. dance, music, theater arts, visual arts) ● Any other subject area (e.g. social studies, science, mathematics, and English)
Career/Technical	
Arts Education (Dance, Music, Theatrical Arts, Visual Arts)	
Total	28 Credits plus any local requirements

Appendix D: High School Course Descriptions

ENGLISH I HONORS

Grade Level: 9

Credit: 1 unit

Prerequisite: None

This course provides challenging reading, writing and speaking opportunities designed to develop the students' abilities in language arts as preparation for education beyond high school. This course follows the NCSCOS for grade 9 and requires students to demonstrate proficiency for standards of reading literature, reading informational text, writing, speaking and listening and language. For students to be college and career ready, they must read from a wide range of high-quality, increasingly challenging texts, reflecting global perspectives, and comprehend texts of steadily increasing complexity. Students learn how to offer and support opinions / arguments, demonstrate understanding of topics of study and convey experiences in writing, clearly and coherently. Teachers provide students ample opportunities to communicate their thinking orally, including effective use of data and evidence. Students use effective and correct language skills in all contexts.

ENGLISH II HONORS

Grade Level: 10

Credit: 1 unit

Prerequisite: English I

This course provides challenging writing and speaking opportunities designed to develop the students' abilities in language arts as preparation for education beyond high school. This course follows the NCSCOS for grade 10 and requires students to demonstrate proficiency for standards of reading literature, reading informational text, writing, speaking and listening and language. For students to be college and career ready, they must read from a wide range of high quality, increasingly challenging texts, reflecting global perspectives, and comprehend texts of steadily increasing complexity. Students learn how to offer and support opinions / arguments, demonstrate understanding of topics of study and convey experiences in writing, clearly and coherently. Teachers provide students ample opportunities to communicate their thinking orally, including effective use of data and evidence. Students use effective and correct language skills in all contexts.

ENGLISH III HONORS

Grade Level: 11

Credit: 1 unit

Prerequisite: English II

This course provides challenging reading, writing and speaking opportunities designed to develop the students' abilities in language arts as preparation for education beyond high school. This course follows the NCSCOS for grade 11 and requires students to demonstrate proficiency for standards of reading literature, reading informational text, writing, speaking and listening and language. For students to be college and career ready, they must read from a wide range of high-quality, increasingly challenging texts and comprehend texts of steadily increasing complexity. Students learn how to offer and support opinions / arguments, demonstrate understanding of topics of study and convey experiences in writing, clearly and coherently. Teachers provide students ample opportunities to communicate their thinking orally, including effective use of data and evidence. Students use effective and correct language skills in all contexts.

***ENG 231 or ENG 232 may be used as a substitute for English 3.**

ENGLISH IV

Grade Level: 12

Credit: 1 unit

Prerequisite: English III

This course follows the NCSCOS for grade 12 and requires students to demonstrate proficiency for standards of reading literature, reading informational text, writing, speaking and listening and language. For students to be college and career ready, they must read from a wide range of high-quality, increasingly challenging texts and comprehend texts of steadily increasing complexity. Students learn how to offer and support opinions / arguments, demonstrate understanding of topics of study and convey experiences in writing, clearly and coherently. Teachers provide students ample opportunities to communicate their thinking orally, including effective use of data and evidence. Students use effective and correct language skills in all contexts. This course provides application of all communication skills and completes the global perspective initiated in English I.

***ENG 241 or ENG 242 may be used as a substitute for English 4.**

ENGLISH IV HONORS

Grade Level: 12

Credit: 1 unit

Prerequisite: English III

This course provides challenging reading, writing and speaking opportunities designed to develop students' abilities in language arts as preparation for education beyond high school. This course follows the NCSCOS for grade 12 and requires students to demonstrate proficiency

for standards of reading literature, reading informational text, writing, speaking and listening and language. For students to be college and career ready, they must read from a wide range of high quality, increasingly challenging texts and comprehend texts of steadily increasing complexity. Students learn how to offer and support opinions / arguments, demonstrate understanding of topics of study and convey experiences in writing, clearly and coherently. Teachers provide students ample opportunities to communicate their thinking orally, including effective use of data and evidence. Students use effective and correct language skills in all contexts. This course provides in-depth application of all communication skills and completes the global perspective initiated in English I.

***ENG 241 or ENG 242 may be used as a substitute for English 4 Honors**

World Languages

SPANISH I

Grade Level: 10, 11,12 Credit: 1 unit

Prerequisite: None

This course is intended for the beginning Spanish language student. Spanish I is designed to give students a balanced exposure to all four language skills. The course objectives emphasize accurate pronunciation, structure knowledge with primary focus on the present tense and language acquisition of basic vocabulary. The course provides students with opportunities to: respond to and give oral directions and commands and to make routine requests in the classroom and in public places; understand and use appropriate forms of address in courtesy expressions and be able to tell about daily routines and events; ask and answer simple questions and participate in brief guided conversations related to their needs and interests.

SPANISH II

Grade Level: 10, 11,12 Credit: 1 unit

Prerequisite: Spanish I

Spanish II is a continuation of Spanish I with substantial amount of new grammatical structures. The course increases emphasis on listening, with different aspects of the culture, including the visual arts, architecture, reading and writing. Students will begin to understand spoken Spanish and converse on a more sophisticated level. The students will become familiar, literature and music. Culture and history of Hispanic countries are also studied. The course enables students to participate in classroom and extracurricular activities related to the language studied as well as to participate in conversations dealing with daily activities and personal interests.

Mathematics

NC MATH 1

Grade Level: 9

Credit: 1 unit

Prerequisite: None

NC Math 1 provides students the opportunity to study concepts of algebra, geometry, functions, number and operations, statistics and modeling throughout the course. The focus in NC Math 1 is on linear, exponential and quadratic functions. These concepts include expressions in the real number system, creating and reasoning with equations and inequalities, interpreting and building simple functions, expressing geometric properties, interpreting categorical and quantitative data.

NC MATH 2 HONORS

Grade Level: 9, 10

Credit: 1 unit

Prerequisite: NC Math 1

NC Math 2 Honors addresses the topics of NC Math 2 at a more comprehensive and rigorous level. Additional topics and requirements with real-world applications are included.

NC MATH 3 HONORS

Grade Level: 10, 11

Credit: 1 unit

Prerequisite: NC Math 2

NC Math 3 Honors addresses the topics of NC Math 3 at a more comprehensive and rigorous level. Additional topics and requirements with real-world applications are included.

NC MATH 4

Grade Level: 11, 12

Credit: 1 Unit

Prerequisite: NC Math 3

The primary focus of this course is on functions and statistical thinking, continuing the study of algebra, functions, trigonometry and statistical concepts previously experienced in NC Math 1-3. The course is designed to be a capstone to introductory statistical concepts. Additionally, the course intentionally integrates concepts from algebra and functions to demonstrate the close relationship between algebraic reasoning as applied to the characteristics and behaviors of more complex functions. In many cases, undergraduate students majoring in nonSTEM fields will take an entry-level Algebra or Introductory Statistics course. Students will be prepared for

college level algebra and statistics or as a bridge to prepare students for Precalculus or other advanced math courses.

***MAT 143, or MAT 171 or MAT 172 may be substituted for NC Math 4.**

SCIENCE

EARTH/ENVIRONMENTAL SCIENCE

Grade Level: 9

Credit: 1 unit

Prerequisite: None

The Earth/Environmental Science curriculum focuses on the functions of Earth's systems. Emphasis is placed on matter, energy, plate tectonics, origin and evolution of the earth, solar system, and universe, environmental awareness, weather and climate, human population dynamics and sustainable living, and the cycles that circulate matter and energy through the earth system.

BIOLOGY HONORS

Grade Level: 10

Credit: 1 unit

Prerequisite: None

Honors Biology is designed to give the student a more challenging and in-depth experience. Students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. In addition to the North Carolina Standard Course of Study for Biology standards and objectives, students are expected to: design and carry out several independent investigations of biological questions, read and report on recent research in biology and demonstrate a more in-depth understanding of all biology objectives.

PHYSICAL SCIENCE

Grade Level: 11

Credit: 1 unit

Prerequisite: Math I

The Physical Science course will provide a foundation for the continued study of science. The curriculum will integrate the following topics in chemistry and physics: structure of atoms, structure and properties of matter, motion and forces, conservation of energy, matter and charge.

Social Studies

WORLD HISTORY

Grade: 9

Credit: 1 unit

Prerequisite: None

World History at the ninth grade level is a survey course that gives students the opportunity to explore recurring themes of human experience common to civilizations around the globe from ancient to contemporary times. An historical approach will be at the center of the course. The application of the themes of geography and an analysis of the cultural traits of civilizations will help students understand how people shape their world and how their world shapes them. Students broaden their historical perspectives as they explore ways societies have dealt with continuity and change, exemplified by issues such as war and peace, internal stability and strife, and the development of institutions. This course or its equivalent is a graduation requirement.

AMERICAN HISTORY: THE FOUNDING PRINCIPLES, CIVICS, AND ECONOMICS HONORS

Grade: 10

Credit: 1 unit

Prerequisite: None

Honors Founding Principles provides a more rigorous examination of American government and economic systems. Instructional pacing accelerated beyond the standard Civics and Economics course. The course builds and extends on the government and economic topics and concepts taught in the standard Civics and Economics course. Students will be expected to read and/or interact with a wide spectrum of more challenging, relevant instructional material. All students who entered high school prior to the 2020-2021 academic year are required to take American History: The Founding Principles, Civics, and Economics or American History: The Founding Principles, Civics, and Economics Honors for graduation.

AMERICAN HISTORY I HONORS

Grade: 11

Credit: 1 unit

Prerequisite: None

Honors American History I provides students with opportunities to gain a deeper understanding of historical events which shaped the United States from European Exploration to the early nineteenth century. Instructional pacing is accelerated beyond the standard American History I course. The course builds on the historical and intellectual origins of the United States. Students are expected to read and /or interact with a wide spectrum of more challenging, relevant instructional material. Students entering 9th grade in 2012- 2013 and beyond are required to take American History I and II or American History I Honors and II Honors. This is a graduation requirement for students who entered high school prior to the 2020- 2021 academic year.

***HIS 131 may be substituted for American History I**

AMERICAN HISTORY II HONORS

Grade: 11

Credit: 1 unit

Prerequisite: American History I

American History II provides students with opportunities to gain a deeper understanding of historical events which shaped the United States from late nineteenth century to early 21st century. Instructional pacing is accelerated beyond the standard American History I course. The course builds and extends on understanding the role the federal government has had on the development of the United States. Students are expected to read and/or interact to a wide spectrum of more challenging, relevant instructional material.

Students entering 9th grade in 2012-2013 and beyond are required to take American History I and II or American History I Honors and II Honors. This is a graduation requirement for students who entered high school prior to the 2020-2021 academic year

***HIS 132 may be substituted for American History II**

FOUNDING PRINCIPLES OF THE UNITED STATES AND NORTH CAROLINA: CIVIC LITERACY

Grade: 11

Credit: 1 unit

Prerequisite: None

Civic Literacy is the study and understanding of citizenship and government. Through the Inquiry-based C3 Framework, this one semester course provides students with a sound understanding of civic life, politics, and government, including a short history of government's foundation and development in the United States of America. Students learn how power and responsibility are shared and limited by the government, the impact American politics has on world affairs, law in the American constitutional system, and the rights that the American government guarantees its citizens. Students also examine how the world is organized politically and how to be an active participant in the American and global political systems. Students will study the foundations of American democracy and the origins of American government. The roles of political parties, campaigns & elections, public opinion, and the media will be analyzed to determine their effects on the individual and all who call the United States home. **This course is a graduation requirement for students who begin their freshman year in the 2020-2021 academic year or beyond.**

ECONOMICS AND PERSONAL FINANCE HONORS

Grade: 12

Credit: 1 unit

Prerequisite: None

This course is intended to be a study of economics, personal finance, income and education, money management, critical consumerism, and financial planning. Because the study of economics and personal finance is an integral part of the learning progression of each course, kindergarten through high school, this course expects students to enter possessing a fundamental knowledge and understanding of the basic principles of economics and money management. When opportunities can be provided, this course can be augmented by related learning experiences, both in and out of school, that enable students to apply their knowledge and understanding of how to participate in their own financial literacy. Mastery of the standards and objectives of this course will inform and nurture responsible, participatory citizens who are competent and committed to responsible money management and financial literacy.

HEALTH EDUCATION I/PHYSICAL EDUCATION I

Grade Level: 9

Credit: 1 unit

Prerequisite: None

The course will enable students to gain knowledge and skills about healthful living topics important to their age levels. The following strands are the focus of instruction: health-related fitness, motor skills, movement concepts, personal and social responsibility, nutrition and physical activity, alcohol, tobacco and other drugs, mental and emotional health, interpersonal communications and relationships, personal, and consumer health.

Appendix E: Parent/Guardian Classroom Visits

Who May Visit: The right to observe a child's instructional program during classroom time resides solely with a child's parent, legal guardian, or foster parent and does not extend to grandparents, other interested close relatives, or caregivers.

Who May Be Observed: The sole purpose of a classroom visit by a parent is to observe their student and the instructional program being presented. At no time should a parent's motive for or focus of a classroom visit be to observe another student or students in the classroom. If the Principal has knowledge of or suspects that the focus of a parent's classroom visit is to observe another student, he/she reserves the right to deny a requested visit or to end a visit in progress.

Scheduling: Visits must be scheduled through the Principal for a time and date convenient to both the parent and the teacher. The parental observation date shall be within a reasonable time frame following the initial request. A request for a specific date must be made no less than 48 hours in advance. No visits will be allowed while students are participating in assessments, quizzes or tests.

Duration: To minimize potential interruptions and distractions during instructional time, the Principal reserves the right to limit the duration of classroom observations.

Conduct During Classroom Visitation: Parents visiting classrooms should arrange their schedules to enter and exit the classroom in a manner that would not interrupt the instructional activities in progress. While visiting the class, the teacher will designate an area for parents to sit, generally in the back of the classroom. (Parents are asked NOT to sit with their student as this could create an unnecessary disruption for other students.) Once in the classroom and seated, parents are asked to remain seated and refrain from interacting with students or the teacher unless the classroom teacher initiates the interaction. Unnecessary noise and /or movement must be kept to a minimum.

Parents wishing to discuss their students' behavior or academic performance after observing him/her during class should schedule a parent conference with the teacher. Parents who fail to observe the stated guidelines during their visit may be asked to leave the room if their presence or conduct unduly interferes with the orderly operation of the classroom. Any concerns or complaints may be addressed directly to the classroom teacher after regular school hours or to the Principal.

No Audio or Video Taping of Classroom: Video and/or audio recording of classroom visits by the parent or guardian is prohibited. Electronic devices which could be used to video or audio record should not be visible during the visit. Violation of this guideline can result in dismissal from the classroom visit, and/or school site.

School Administration: In certain cases, the Principal or his/her designee may also be in the room during the parent observation to protect the learning environment for all students.

Appendix F: Halifax County Schools Referenced Policies

Policy Code: 3102 Online Instruction

The board supports online instruction as a valuable educational tool and will offer it when academically and financially feasible. School guidance counselors will inform students about online courses like those from North Carolina Virtual Public School. With the principal's approval, students can enroll in online courses with help from a designated e-learning advisor. The advisor will oversee enrollment, monitor progress, and support credit recovery. The superintendent will create regulations for online course enrollment.

Policy Code: 3405 Students at Risk of Academic Failure

The board aims for all students to progress academically each year, acquiring skills for secondary education and careers. Students at risk of academic failure will be identified early and provided support through a Multi-Tiered System of Support (MTSS) using data-driven practices. Principals ensure the creation of transition plans for at-risk students, facilitating their move between grade spans. A transition team, including stakeholders, will design and implement these plans, tailored to individual school needs and including ongoing evaluations.

Policy Code: 4300 Student Behavior Policies

The board's student behavior policies aim to teach responsibility, respect for diversity, and maintain safe, orderly schools. These policies outline expected behavior, management principles, consequences for misconduct, and procedures for addressing misbehavior. The Code of Student Conduct, provided to students and parents annually, details these guidelines. Violations are categorized as minor or serious, with appropriate consequences ranging from parental involvement to suspension or expulsion. The superintendent ensures consistent policy enforcement.

Policy Code: 4310 Integrity and Civility

Students are expected to demonstrate integrity, civility, responsibility, and self-control, aligning with the board's educational goals. Prohibited behaviors include cheating, plagiarism, violating copyright laws, using abusive language, and subjecting others to indignity. Violations result in disciplinary actions per policy 4300, with specific consequences detailed in the Code of Student Conduct. These rules support a safe, respectful, and orderly school environment.

Policy Code: 4315 Disruptive Behavior

An orderly school environment is essential for effective teaching and learning. Students are encouraged to help maintain this environment while also exercising their constitutional right to

free speech, with reasonable restrictions by school officials to ensure safety. Prohibited behaviors include disruptions, inappropriate attire, and unsafe actions. Violations will lead to disciplinary consequences as outlined in the school's Code of Student Conduct. Principals and teachers have the authority to enforce these rules.

Policy Code: 4316 Student Dress Code and Uniforms

The student dress code ensures a safe and disciplined learning environment, prohibiting clothing that is disruptive, obscene, or unsafe. Acceptable attire includes properly fitted bottoms and tops without visible undergarments, and appropriate footwear. Outerwear should not cover the head indoors. Exceptions are made for religious, medical, or special activities. Enforcement is consistent across schools, with a focus on positive reinforcement. Disciplinary actions are progressive and applied only after other measures fail.

Policy Code: 4318 Use of Wireless Communication Devices

Students may possess cell phones and wireless devices on school property, but they must be off and out of sight during the instructional day, unless authorized by school staff for personal or instructional use. Unauthorized use may result in confiscation, with devices returned only to parents, and consequences outlined in the Code of Student Conduct. Devices may be searched if there's reasonable suspicion of a rule or law violation. Students are responsible for the security of their devices; the school is not liable for theft, loss, or damage.

Policy Code: 4400 Attendance

Regular attendance is crucial for academic success and is mandatory for students aged 7-16 in North Carolina. Parents are responsible for ensuring their children's attendance. Schools must communicate attendance expectations and work with families to address barriers. Excused absences include illness, family emergencies, and religious observances. Unexcused absences may lead to disciplinary actions, but no student can be suspended for more than two days for such reasons. Students with chronic health issues or homelessness are given special consideration. Regular attendance is required for participation in extracurricular activities. Appeals can be made through the student and parent grievance procedure.