

Pickens School Handbook



2015 – 2016

**PICKENS SCHOOL
EXCELLENT EDUCATION**

EXCEPTIONAL ENVIRONMENT

Stressing student learning and prioritizing academics, Pickens School has consistently ranked among the state's elite in student performance and achievement. Pickens offers its students a rigorous, academic curriculum which emphasizes basic skills. Moreover, being so small, Pickens designs each individual's course of study and instructional approach to fit his/her particular needs, abilities, and interests. Reading and Math are the primary focus in the primary grades. Writing skills are emphasized in the later primary and intermediate grades. Use of Technology is emphasized at all levels. Being a K-12 institution facilitates a "seamless" curriculum for all students throughout their thirteen-year schooling. All secondary students usually receive four years of English, Science, Math, and Social Studies and two years of foreign language. The over-arching goal is to have educated graduates who will be life-long learners, thinkers, and contributors.

Welcome to an exciting new school year at Pickens School!

The faculty and staff are dedicated to meeting the educational needs of each student. Hard work, discipline, parental and community involvement, and a clear mission are essential parts of the educational process. Pickens School is an important part of our community and we encourage cooperation that will enhance each student's learning. I personally want to welcome all students back to school, and extend that welcome to all parents, guardians, and community members. I encourage each of you to become actively involved in the educational endeavors of our students and support them as they begin their school year. All of us at Pickens School look forward to your support and working together in maintaining a quality education for another exciting year.

Sincerely,

Christine Sneberger Long

Christine Sneberger Long, Principal

School Mission Statement

The mission of Pickens School is to educate all students in a secure environment, which encourages intellectual and moral development, resulting in lifelong learners.

PERSONNEL

| | |
|---|-------------------------------|
| Principal | Mrs. Christine Sneberger Long |
| Kindergarten/First/Second | Mrs. Wanda Scott |
| Third/Fourth/Fifth | Mrs. Tonia Tiffner |
| Reading and Math Interventionist Distance Learning Facilitator Math and Science 6-8 | Mrs. Christine Sneberger Long |
| Business/Reading English (Grades 6-12) and Guidance Counselor | Mrs. Donna Knotts |
| Math 9-12 Distance Learning Facilitator | Mrs. Lynn Hudok |
| Special Education Phys. Ed. (Grades 6-10) | Ms. Brenda Albright |
| Social Studies Distance Learning Facilitator (Grades 6-12) | Ms. Jill Currence |
| Technology Integration Specialist | Mr. David Whipp |
| Speech Therapist | Mrs. Missy Stemple |
| Secretary | Mrs. Beki Parsons |
| Cook | Mrs. Betty Biggs |
| Custodian | Ms. Ruth Ann Bennett |
| Bus Driver | Mr. Jerry Hull |

Please carefully read the following information, complete the following forms and return them to school.

EMERGENCY CARE FORM

Complete **BOTH** sides of this form and **return to the school as soon as possible**. Be sure to give a second emergency phone number so that we may get emergency medical services to students when needed.

SCHOOL LUNCH PROGRAM

Because Pickens School is participating in the Community Eligibility Option Program, all children who are students at Pickens School will receive **free** breakfast and lunch. Therefore, families will not be receiving free or reduced lunch application forms. We encourage all families to take advantage of this program. If you have any questions, please call the school or the Child Nutrition Department at the Central Office. Meal prices for adults and visitors are shown below.

MEAL PRICES FOR 2013-2014

| | |
|-------------------------|---------------------|
| Child Breakfast: \$1.00 | Child Lunch: \$1.25 |
| Adult Breakfast: \$3.00 | Adult Lunch: \$3.75 |

Individual/Extra Milk: \$0.35
.35

The U.S. Department of Agriculture prohibits discrimination against its customers, employees, and applicants for employment on the basis of race, color, national origin, age, disability, sex, gender identity, religion, reprisal, and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department. (Not all prohibited basis will apply to all program and/or employment activities.).

If you wish to file a Civil Rights program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, found online at http://www.ascr.usda.gov/complaint_filing_cust.html, or at any USDA office, or call (866) 632-9992 to request the form. Send your completed complaint form or letter to us by mail at U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, by fax (202)690-7442; or email at program.intake@usda.gov

Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; or (800) 845-6136 (Spanish).

USDA is an equal opportunity provider and employer.

SCHOOL INSURANCE FORM

School time insurance is optional and is provided by a private company. You will receive a brochure to complete, if insurance is desired. School insurance is reasonably priced and is very beneficial if your child sustains major injuries on school time.

MEDICATIONS

NO over the counter medications will be dispensed at any time. Any prescription medications **MUST have a completed doctor's order form, and be in the original prescription container with dosages and directions.** The necessary forms for administration of medicines are available through the school office. If your child needs **ANY** prescription medications to be administered during school time, trained staff can do this. Please call the school to obtain the appropriate forms. These forms can be used for short term and long term medications.

BUS SCHEDULE

A revised bus schedule for the school year will be included in the information that is sent home with students on the first day of school. Please let the school know of any changes that may occur during the school year. School systems do not provide bus shacks.

Any existing ones can be utilized at stops where they are located. If your child needs to get off the bus at any stop other than their regular scheduled stop, the school **MUST** have written parental notice or call the school so that office staff or the principal can give the bus driver written notification of the call.

DRIVERS LICENSE ATTENDANCE VERIFICATION

Attendance Verification Forms must be completed at the school level and the county level. Students may pick up the verification form from the office. A student who has more than 10 consecutive or 15 accumulated unexcused absences during a school year will not be verified for a license or instruction permit. Students must also verify from each classroom teacher that the student has passing grades in each course. To obtain these forms, the student needs to see the school secretary.

STUDENT DRIVERS: VEHICLES ON SCHOOL PROPERTY

Any student who drives to school, regardless of frequency, must present the following information to the school's office:

1. Valid driver's license---Office will make a copy of original
2. Current automobile insurance card—Office will make a copy of original
3. Completed parental permission form
4. Completed copy of Policy 5530.01f1 Student Drug Testing Policy Form

INTERNET USE

The availability of Internet access in school provides great educational opportunity through the use of additional resources. Rules and regulations established by the *Acceptable Use Policy* will be explained to the students and must be followed. **The AUP form must be signed by the student, the parent/guardian, and returned to the school before use of the Internet is permissible.** Violation of this policy will result in loss of Internet privileges and other discipline steps may be taken. **NO student will be permitted internet access without a teacher present.**

Randolph County Schools have a policy for wireless communication devices. All policies approved by the Randolph County Board of Education can be accessed through the Randolph County Schools website. Go to Board of Education and click on policies. **The wireless communication policy is #5136.** This policy applies to **ALL** Pickens School students.

VISITORS

All visitors to the school **MUST** enter the building through the main front door and report immediately to the Secretary's or Principal's office. **ALL** visitors are to sign the sign-in sheet. Please do not disturb our students in their classrooms. If you are visiting your child's classroom, let the principal or office staff know at the time of your arrival. If you are picking up a student, they will be called to the office to be signed out.

ARRIVING AT SCHOOL

The first bell is at 7:30 AM. Non-bus students are not to enter the building before this bell rings. The bell to end the school day rings at 2:56 P.M.

LEAVING THE SCHOOL

No student is to leave the school building without permission. If a student becomes ill and wants to go home, the principal or office staff will call his/her home for permission from a parent or guardian. If a student must leave to keep an appointment, he/she should bring a note from his/her parents or guardian or have them call the school the morning of the appointment. Any student leaving the building **MUST** be signed out on the sign-out sheet in the secretary's office, and include the time of sign-out. When bringing a student back to school after an appointment, please sign your child back into the school before re-admittance for classes.

TELEPHONE USE

Student use of the school's telephones is restricted to **EMERGENCY** use only. A student may use the phone in an emergency with the assistance of the secretary or another school staff member. If your child needs arrangements made for after school care **OR** getting off the bus at another bus stop, the child needs to know of these arrangements **before** coming to school if possible. If a parent has an emergency, he/she needs to call the school so that the school personnel know where to send the child when school is dismissed.

DRESS CODE

Boys and girls, K-12, will wear full-length trousers, slacks, jeans, pants, or dresses, skirts, or shorts that are no more than 2 inches above the knees and blouses, sweaters, sweatshirts, or shirts (sport shirts or T-shirts; button-up or pull-over) which adequately meet the pants so that none of the midriff is revealed and which have normal unaltered arm

and neck openings so that none of the chest area is revealed (no halters; shirts are to be buttoned). Tank tops and spaghetti strap tops are not appropriate for our school; T-shirts with morally offensive language or graphics (for example: that contain distasteful references to drugs, sex, alcohol, etc.) are also not permitted.

The **square** rule will be used to determine what shirt/t-shirt neckline is appropriate. The square rule is as follows:

- a) Tuck thumbs in the armpit and extend fingers across the chest.
- b) The top must be at least as high as the index fingers with no holes, slits, etc., lower than this.

Hats, caps, and other head apparel will not be worn in the building during the regular school day.

Failure to comply will result in the student being sent home to change or, if this is not possible, the student will be isolated from the student body for the day. A second offense (and all subsequent offenses) will result in the student losing 20 Discipline Code points.

ATTENDANCE

Regular attendance is an important part to success in school. All students are expected to attend school regularly and be punctual. Good attendance is directly related to school success. Teachers will keep daily attendance records for each class period. When a student is absent **an excuse must be presented upon the student's return to school**. Any student that has an excused absence may make up any work missed.

It is the responsibility of the student to contact the teacher and arrange to complete the missing assignments. The longer a student is absent due to illness, the more time will be allowed to complete the missing assignments. You must see your teacher within **two days** of your return to school to schedule make up work.

MAKE-UP WORK **(Excused absences only)**

It is recognized that not all learning experiences that occur in a classroom can be made up. For example, discussions and interactions, group activities, laboratory experiences, guided practice, and other participatory learning opportunities usually cannot be recovered. Therefore, the students' absences may be reflected in class participation grade. Students have 2 days upon return from an absence to request make-up work. **THIS IS THE STUDENT'S RESPONSIBILITY.**

Failure to complete the make-up assignments will result in a grade of zero.

Students have one school day to make up work for each day of absence, unless a special make-up work contract is written between the teacher and student. Make-up work will be arranged with the individuals. Students must have absences excused to receive make-up work.

REQUIREMENTS FOR MIDDLE SCHOOL PROMOTION

Sixth, seventh, and eighth-grade students must pass 80% of their core curriculum classes and 75% of their related arts classes. Students must pass two years of Math and two years of Reading and English during the three-year period to be promoted to the ninth grade. One of these courses must be passed at the eighth grade level.

RANDOLPH COUNTY SCHOOLS REQUIREMENTS FOR HIGH SCHOOL GRADUATION

Twenty-six credits are required for graduation. No senior may take part in graduation exercises unless all requirements have been met. The required credits that must be completed by all students' grades 9-12 are:

English—4 credits

Math—4 credits

Health—1 credit

Fine Arts—1 credit

Capstone Project & Portfolio—1 credit

Electives—7 credits

Social Studies--4 credits

Science--3 credits

Physical Education--1 credit

Work-based Learning – 10 hours

*It is highly recommended that college bound students take a 4th lab science. It is also highly recommended that college bound students take two years of the same foreign language.

CAPSTONE PROJECT /PORTFOLIO

The Capstone project with portfolio and 10 hours of work-based learning will be completed over the four year of high school. The Capstone Project will be presented during the senior year. Please see the school counselor for the requirements of this project.

COLLEGE VISITATION DAYS

Students are allowed 3 school days to visit colleges. These days are not considered absences when calculating missed days for semester exams. **ONE** day may be taken during the junior year, and **TWO** days may be taken during the senior year. These days **DO NOT** include days that students may have to be absent to take special tests for college entrance into certain programs, i.e. nursing programs, or job interviews.

SECONDARY HONOR ROLL POLICY

All students will be eligible for the "Honor Roll" by achieving a GPA of 3.5 with no grade below a B in any subject. "Honorable Mention" requires a GPA of 3.0. No single grade will disqualify a student from honorable mention.

HOMEWORK POLICY

Elementary students are periodically assigned homework. These assignments should not exceed 30 minutes. Assignments for sixth, seventh, & eighth grades should not exceed 60 minutes. Homework for ninth & tenth grade students should be limited to 90 minutes and Juniors' & Seniors' assignments should not exceed two hours.

Parents, please keep in mind that these times **do not include unfinished classroom work**. Some students do not work diligently in class and may need to finish the assignments at home.

ON-LINE GRADING SYSTEM

All schools in Randolph County are using a new online grading system that can be accessed by students' families. To access your child's grades, go to www.engage.com. During the first week of school, students' families will be given exact information on how to access and use this new system. As teachers submit grades into the system, you can receive an email to notify you of updated grades. If you are not receiving your child's grades online by the end of the first week of school, please notify the principal so that an accurate Engage account is properly set up for you.

RANDOLPH COUNTY GRADING SCALE

| NUMERICAL GRADE | LETTER GRADE | |
|-----------------|--------------|-----|
| 93 – 100 | A | 4.0 |
| 85 – 92 | B | 3.0 |
| 75 – 84 | C | 2.0 |
| 65 – 74 | D | 1.0 |

| | | |
|--------|---|---|
| 0 – 64 | F | 0 |
|--------|---|---|

RANDOLPH COUNTY SCHOOLS

Administrative Guideline

5421D – END OF COURSE EXAMS AND GRADING (Secondary Schools)

The West Virginia Board of Education and the Randolph County Board of Education believe that regular attendance is a requirement for the delivery of formal education to West Virginia public school students. It is further noted that regular attendance is necessary in order for an individual to be successful upon entrance to College and the World of Work. The basic intent of Administrative Guideline 5421D-End of Course Exams and Grading is to promote school attendance so that the individual needs of students are met in preparation for College and Career success.

All students are expected to attend school regularly and to be on time for classes.

Students have the opportunity to demonstrate evidence of mastery of content standards on a daily basis in lieu of completion of end of course exam(s) by attending school regularly.

GUIDELINES FOR MIDDLE SCHOOLS

NINE WEEKS TESTS

All students will complete a nine weeks test at the conclusion of the first, second, and third nine weeks.

END OF COURSE EXAMS

Students who have missed ten or fewer absences during the school year may elect not to take the end of course exam if the following criteria are met (all criteria must be met):

- Ten or fewer absences during the school year according to the individual teacher's records as recorded in Engrade
- Passing grade in the course

Any student who misses eleven (11) or more periods of a class, will be required to take the end of course exam for that class. The grade achieved on the end of course exam will count twenty (20) percent of the student's final grade for that class.

Some students who meet the criteria as outlined above may still opt to take the end of course exam. In addition, students may opt to complete an end of course exam to improve their grade. **Under this option, the end of course exam will not lower the final grade in the course.** Students who decide to do this will need to notify his/her teacher a week in advance of the administration of the end of course examination.

Quarterly and/or semester grades will be determined by using the following:

A. First, Second and Third Nine Weeks:

The nine weeks grade average will be based on the following assessments:

- Tests
- Quizzes
- Homework
- Class Work
- Participation
- Portfolios
- Projects
- Research Papers
- Other—to be determined by the teacher

The grade representative of those assessments will be computed as follows:

$$(9 \text{ weeks grade} \times 4 + 9 \text{ weeks exam grade}) \div 5 = \text{the 9 weeks grade}$$

B. Semester grades will be computed as follows:

1. **First Semester –**
 - The average of the first and second nine weeks will equal the semester grade.
2. **Second Semester –**
 - For students not taking the end of course exam---the average of the third and fourth nine weeks will equal the second semester grade.
 - For students who have to take the end of course exam: The average of the two nine weeks grades $\times 4$ + end of course exam grade divided by 5 will equal the semester grade.

C. Final grades will be determined by averaging the two semester grades.

**GUIDELINES FOR COURSE FOLLOWING TRADITIONAL (PERIODS)
SCHEDULE FORMAT – GRADES 9-12**

NINE WEEKS TESTS

All students will complete a nine weeks test at the conclusion of the first, second, and third nine weeks.

END OF COURSE EXAMS

Students who have missed ten or fewer absences during the school year may elect not to take the end of course exam if the following criteria are met (all criteria must be met):

- Ten or fewer absences during the school year according to the individual teacher's records as recorded in Engrade
- Passing grade in the course

Any student who misses eleven (11) or more periods of a class, will be required to take the end of course exam for that class. The grade achieved on that exam will count twenty (20) percent of the student's final grade for the class.

Some students who meet the criteria as outlined above may still opt to take the end of course exam. In addition, students may opt to complete an end of course exam to improve their grade. **Under this option, the final exam will not lower the final grade in the course.** Students who decide to do this will need to notify his/her teacher a week in advance of the administration of the end of course examination.

Quarterly and/or semester grades will be determined by using the following:

A. First, Second and Third Nine Weeks:

The nine weeks grade average will be based on the following assessments:

- Tests
- Quizzes
- Homework
- Class Work
- Participation
- Portfolios
- Projects
- Research Papers

- Other—to be determined by the teacher

The grade representative of those assessments will be computed as follows:
(9 weeks grade x 4 + 9 weeks exam grade) \ 5 = the 9 weeks grade)

B. Semester grades will be computed as follows:

3. **First Semester –**

- The average of the first and second nine weeks will equal the semester grade.

4. **Second Semester –**

- For students not taking the end of course exam---the average of the third and fourth nine weeks will equal the second semester grade.
- For students who have to take the end of course exam: The average of the two nine weeks grades x 4 + end of course exam grade divided by 5 will equal the semester grade.

C. Final grades will be determined by averaging the two semester grades.

(9 weeks grade x 4 + mid-term exam grade) \ 5 = mid-term grade

A. Final grades will be computed as follows:

(Average of two nine Weeks grades x 4 + final exam) \ 5 = final grade

B. Final grades for those students not taking the end of course exam will be determined by the average of the two mid-term grades.

EXEMPTION GUIDELINES FOR ALL SCHOOLS

The following absences may be claimed by any student upon proper verification for an exemption and shall not count towards the total number of absences for end of course exams purposes as defined in this administrative guideline. *The procedure does not exempt any student from taking a required end of course examination at the Randolph Technical Center and/or at their home school.*

Exemptions will be made based solely on the following criteria:

- A. School sponsored activities which have prior administrative approval (NOTE: Upon return to the next class meeting, the student must be prepared for that day.) Documented injuries incurred through participation in a school activity shall not penalize the student.
- B. Failure of a bus to run.
- C. Mandatory Military Duty for Students who are actively enlisted in the Armed Services. Appropriate documentation must be provided to the school prior to absences.

NOTE: This Administrative Guideline is effective at the beginning of the 1st Nine Weeks---School year 2013-2014.

Randolph County Board of Education – 12/16/69, 02/3/70, 09/15/70, 02/4/75, 03/15/77, 05/16/83, 02/20/84, 04/13/87, 08/7/89, 08/27/90, 08/16/93, 06/6/96, 11/15/99, 08/21/06, 09/15/08, 04/30/13

PICKENS SCHOOL DISCIPLINE CODE

In addition to **Policy 4373**, and all other state and county student code of conduct policies that are used by all students, Pickens School has a point based code of conduct. All students in grades 6-12 use this discipline code, while students in grades K-5 use their classroom rules as set by their teachers.

Purpose

The discipline code defines offenses occurring under the jurisdiction of the school and assigns penalties for each offense. Jurisdiction begins at the time a student gets on the bus in the morning and continues until the student leaves the bus after school. Jurisdiction for walkers starts upon arrival on school property. **School jurisdiction is also in force during all school related activities.** When school jurisdiction is in effect, any teacher at any time may enforce the code.

Operation

All students start the year with 50 points. Each time an offense is committed, the assigned points for that violation will be subtracted from the beginning total. A student is sent to the office immediately upon committing an offense. When the student loses all 50 points, he/she will have school suspension at the discretion of the principal. After returning from suspension, the student will be reassigned 25 points. All official records will be kept in the office.

Any offense not specifically stated in the discipline code will be assigned a point penalty by the principal. Under severe circumstances, if the principal feels the severity of an offense merits it, he/she may assign a larger point penalty to the offending student and/or determine revoking certain privileges or suspension.

Suspensions

A suspension will be administered by the principal or his/her designee for the loss of code points, or a severe offense. When a student is suspended from Pickens School, it is for the entire 24-hour day. The student will not be allowed to attend any activities at the school.

Under normal circumstances a student will be suspended in school for the first loss of discipline points. All subsequent violations can result in out-of-school suspensions.

The following is a summary of the suspension steps.

| | |
|------------|----------------------|
| Step one | 1 day in school |
| Step two | 2 days out-of-school |
| Step three | 3 days out-of-school |

| | |
|-----------|-----------------------|
| Step four | 5 days out-of-school |
| Step five | 10 days out-of-school |

Regardless of how many times a student has reached "0" points, if no offense over 10 points has been deducted in that sequence, the Principal may administer only a one day suspension.

Offenses and Point Values:

I. SKIPPING SCHOOL (25 points)

Skipping school will be defined as...

- a) Riding the bus to school and not attending classes or homeroom without permission from the office.
- b) Getting on the bus at your assigned stop and getting off at any place other than school property without permission from the office.
- c) Leaving the school after attending homeroom and/or classes without permission from the office.
- d) Remaining on school property during the school day and not attending classes without permission from the office.
- e) Showing up late without notification from home.

II. TARDINESS (5 points)

Tardiness will be defined as arriving at class after the second bell has rung.

III. FOREIGN OBJECTS IN MOUTH (5 points)

Although all objects cannot be specifically named, examples are gum, straws, toothpicks, sticks, paper, and candy.

IV. TOBACCO USEAGE AND/OR POSSESSION OF TOBACCO

Students **may not** possess or use tobacco products on school property.

- a) **First Offense**—An informal conference with the student and written notification to the parents. The student will be assigned to an intervention program (counseling, school/community service, tobacco education). The violation may be placed before the local magistrate to consider fine and court costs.
- b) **Second Offense**—Two days in-school suspension. Parents and student must meet with school administrator and sign a notice outlining future consequences of not following school policy. Student is assigned to an intervention program. The violation will be placed before the magistrate for fine and community service. Student will be offered an opportunity to attend a cessation clinic.
- c) **Third Offense**—Three days out-of-school suspension. Assign the

student to an intervention program and the violation will be placed before the local magistrate for a fine. Student will be offered the opportunity to attend a cessation clinic.

- d) **Fourth Offense**—Expulsion for remainder of present semester, if offense occurs in first or third nine weeks. Expulsion for the semester following the offense, if the violation occurs in the second or fourth nine weeks. This, and subsequent violations, will be placed before the magistrate for a fine.

V. FIGHTING (50 points)

No fighting will be tolerated in, or on, school property.

VI. “ROUGH HOUSING” (15 points)

Rough housing, or horsing around, will be defined as tripping, shoving, punching, or any other form of physical contact that may result in physical harm to one or more students.

VIII. THROWING OBJECTS (25 points)

Throwing objects will be defined as launching any object or material into the air by any possible method.

VIII. LITTERING (15 points)

Littering is not permitted in any part of the building or on school grounds.

IX. CHEATING

- a) Cheating on a test (zero on the test and 30 points)
- b) Plagiarism (zero on assignment and 30 points)
- c) Cheating on homework or class assignment (zero on assignment and 10 points)

X. EXPULSION FROM CLASS (30 points)

Students expelled from class for any disruptive action not mentioned in the discipline code.

Teachers will state class rules at the beginning of the year. This statement of rules will constitute a warning, and no other warning is necessary.

XI. THEFT OF STUDENT(S) OR SCHOOL EMPLOYEE(S) PROPERTY (50 points)

A student is determined guilty of theft if he/she is in possession of missing property. It is assumed that if the student had found the missing property the student would have turned the item in to the lost and found.

XII. DANGEROUS ITEMS (25 Points)

Dangerous items will be defined as any device that can cause physical harm to an individual.

This includes any device constructed with the intention of causing physical harm.

XIII. PUBLIC DISPLAY OF AFFECTION (25 points)

Any physical contact and other behavior deemed unbecoming by the administration.

XIV. DEFACING SCHOOL PROPERTY (20 points)

Defacing school property will be defined as changing the appearance of any school property, but only to the point that the original appearance can be restored by the custodian.

XV. DESTROYING SCHOOL PROPERTY (50 points)

Destroying school property will be defined as changing the appearance of any school property to the point that repair work must be done to return property to original form.

XVI. DAMAGING OR DESTROYING PERSONAL PROPERTY (35 points)

Any form of tampering with personal property or personal possessions of another individual is considered damaging or destroying personal property. Examples are, but not limited to, clothing, books, schoolwork, vehicles, and personal items.

XVII. IMPROPER LANGUAGE (25 points)

Improper language, oral or written, will be defined as language one would not hear in church.

XVIII. DISRESPECT TOWARD STAFF

Disrespect toward staff will be defined as:

- a) (10 points) Not addressing teachers properly (Mr., Mrs., or Ms.) when talking to them or about them.
- b) (25 points) Breach of common courtesy including back talk, argumentation, and disobedience.

Disrespect that results in a student being removed from class will be dealt with on an individual basis. The following guidelines will be used as a basis for determining the severity of the disrespect and punishment.

- a) Cursing a teacher or staff member and any gesture or statement that may be viewed as a threat will automatically result in parent notification and the student being suspended out-of-school for not less than 10 days. At the conclusion of the suspension, further punitive action may be taken if needed.
- b) A second offense directed at any staff member during the same year, or at any time following, will result in parent notification and a request to the Randolph County Board of Education to expel the student from Pickens School. The student will receive OSS until the Board has acted upon the request.
- c) An incident that results in the disruption of class, but the student doesn't use profanity or threats toward the teacher or staff member, will result in parent notification and an automatic three day out-of-school suspension.
- d) The Principal may impose any other penalties or punitive actions which he/she, in consultation with school personnel and the parents, deems appropriate.

XIX. BEING IN FORBIDDEN AREAS (10 points)

Forbidden areas are...

- a) mechanical and/or janitor's room;
- b) storage rooms;
- c) cafeteria area, except at mealtime or if sent for a specific purpose;
- d) school building after school is dismissed or before school starts, unless the student is participating in a sponsored, organized activity;
- e) gym, except for a class or when properly supervised;
- f) buses, except for regular run;
- g) parking area during school day.

XX. FAILURE TO REPORT TO DETENTION (10 points)

XXI. IMPROPER CONDUCT IN HALL (5 points)

Running or shouting in the hallways. Excessively slamming locker doors.

XXII. VERBAL ABUSE (15 points)

Includes, but not limited to, verbal threats, name-calling, taunting, or any form of harassment.

XXIII. IMPROPER USE OF ELECTRONIC DEVICES (35 points)

See Randolph County Schools Policy #5136- Wireless Communication Devices

XIIV POSSESSION OF FIREARMS OR DEADLY WEAPON

WV Code 18A-5-1a prohibits a student from possessing a firearm or deadly weapon on any school bus or in or on any public or private primary or secondary education structure, facility, or grounds.

Consequence—Confiscation of item, OSS until Board of Education hearing, and request for expulsion for 365 days.

XXV. POSSESSION AND/OR USE OF ALCOHOL AND DRUGS

See Randolph County Schools Policy #5530

Up to 9 days OSS and recommendation for expulsion.

POSITIVE BEHAVIOR AWARD SYSTEM

Students with no points off from the discipline code during each midterm grading period will receive a good conduct certificate along with free time in the gym. Students who do not receive certificates will go to their regular scheduled class period and have study skills instruction for that specific class. A different afternoon class period will be selected each midterm for free time in the gym.

POSITIVE BEHAVIOR SCHOOLWIDE END OF THE YEAR FIELD TRIP

At the end of the school year after State Testing week we will go on a school Positive Behavior Field Trip. Any students who have 10 or fewer points subtracted from the discipline code will be able to attend this field trip. Any students who have more than 10 points deducted from their discipline code will be expected to come to school for academic enrichment and study skills classes instead of the Positive Behavior Award Field Trip. All students in grades K-5 who have displayed good behavior throughout the school year with no severe discipline problems that required a call home to parents or a parent conference will be able to attend the field trip.

Annual Notices Below is a list of annual notices that are to be shared with our students, parents, and staff as part of Randolph County Schools’ policies and procedures. These notices may be viewed on the Randolph County website at <http://boe.rand.k12.wv.us> under Current Parents – Annual Notices. A copy of these Annual Notices can also be viewed at the school and a copy can be requested.

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| 2260 - Nondiscrimination and Access to Equal Educational Opportunity | 5610.04 - Suspension of School Transportation Privileges and Exclusion from the School Bus |
| 2260.F8 - Notice of Nondiscrimination and Grievance Procedures (Including Title II, Title VI, Title VII, and Title IX, Section 504, and ADA) | 5611 - Disciple-Student Due Process Rights |
| 2340.F2 - Parent Consent for Trip | 5771 - Due Process Rights (Search and Seizure) |
| 2416 - Student Privacy and Parental Access to Information | 5771.F2 - Record of Student Search and Seizure |
| 2431 - Interscholastic Athletics | 5772 - Weapons |
| 2431.F1 -Parent Acknowledgement of Risk and Release | 5902 - Employee Code of Conduct (WVBE Policy) |
| 2431.F2 -Student Acknowledgment of Risk and Release | 6700 - Fair Labor Standards Act (FLSA) |
| 2623D -Testing Code of Ethics | 7211 - Appeals Procedures for Citizens |
| 3122 - Nondiscrimination and Equal Employment Opportunity | 5771 - Due Process Rights (Search and Seizure) |
| 3122.F8 - Notice of Nondiscrimination and Grievance Procedures (Including Title II, Title VI, Title VII, and Title IX, Section 504, and ADA) | 5771.F2 - Record of Student Search and Seizure |
| 3122.01.F2 - Certification Regarding Drug Free Workplace | 5772 - Weapons |
| 3122.01.F3 - Memorandum to Staff Members on Federal Regulations Concerning Drug Prevention | 5902 - Employee Code of Conduct (WVBE Policy) |
| 3160.F1 - Emergency Medical Authorization Permit | 6700 - Fair Labor Standards Act (FLSA) |
| 3170 - Student Abuse and Neglect | 7211 - Appeals Procedures for Citizens |
| 3213 - Students Supervision and Welfare | 7217 - Weapons |
| 3217 – Weapons | 7430.F1 - Physicians Certification for Use of a Respirator |
| 3362 - Anti-Harassment and Violence | 7430.F2 - Acknowledgment Training |
| 3430.01 - FMLA Leave | 7430.F3 - Parent Notification Authorization 7440.01 - Video Surveillance and Electronic Monitoring |
| 4122 - Nondiscrimination and Equal Employment Opportunity | 8310 - Public Records |
| 4122.F8 - Notice of Nondiscrimination and Grievance Procedures (Including Title II, Title VI, Title VII, and Title IX, Section 504, and ADA) | 8330 - Student Records |
| 4170 - Student Abuse and Neglect | 7430.F3 - Parent Notification Authorization 7440.01 - Video Surveillance and Electronic Monitoring |
| 4217 – Weapons | 8310 - Public Records |
| 4362 - Anti-Harassment and Violence | 8330 - Student Records |
| 4372 - Student Rights and Responsibilities (WVBE Policy) | 7430.F3 - Parent Notification Authorization |

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| | 7440.01 - Video Surveillance and Electronic Monitoring |
| 4373 - Student Code of Conduct | 8310 - Public Records |
| 4430.01 - FMLA Leave | 8330 - Student Records |
| 5230 - Late Arrival and Early Dismissal | 8330.F4 - Consent for Student Record Release |
| 5310 - Health Services | 8330.F9A - Parental Permission for Release of Publication of Students Photograph/Image |
| 5341.F1 - Emergency Medical Authorization Permit | 8431 - Asbestos in Schools |
| 5517 - Anti-Harassment and Violence | 8453.01.F2 - Training Record |
| 5517.01 - Aggressive Behavior Towards Students | 9130.F4 - Notification to Public Regarding Inspection of Instruction Materials |
| 5530 - Substance Abuse Prevention | 9150 - School Visitors |

To view any or all Randolph County policies adopted by Randolph County Schools, please visit the county's website. Look under the District tab, then go to Board of Education and then choose Annual Notices.

A Parent's Guide to Support for Personalized Learning (SPL)

Support for Personalized Learning (SPL) Good Kids Doing Great Work



What is SPL?

West Virginia Support for Personalized Learning (SPL) is the framework that uses a configuration of multiple supports for all students and includes the elements referred to as Response to Intervention (RTI). SPL is a multi-level process that emphasizes how students respond to instruction and provides support for students performing below State-approved grade-level standards as well as those students exceeding grade-level standards. In the early grades, teachers intervene early to prevent students from falling behind. For older students, SPL provides differentiated and scaffold instruction to help all students with the demands of multiple learning environments. The SPL process includes problem-solving teams at the school level who examine student performance data and make recommendations for improving student achievement.

What does SPL look like in West Virginia schools?

In West Virginia, student's learning is supported through a process that personalizes their instructional needs. These instructional needs are identified, monitored and evaluated through a variety of assessment processes including screening/interim, formative/classroom, progress monitoring, diagnostic and summative assessments. For some students, CORE instruction alone may not be sufficient. For these students, a multi-level system including, TARGETED and INTENSIVE support, progressively increases the type and amount of instruction provided.

What are the key components of the SPL process?

The SPL framework includes the delivery of high-quality research-based instruction configured to meet the full range of student needs. SPL provides a seamless system of resources and instruction which allows students to make significant progress whether they are at-risk for failure, currently exceeding State-approved grade-level standards, or at any point along the continuum.

INSTRUCTION

- **CORE INSTRUCTION** is for ALL students and includes high quality curriculum and instruction in the general classroom. CORE is provided by teachers and support staff.
- **TARGETED INSTRUCTION** and customized scaffolding are triggered when a student's progress in the general education environment, despite strong commitment and high level instruction at the CORE level, does not meet State-approved grade-level standards or exceeds State-approved grade-level standards. It differs from quality CORE instruction because of increased intensity in scaffolding, time, assessment and expertise. TARGETED may be provided by general educators, specialists and special educators.
- **INTENSIVE INSTRUCTION** is triggered when a student's progress in the general education environment, despite rich and meaningful instruction at the CORE and TARGETED levels, continues to fall below State-approved grade-level standards. INTENSIVE support is distinguished from TARGETED support by further intensification of scaffolding, time, expertise and assessment. INTENSIVE may be provided by general educators, specialists, or special educators.

ASSESSMENT

- **UNIVERSAL SCREENING** means that all students are checked to determine which ones are above, at or below grade-level standards in English/language arts, mathematics and behavior.
- **PROGRESS MONITORING** occurs during TARGETED and INTENSIVE instruction to assess more specific instructional skills. Progress monitoring occurs more frequently to see how students are responding to instruction so that important decisions can be made by teachers, other school staff and parents.

Support for Personalized Learning (SPL) Good Kids Doing Great Work



What is the relationship between SPL and special education?

As a result of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004), a process based on a student's response to scientific, research-based intervention is used in West Virginia as one piece of specific information when determining whether a student has a learning disability. For some students, the three levels of support provided within general education are not enough and special education services may be needed.

When students participate in the SPL process, parents are to be notified about the following:

- The amount and nature of student performance data that would be collected and the general education services provided (i.e., multi-level instruction framework and progress monitoring data);
- Strategies for increasing the student's rate of learning (i.e., research-based instruction) or for filling the gaps; and,
- The parent's right to request an evaluation at any time. If a referral is made, procedures for evaluating and determining eligibility are followed as with any referral to special education.

How Are Parents Involved in the SPL Process?

Parents are important members of any child's educational team. Being informed about your school's SPL processes and procedures is the first step to becoming an informed, active parent participant in your child's education. Consider asking the following questions:

- What does the SPL framework look like in our school? Who is providing instructional supports? When are they provided? How do you know my child needs additional instructional support?
- Who are the members of our school's problem-solving teams?
- Is there information available about SPL such as an SPL Guidance Document? How is my child's progress being monitored? How often will my child be screened or monitored for progress?
- What communication regarding my child's progress can I expect? Who will provide the information?
- How will I know if my child needs TARGETED or INTENSIVE instruction?
- At what point in the SPL process will parents be informed of their rights under the IDEA 2004, including the right to request an evaluation for special education eligibility?

In addition to asking questions and receiving information from your child's school, the West Virginia Department of Education has a number of resources available at

<http://wvde.state.wv.us/spl>
<http://wvde.state.wv.us/parents21/>