

Philip Barbour High School 2024-2025 Student and Parent Handbook

To view the school calendar, visit our school web site at <http://pbhs.barb.k12.wv.us>.



High School 304-457-1360
Career Technical Center 304-457-4807
Brandon Wellness Center 304-457-4000 Fax 304-457-5532

Home of the Colts
99 Horseshoe Drive
Philippi, WV 26416
<http://pbhs.barb.k12.wv.us>

Principal: Brandon Antion
Associate Principal: Joseph Bowen
CTE Director: Tonya Ferguson

Philip Barbour Fight Song

Let's cheer for Philip Barbour High
Then may colors ever fly,
And when we play, we give our all throughout the game
We never quit until we're sure we've won our frame.
So, while our standards are the best
We're sure to stay above the rest.
So, give a cheer (hey) for Philip Barbour's Blue & white
Cheer the Colts, Cheer the Barbour County Colts.

By: Don Heishberger

Alma Mater

All Hail to Philip Barbour
Forever we'll be true
Thru all our joys and sorrows
Still waves the white and blue
We join our hands together and still we're ever true.
So, Hail our Alma Mater
Hail to you
Yes, Hail dear Philip Barbour
Hail to you

By: Janie Daugherty

Proper etiquette is to stand and participate!

BARBOUR COUNTY SCHOOLS NONDISCRIMINATION POLICY

As required by Federal laws and regulations, the Barbour County Board of Education does not discriminate on the basis of sex, race color, religion, disability or national origin in employment or in its educational programs and activities. Inquiries may be referred to the Barbour County Board of Education, 45 School Street, Philippi, WV 26416, phone number 457-3030, or to the Department of Education's Director of the Office of Civil Rights.

DISABILITY, RACIAL, SEXUAL, RELIGIOUS/ETHNIC HARASSMENT AND VIOLENCE POLICY

It is the policy of Barbour County Schools that disability, racial, sexual, religious/ethnic harassment, and violence will not be tolerated under any circumstances. We firmly believe that all persons are to be treated with respect and dignity. Harassment and violent incidents will be responded to in a manner that effectively deters future incidents. Disability, Racial, sexual, religious/ethnic harassment, and violence refers to unwelcome and unwanted behavior related to disability, sex, race, religion, or ethnic groups that makes the recipient feel afraid, embarrassed, helpless, angry, or unsafe or upsets the recipient to the point that he/she cannot learn, cannot teach or be effective at school or at his/her job. Harassment and violence is prohibited between staff members, between staff members and students, between students, and from members of the public directed at students or staff, on school property or at school sponsored events. Some examples of harassment and violence may include but are not limited to physical/mental disability, someone gay; ethnic or racial slurs; or threats, insults, or assaults against someone due to their disability, sex, race, religion, or ethnic group. For more information, reference Barbour County Schools Policy 2300. If a staff member or student feels that his/her emotional wellbeing, his/her sense of safety and security or sense of self-worth is being affected by such conduct, a complaint should be filed by contacting his/her school principal or by calling:

**Superintendent of Schools
Barbour County Schools
45 School Street
Philippi, WV 26416**

304-457-3030

All Barbour County Schools Policies can be referenced at the following web site:

<http://www.wvschools.com/barbourcountyschools>

PHILIP BARBOUR HIGH SCHOOL Vision Statement

The vision of Philip Barbour High School complex is to provide rigorous and relevant educational opportunities in preparation for college and careers in the 21st century.

At PBHS we strive to provide...

- A caring, nurturing, and welcoming environment for students, families, faculty, and community
- Opportunities for social, emotional, physical, and academic excellence
- Lifelong learners and problem solvers who use critical thinking in daily living.
- Technologically proficient individuals using resources ethically as citizens of a global community.
- A safe and secure environment for all.

Reference Barbour County Schools Policies 1100 to view the entire policy.

Bell Schedules

Regular (47)			2 Hour Early Dismissal (32)	
7:10	Teachers Report		7:10	Teachers Report
7:45-8:32	1 st Period		7:45-8:17	1 st Period
8:36-8:37	Announcements		8:21-8:53	2 nd Period
8:37-9:24	2 nd Period		8:57-9:29	3 rd Period
9:28-10:15	3 rd Period		9:33-10:05	4 th Period
10:19-11:06	4 th Period		10:09-10:41	6 th Period
	"A" Lunch		10:45-11:17	7 th Period
11:10-11:57	First 5 th Period			"A" Lunch
	"B" Lunch		11:21-11:53	First 5 th Period
11:40-12:27	Second 5 th Period			"B" Lunch
12:31-1:18	6 th Period		11:51-12:23	Second 5 th Period
1:22-2:09	7 th Period		12:27-12:59	8 th Period
2:13-3:00	8 th Period			
C.A.R.E. and Club (42)			2 Hour Delay (32)	
7:10	Teachers Report		9:10	Teachers Report
7:40	Announcements		9:44	Announcements
7:45-8:27	1 st Period		9:46-10:18	1 st Period
8:31-9:13	2 nd Period		10:22-10:54	2 nd Period
9:17-9:59	3 rd Period		10:58-11:30	3 rd Period
10:03-10:45	4 th Period		11:34-12:06	4 th Period
	"A" Lunch			"A" Lunch
10:49-11:31	First 5 th Period		12:10-12:42	First 5 th Period
	"B" Lunch			"B" Lunch
11:19-12:01	Second 5 th Period		12:40-1:12	Second 5 th Period
12:05-12:47	6 th Period		1:16-1:48	6 th Period
12:51-1:28	Care/Club		1:52-2:24	7 th Period
1:32-2:14	7 th Period		2:28-3:00	8 th Period
2:18-3:00	8 th Period			
Assembly Traditional (39)			Assembly Mid (39) *	
7:45-8:24	1 st Period		7:45-8:24	1 st Period
8:28-9:07	2 nd Period		8:28-9:07	2 nd Period
9:11-9:50	3 rd Period		9:11-9:50	3 rd Period
9:54-10:33	4 th Period		9:54-10:33	4 th Period
10:37-11:16	6 th Period		10:33	Dismissal from 4th
11:16-11:46	"A" Lunch		10:37-11:37	Assembly
11:20-11:59	First 5 th Period			"A" Lunch
11:59-12:29	"B" Lunch		11:41-12:20	First 5 th Period
11:50-12:29	Second 5 th Period			"B" Lunch
12:33-1:12	7 th Period		12:11-12:50	Second 5 th Period
1:16-1:55	8 th Period		12:54-1:33	6 th Period
1:55	Dismissal from 8 th		1:37-2:16	7 th Period
2:00-3:00	Assembly		2:20-3:00	8 th Period

				*New for FY 2024

**PHILIP BARBOUR HIGH SCHOOL COMPLEX
REQUIREMENTS FOR GRADUATION**

1.0 Purpose

Barbour County Schools provide students with the 21st century knowledge, skills, and capabilities needed for adulthood.

1.1 Adolescent education at the high school level provides a rigorous course of academic study that enables students to achieve high level competencies, complete graduation requirements, and be prepared to successfully enter and compete in the workplace and post-secondary education.

2.0 Responsibility

To graduate from Philip Barbour High School, students in the class of 2027 and earlier are required to earn 22 credits. The class of 2028 and later will be required to earn 23 credits. This includes successful completion of course requirements as specified in WV Policy 2510.

- 2.1 A non-credit Senior Project (experiential learning) is required of all graduating students. This requirement must be completed prior to the seniors last official school day before graduation.
- 2.2 In order to graduate, students will complete six hours of approved experiential learning.
- 2.3 Credit for courses will be awarded based upon mastery of the WV College and Career Readiness Standards. Students demonstrating mastery will be provided the opportunity to advance to the next grade level.
- 2.4 All students shall be scheduled for a full instructional day for each of their four high school years. Students may apply for dual credit or college release courses according to procedures. The principal will make all final determinations regarding a student's graduation or credit status at the school level.

3.0 Transfer of Credits -

18-8-1a(e), "A transcript or other credential provided by a public-school program, private school program, homeschool program or HOPE scholarship program shall be accepted by a public school in this state as a record of a student's previous academic performance for the purposes of placement and credit assignment."*

4.0 Participation in Graduation Exercises -

4.1 Only students who have successfully completed all coursework requirements and

obligations for graduation prior to the senior's last official day of classes shall be permitted to participate in graduation activities. All fees, fines, and outstanding charges must be reconciled before a student is permitted to participate in graduation exercises.

5.0 Planned Educational Program -

In accordance with West Virginia Department of Education requirements, Personalized Education Plan (PEP) shall be prepared, periodically reviewed, and updated for each secondary student. As part of the plan, students will designate either a professional or skilled pathway which will guide selection of coursework while at Philip Barbour High School.

6.0 Acceleration through Assessment

A student may opt to "test out" of a required or prerequisite course by taking an approved WVDE examination to demonstrate mastery in the WVCCR Content Standards per the requirements of WVDE Policy 2510.6.4e.

6.1. The student's record will indicate that completion of the area of study occurred through the exam process.

6.2 The criteria for approval of the testing out of a high school course will follow the WVDE guidelines.

7.0 Early Graduation -

Early graduation is defined as graduation from high school that occurs one full year prior to the class in which the student entered the ninth grade.

7.1 In order to be eligible for early graduation, a student must petition the Barbour County Board of Education one semester in advance of their junior year. (Must be Prior to March of Sophomore year)

7.2 The petition for early graduation must include letters of support from three teachers and a letter of recommendation from the principal of Philip Barbour High School.

7.3 The petition must also include a letter of pending acceptance from a post-secondary school.

7.4 Petitions will be decided upon by the Barbour County Board of Education on an individual basis.

7.5 For classification purposes, early graduation students remain a member of their original cohort and participate in school activities as a junior not a senior. (For example, the SAT)

7.6 Students will not be ranked for recognition purposes.

7.7 Students must have a 3.0 or greater unweighted cumulative grade point average upon completion of their 4th semester to remain eligible for early graduation.

8.0 Graduation Honors System -

All students in a class, except foreign exchange students, shall be included in the determination of rank- in-class. The final class rank will be determined upon completion of the end of the seventh semester of the graduating class.

8.1 At the end of the seventh semester of the graduating class, students will be ranked in the following classifications:

- Summa Cum Laude: 4.0+
- Magna Cum Laude: 3.75 - 3.99
- Cum Laude: 3.5 - 3.749

8.2 Grade point averages will not be rounded.

For "top" graduate recognition purposes, students must achieve Summa Cum Laude status.

*National Honor Society selection guidelines and application can be found on the PBHS website for guidance in preparation and for becoming a potential member.

College Release

SENIORS

Students must have a cumulative GPA of 3.0 or better and less than 5 unexcused absences at the end of the fifth semester of their junior year to be eligible for college release during their senior year. Failure of any college courses in the first semester will result in a return to Philip Barbour with a full schedule*.

JUNIORS

Students must have a cumulative GPA of 3.5 or better and less than 5 unexcused absences at the end of the third semester of their sophomore year to be eligible for college release during their junior year. Failure of any college courses will result in a return to Philip Barbour with a full schedule*.

ALL students must have a full eight period schedule. College release will allow two PB periods for each 3-credit-hour college level course taken at a school approved accredited West Virginia college or university either virtually or in-person. College release students will only be allowed to come to school once and leave school once during the school day. This means college release courses will need to be scheduled at the beginning of the day or at the end of the day. Barbour County School policy dictates that students cannot register for college release coursework that is offered as a course at Philip Barbour High School.

*College release students are required to provide a copy of their first term grades for verification of second term eligibility.

9.0 Credit Recovery Policy

To be eligible for Credit Recovery (Summer School)

PBHS Credit Recovery (Edgenuity)

1. To be eligible for the Credit Recovery class offered during the school day:
 - a. Students may not have more than fifteen unexcused absences in the class they are trying to recover.
 - b. Credit Recovery class during the school day is limited to juniors and seniors who need to make up at least three credits. All work for a senior must be completed prior to the last official school day for seniors.

2. Credit Recovery during the school year for those that need less than three credits:

- a. Credits can be made up by arrangement with the CR instructor either after school or during the weekend.
- b. Seniors planning to use Credit Recovery to graduate with their class must have their Credit Recovery Application and Contract submitted by February 1st and have their course(s) completed by April 15th that year. This is only for courses they failed prior to the beginning of their Senior Year. Seniors who fail the first semester of a class during their senior year may not attempt to earn the credit for that class in Credit Recovery until they have completed the entire class. Seniors will be able to start the Credit Recovery process only once summer school begins.
- c. Seniors who do not recover the necessary credits through the Credit Recovery program by April 15th **WILL NOT BE ELIGIBLE** to participate in graduation exercises. The non-graduating senior may then be eligible to attend summer school (if offered) to continue working towards completing the requirements for graduation.

3. Summer School Credit Recovery criteria:

- a. Students may not have more than fifteen unexcused absences in the class they are trying to recover.
- b. Preference in selection will be given to students who have at least an OVERALL grade of 35% in the class.
- c. Seniors in Summer School: A diploma will be awarded (within ten business days, unless one must be ordered) after the senior has completed his/her required classes and an Administrator verifies that all graduation requirements have been met. This includes the Senior Project, Experiential Learning hours, payment of outstanding bills, and materials returned (including their Chromebook, charger, and case).

Credit Recovery Program Details

1. PBHS Credit Recovery (CR) was developed to assist students in recovering credits for required courses they have already taken and for which the student received a "failing" grade, thus jeopardizing his/her graduation from PBHSC.
2. The CR program is 100% computer-based and self-paced. For a student to be successful, he/she must be comfortable using a computer and most importantly, must be self-motivated.
3. CR students are expected to behave appropriately (see the PBHS Handbook) while working on credit recovery. Failure to do so will result in removal from the program. Credit Recovery is a privilege and there are other students waiting to take advantage of this opportunity.
4. All credit recovery work is to be taken on location at PBHS under the supervision of a trained CR teacher.
5. Notes and formula sheets will be addressed by the Edgenuity terms of service.
6. All policies will be addressed in the Edgenuity terms of service.

7. In cases where students need to recover credits for more than one course, the CR teacher will assign one course at a time, beginning with the lowest grade level course.

8. Students trying to earn an English 12 credit through CR must also complete their senior projects with the guidance\undersupervision of the 12th grade English Teacher or the Credit Recovery Teacher.

Please reference West Virginia State Board Policy 2510 for specific graduation requirements. For a complete list of classes to meet graduation requirements visit our school web site at <http://pbhs.barb.k12.wv.us>

SENIOR PROJECT - GENERAL INFORMATION

Statement of Purpose:

The purpose of the Senior Project is to provide an opportunity for each senior to explore in depth an area of specific interest, while demonstrating mastery of skills acquired during the high school experience.

Senior Project Goals:

- * To participate in an extended, rigorous, and organized foundation for learning.
- * To select and explore a topic of personal interest.
- * To prepare for post-secondary school expectations, requirements, and experiences.
- * To communicate knowledge and skills effectively before an audience.

Senior Project Components

The Senior Project is divided into four parts. All four must be completed satisfactorily prior to graduation. It is anticipated that a minimum of fifteen hours will be spent on a proficient project, while thirty or more hours will be spent on an excellent project. A portfolio (primarily a three-ring binder) must be maintained to include all materials pertinent to the project for verification purposes.

I. **Preparation:** The student seeks out, analyzes, and selects information on the topic.

This portion of the Senior Project involves selecting resources, making notes, finding reproductions, graphics, and other evidence that demonstrates the student has thoroughly researched the topic. A minimum of forty note cards (standard 3 x 5 or larger) will be organized into the portfolio as supportive material.

II. **Research Paper:** The student becomes an expert on the topic and produces a research paper of six to ten pages in length, excluding the works cited and title page.

- The research paper must be written on a single controlling idea.
- All research must be original without plagiarism.
- The paper must be double-spaced, 12pt. Times New Roman font and one-inch margins.
- No more than twenty percent of the paper may be direct quotations.
- A minimum of six sources must be used in the paper and appear on the works cited page, excluding hardcover or electronic general information encyclopedias.
- No more than four internet sources may be used.
- The senior student will follow the Source Documentation Guidelines provided by their English teacher to correctly credit sources.

- The six-to-ten-page paper may include chosen career topics, but not to the exclusion of other topics of interest.

III. **The Portfolio:** The senior portfolio will be presented to the English 12 teacher one week before the scheduled date of presentation. The senior portfolio will include the following:

- A six-to-ten-page research paper with a title page and a works cited page.
- A resume with a cover letter
- Three letters of recommendation or reference
- A completed application to a post-secondary institution of higher learning
- A completed job application
- A writing sample that may be a college application essay, a report, or an essay contest entry of 750-1000 words.

IV. **Presentation:** The student explains to his/her senior English class what he/she has learned from the

Senior Project.

- The presentation will be a minimum of six minutes and a maximum of ten minutes.
- The presentation will be well organized.
- Students are encouraged to practice the presentation ahead of time with peers, teachers, family members, etc.
- Effective speaking skills will be demonstrated.
- The portfolio must be given to the English teacher at least one week prior to the presentation.
- A question/answer period will follow the six-ten-minute presentation.

V. **General Guidelines: The Evaluation Process.**

Each student's Senior Project will receive feedback from their peers, as well as a formal evaluation from their senior English teacher and adviser. Following the approval of the portfolio, the senior English teacher will make one of three determinations regarding the presentation for the purpose of graduation credit:

- ✓ Proficient (Satisfactory) - Senior Project is complete with a rating between 65 and 92 and credit is granted. The great majority of students will earn this rating.
- ✓ Excellent (Outstanding) - Senior Project is completed in an exemplary manner with a rating greater than 93 and credit is granted.
- ✓ Incomplete - Senior Project is incomplete because of a rating less than 65 and credit is not yet granted. Gaps in requirements remain or improvement is needed.
- ✓ If the student is not ready to make the presentation on the scheduled date, he/she will be rated as incomplete and rescheduled.
- ✓ If a Senior Project is still judged incomplete following the presentation, the student will use input from his/her senior English teacher to improve the project and reschedule a second presentation.

EXPERIENTIAL/WORK-BASED LEARNING

The Experiential/Work-Based Learning component of each student's educational plan is designed to provide a minimum of six (6) hours of work experience at one or more actual job sites. A non-credit graduation requirement, the Experiential/Work-Based Learning experiences, and sites, must be pre-approved prior to completion and post-approved for graduation credit. This requirement is to be fulfilled outside of school hours. (See Mrs. Ferguson in the CTC for pre-approval forms) Many work-based learning activities are available to students. The following list is not intended to be exhaustive: clinical experiences, community service learning, field experiences, mentorships, observations, shadowing, simulations, school-based enterprises, supervised agricultural experiences (SAE), registered youth apprenticeship programs, regular employment, internships, and/or other administrative approved activities.

ADVANCED PLACEMENT EDUCATION POLICY

1.0 Purpose: Advanced Placement Education programs shall be provided to meet the needs of students who have been determined to have the potential and desire to complete curriculum more demanding than that offered in the regular classroom.

2.0 Responsibility: Curricula, which provides students with Advanced Placement Education programs in grades 9-12, shall be developed to meet the requirements of the WVDE. Advanced Placement Education programs shall be provided for eligible students as determined by eligibility criteria.

3.1 Advanced Placement Education is an academic learning experience characterized by content and performance expectations beyond those normally available for the age/grade level of the student which will lead to advanced standing in postsecondary education and can generate college credit.

Advanced Placement Education Curriculum: It shall include, but is not limited to, the following Courses:

- a) College Board Advanced Placement (AP).
- b) Classes offered by postsecondary institutions; (Dual Credit or College Release)
- c) Other classes that lead to advanced standing in college.
- d) Advanced courses offered via distance learning.

5.0 Distance Learning Programs - Distance learning courses may be used when finances permit and upon approval of the principal and when the course is not currently offered that term to the student at the high school.

6.0 Program Availability: Courses may or may not be offered/taught from one school year to the next depending on student need and staff available.

7.0 Grading: Grading for honors, distance learning, and advanced education classes will be in accordance with the Barbour County Schools Grading System Policy 7200.

STUDENT GRADING SYSTEM

Reference Barbour County Schools Policy 7200.

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

HOMEWORK AND MAKE-UP WORK POLICIES

Homework assignments are an important extension of the classroom experience as they fulfill curricular needs through preparation, reinforcement, and enrichment activities. Students should expect homework to be assigned on a regular basis in reasonable amounts. Specific homework generally will not be assigned over a holiday period. Homework will not be used as a punitive or disciplinary procedure. Homework may or may not receive a formal grade, but it will be checked. The administrators may coordinate amounts of homework assigned to ensure that students are not overloaded.

When requesting homework that will be picked up for a student, a minimum 24-hour notice is required. Teachers must have their planning period to prepare the homework for the student. **There will be a 20% grade deduction for every business* day late after the assignment due date.** Work turned in online during a weekend, break, or after the period in which it was due will be considered completed on the following business day.

*Business days refer to days in which school is in session.

For more information, reference Barbour County Schools Policy 7200.

WEIGHTED COURSES

+0.5		+1	
Human Anatomy and Physiology	Principles of Engineering	AP English 11	AP Government/Politics
Spanish III	Engineering	WVU Dual Credit	AP Psychology
Spanish IV	Design and Development	Biology	AP Geography
Spanish V	Honors Earth and Space Science	AP Biology	WVU Dual Credit
Honors English 9,10	Honors Biology	AP English 12	Algebra
Honors World History		AP Calculus	WVU Dual Credit
Honors Algebra II		AP US History	Trigonometry
Music Theory		AP Precalculus	FSU Dual Credit
			English

PROCEDURES FOR THE COLLECTION, MAINTENANCE AND DISCLOSURE OF STUDENT DATA

The purpose of these procedures is to set forth the conditions governing the protection of privacy and access of parents and students as it relates to the collection, maintenance, disclosure, and destruction of education records by agencies and institutions under the general supervision of the Barbour County Board of Education. For further information, reference Barbour County Schools Policy 8900.

MULTICULTURAL POLICY

Reference Barbour County Schools Policy 7500.

BULLYING, HARASSMENT, AND INTIMIDATION

No form of bullying, harassment or intimidation will be tolerated at the Philip Barbour High School Complex, in accordance with Barbour County Schools Policy 8400-9.1 and Policy 2310. Penalties for violations in these areas will be administered as set forth in these policies.

VOLUNTEERS, CHAPERONES AND PARENTAL INVOLVEMENT

(Must be pre-approved by the Board of Education prior to the event at a regular scheduled meeting.)

Reference Barbour County Schools Policies 9610.

CLOSED CAMPUS

Students may not leave campus without signed permission from the principal or his designee.

Reference Barbour County Schools Policies 8240

VISITORS ON SCHOOL CAMPUS

All visitors to Philip Barbour High School Complex MUST sign into the main office.

Reference Barbour County Schools Policies 9600

PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES

Extra-curricular activities are defined as any activities during non-school hours that do not earn classroom credit. To participate in extra-curricular activities, students must meet all requirements prescribed by the West Virginia Department of Education and the West Virginia Secondary Activities Commission, which includes having minimum of a 2.0 grade point average for the semester prior to participation.

For more information, please refer to the PBHS athletic handbook (available in the athletic office) and W. Va. Code R. § 126-26-4 – Eligibility.

****Note:** To participate in an extra-curricular activity, the student must be present for the equivalent of at least four full class periods on that day.

SPECTATOR EVENTS/CROWD CONTROL

Philip Barbour High School will take proactive measures to foster a climate conducive to good sportsmanship.

- The school will hold school-level meetings with students and parents prior to the fall, winter, and spring sports seasons to review school, county, WVSSAC, and state policy.
- Emphasize at all meetings policy §61-2-1 Sa (assault, battery on athletic officials; penalties).
- Enforce school, county, WVSSAC, and state policy.
- Take immediate action in addressing violations of school, county, WVSSAC, or state policy. Actions may include but are not limited to verbal and written warnings, ejection from an event, suspension or termination from attendance privileges, or legal action.
- Notify the Superintendent or the Superintendent's designee, in writing before the close of the next business day, of violations occurring during spectator contests/events, of school, county, WVSSAC, or state policy and the action(s) taken.

Reference Barbour County Schools Policy 9630 to view *the* entire policy and *the* Code of Conduct at Spectator Events

TECHNOLOGY

The use of school technology must be in accordance with the Barbour County Technology Policy 7600. Prescribed penalties for inappropriate use of technology are described in this policy. All students are required to sign and return an Acceptable Use Policy (AUP) form to use school technology.

CELL PHONES/ MUSIC & ELECTRONIC DEVICES

The office telephone is a business phone. Only in emergencies, and after approval from office personnel, may a student use the office phone. All students may use a cell phone before or after school and during lunchtime in the commons area only. Students are not permitted to use cellular phones, personal music devices, or electronic devices during instructional time or in the hallways. During instructional time, cell phones and all personal electronic devices are required to be stored in student lockers. Any cell phone, musical device or electronic device that is visible is considered in use and will be confiscated and turned into the office. Any cell phone that rings or vibrates at a prohibited time is considered in use and will be confiscated and turned into the office. The student must visit the principal at the end of the same school day to have a meeting/conference and to have the phone returned. Detention will be assigned.

Reference Barbour County Schools Policy 8410 and 8400.

THE SCHOOL IS NOT RESPONSIBLE FOR LOST OR STOLEN DEVICES.

BCS8410.3.8 Any second offense for violation of policy regarding cell phones or other electronic signaling devices will result in the student being prohibited from possession of any such device on school property.

Additionally on second offense, the student will be assigned a day of detention.

A third offense or refusing to turn the device over to the teacher will constitute insubordination, which results in ISS.

DANCE POLICY

- Eight chaperones must be present-four of whom must be PBHSC staff members. The list of chaperones must be presented to the administration one week in advance of the dance.
- Attendance at dances will be limited to Philip Barbour High School Complex students and their approved guests of ninth grade level and not exceeding the age of 20.
- School dances will begin and end promptly at the designated times.
- **A photo ID** will be required at the entrance of the dance when a student is not enrolled at Philip Barbour High School.
- Any student leaving the dance will not be permitted to re-enter.
- Application forms for guest attendance are available through the school office. Only one guest will be permitted per PBHS student.

DANCE GUEST PERMISSION FORMS CAN BE PRINTED FROM THE PBHS WEBSITE PRIOR TO THE DANCE.

C A R E Period

Colts Are Reaching Excellence

Students will meet in a designated class for multiple activities throughout the year between 6th and 7th period on Wednesdays as needed.

Each student will be assigned a CARE instructor based on grade level. They will keep the same CARE instructor throughout their high school career.

Examples of CARE activities might include Clubs, Portfolios, Class Meetings, Scheduling, Academic Intervention, Tutoring, Social/Emotional activities, Homework help, Guidance, etc.

Each school year, your CARE instructor will assist you with reviewing your credits and required courses (PEP), facilitate CARE activities, and instruct you regarding test prep (academic intervention).

Care Class will encourage reflection of your personal experiences allowing you to identify specific skills, qualities, and interests which you will use to seek employment or further your education.

The CARE period is designed to build long term, trust based groups who help, support, and guide students through a successful educational experience.

LOCKERS

Lockers and locks are available for each student's convenience. It is the student's responsibility to keep the equipment in good working condition. Any problems with a lock or locker should be reported to the office immediately. For student security of personal belongings, the locker shall be kept always locked. Students will not be permitted to go to lockers during instructional time. **Students are not permitted to share a locker.** Materials found in a locker will be considered the property of the student who purchased the locker for the school year. Backpacks, personal

electronics, and gym bags must be kept in lockers during the school day. Purses must be of such size as to fit in a pencil box. No oversized purses or totes. Gym bags may be carried from the locker to the gym and back to the locker only. Lockers will be assigned either during the summer or the early part of the school year. Replacement costs for lost or student damaged locks are \$10.00. Students whose lockers require extensive cleaning at the end of the school year may be charged a cleaning fee. Locker rentals will be \$5.00 annually. Student Council receives these funds to clean the lockers and reset the combinations yearly.

MEDICINE-MEDICATION& IMMUNIZATIONS

Medicine and over-the-counter medications must be delivered to the Brandon Wellness Center by a parent/guardian. Such medications will be maintained and secured in the Brandon Wellness Center by the school nurse. Only medicine prescribed by a doctor and in its original container will be given to a student. Teachers will not permit students to leave their class to take medicine unless the office has granted written permission.

Immunizations need to be updated according to Barbour County Schools Policy 8700-5.2. Please reference BCS Policy 8710 for more information regarding medication administration and BCS Policy 8700 for Communicable Disease Control.

STUDENT ILLNESS

If a student becomes ill or is injured, he/she will be issued a pass to the office and/or Brandon Wellness Center. Students are not to leave campus due to illness without permission from the office. The office staff will make arrangements for the student to go home. Loitering in restrooms will not be permitted.

Please Note: Students who have driven to school will not be permitted to drive home when sick. They must call a parent/guardian to be picked up.

LOCKER SEARCHES

A student's locker may be searched if there are reasonable grounds to suspect that the search will turn up evidence that a student has violated or is violating either the law or rules of the school. Such searches will be conducted in the presence of an adult witness. Furthermore, by accepting a locker a student shall be deemed to have consented to the periodic inspection thereof. The school principal shall retain keys to all lockers to conduct such inspections.

CANINE ASSISTED LOCKER/FACILITY INSPECTIONS

The superintendent of schools and/or school principal are authorized to arrange for the use of canines that have been trained in the detection of unlawful drugs or explosives to assist in periodic inspections of student lockers, other school facilities areas, classrooms, vehicles, or grounds. Any unlawful drugs or explosives that are discovered as a result of a canine-assisted inspection may serve as a basis for student disciplinary action under the terms of this policy. Under no circumstances may canines be section must be conducted in a manner to avoid contact between canines and students.

SEARCH AND SEIZURE POLICY

School authorities are charged with the responsibility of safeguarding the safety and wellbeing of the students in their care. In the discharge of that responsibility, school authorities may search the person or property, including vehicles located on school property, of a student, with or without the student's consent, whenever they reasonably suspect that the search is required to discover evidence of a violation of law or of school rules. The extent of the search will be governed by the seriousness of the alleged infraction and the student's age. Searches may be performed with the aid of a metal detecting wand.

**For more information regarding "Search and Seizure" reference
Barbour County Schools Policy 8510.**

SUBSTANCE ABUSE AND TOBACCO CONTROL

Article 9A: TOBACCO USAGE RESTRICTIONS.

Code 16-9A-3

Code 16-9A-4

Penalties

First offense possession or use of tobacco/nicotine and/or vaping devices:

- Three in school suspension
- Law enforcement referral
- Referral to a tobacco cessation program.

Second offense possession or use of tobacco/nicotine and/or vaping devices:

- Five day in school suspension
- Law enforcement referral
- Referral to a tobacco cessation program.

Third offense possession or use of tobacco/nicotine and/or vaping devices:

- Ten day in school suspension
- Law enforcement referral
- Referral to a tobacco cessation program.
- After third offense, individual is subject to periodic search via metal detector.

**For more information, see Barbour County School Policy 6130 and Policy 8400-7.14.
Additional information: WV§16-9A-3**

STUDENT DRIVING

Student driving is a privilege and may be granted by the administration on a merit basis. Application forms will be available in the high school office. Those approved must purchase a school-parking permit at a cost of \$40.00 per year. The permit sticker must be prominently displayed according to school guidelines. Violations including speeding, reckless driving, etc. will not be tolerated by school driving guidelines/rules. Students with driving permits may not transport any passengers to or from school unless a request has been approved in advance by an administrator. The request must be submitted in writing by the parents/guardians of all involved students. Driving privileges may be revoked in cases of policy abuse or chronic instances of late arrival. When a student becomes ill, they will have to be picked up by a parent or legal guardian. They will not be permitted to drive home for the safety of the student.

Student Driving Violation Penalties:

Infraction 1: 1 week suspension of driving privileges

Infraction 2: Revocation of driving privileges for the remainder of the school year.

Leaving without permission: Revocation of driving privileges for the remainder of the school year.

After 10 unexcused absences, driving privilege will be revoked.

Driving without Permission

Infraction 1: Verbal Warning

Infraction 2: Vehicle Immobilized by Parking Boot, 1 Day ISS

Infraction 3+: Vehicle towed at owner's expense, 3 days in school suspension, ineligible for future driving privileges.

PHILIP BARBOUR HIGH SCHOOL COMPLEX EMERGENCY PROCEDURES

A copy of the fire drill procedures shall be posted in each room. All drills/codes will be practiced and/or executed in the event of an emergency in accordance with the school's safety plan which is reviewed and updated annually.

FIRE DRILL PROCEDURES & EVACUATION

- The repeated ringing of the fire bell designates a fire alarm.
- The purpose of a fire drill is to alert the students and all personnel working at the school to the procedures to be followed in case of an emergency.
- The drills will be conducted in an orderly manner and performed with reasonable speed.
- All teachers will accompany their groups and use their grade books to check roll after the groups have assembled outside the building. Students are to remain in their respective groups until or unless designated to do otherwise. Attendance will be reported to the principal or assistant principal.
- Those not in a classroom at the time of an emergency or fire drill shall leave the building at the nearest fire exit in a quiet, orderly manner.
- Students will be assigned in each classroom to close windows and doors. After performing their assigned duties, these students should join their respective groups leaving the building. Classroom doors should be left unlocked.

- If the lights are on in the building, DO NOT TURN THEM OFF.
- If one exit is closed or blocked, students should go immediately, quietly, and in an orderly manner to the nearest available exit.
- Teachers not responsible for a class at the time of a fire drill will help the custodians check restrooms for people who may not be a part of a group leaving the building,

PROCEDURES FOR LEAVING AREAS OF THE BUILDING

Students and personnel in all rooms on the **Third Floor** will depart through the corridor exit facing Barbour County Highway and assemble near the flagpole at the Career Technical Center.

Students and personnel in rooms 202, 203, 204, 205, 225, 226 and 227 on the **Second Floor** will depart by West Exit on the First Floor at the end of the First Floor Hallway by going down the North Stairs on the second floor. After departing the building students are to assemble across the driveway in the lawn area near the entrance to the facility. Students and personnel in all other **Second Floor** rooms will depart by the West Main Building entrance by going down the South Stairs on the second floor. The West Emergency Exit Door near room 227 will be used for students unable to use the second-floor stairs. This exit use must be coordinated in advance for each period during the day with the school administration. After departing the building students are to assemble across the driveway in the lawn area near the entrance of the main entrance to the facility.

Students and personnel in rooms 109, 112, 116, 136, 137, 139 and 142 on the **First Floor** will depart by the West Main Building Entrance Exit at the end of the hallway. Students and personnel need to be aware of students departing the facility from the Second Floor by this exit. Students and personnel in all other **First Floor** rooms will depart by the West Exit at the North end of the first floor. After departing the building, students are to assemble across the driveway in the lawn area near the entrance of the main entrance to the facility. Students and personnel need to be aware of students departing the facility from the Second Floor by this exit.

Students and personnel in **Art, Band, Choir, Physical Education and Cafeteria Areas** will leave through the Main East Exit (Main Back Entrance to the building) and assemble across the road that runs behind the building.

Students and personnel in all **Career & Technical Center Rooms and Laboratories** will leave through the primary direct exterior exits. Secondary exit routes will be identified on charts within each instructional area and will be explained by the respective instructors.

All instructors will have exit routes highlighted in yellow on a posted floor plan in each classroom.

COMMUNITIES IN SCHOOLS (CIS)

The Communities In Schools program offered at Philip Barbour High School is part of a West Virginia initiative to provide comprehensive supports to students and families. This is done with the help of a Site Coordinator placed in the school whose role is to partner with students, families, and the community to empower students to succeed. The Site Coordinator works to understand school needs; brings community resources into the school; and provides school-wide group, and individual supports to students and families. The Site Coordinator determines the supports that best fit a student based on student data, progress monitoring, and adjustments to supports as needed. The goal of CIS is to overcome obstacles that are faced by students and provide the skills and tools needed for ongoing success. The mission statement of Communities In Schools is to surround students with a community of support, empowering them to stay in school and achieve in life. Philip Barbour is a licensed CIS partner.

Services the CIS Site Coordinator Provides or Brokers through Community Partners:

The Site Coordinator provides three tiers of services and supports to students: Tier I - services and supports that are available to all students and families; Tier II – services and supports that are customized or unique to smaller groups based on common needs; Tier III – services and supports that are customized and delivered to case-managed students and their families only. These services include, but are not limited to:

1. Basic Needs – Food, clothing, hygiene products, cleaning products
 - a. Supplemental snacks are available in the Guidance Counseling area and are available after students have eaten lunch. Students can access these snacks during lunch time or during class only with a pass from a teacher, or after school before an athletic practice. Students cannot access the snack area in between classes.
 - b. Clothing and hygiene products are available on an as-needed basis and with a pass from a teacher or when the Pony Express free store is open. (Those dates and times will be announced.)
2. Assistance with – Utilities, transportation, vision services, mental health services, hearing aids, dental services, housing, medical services, monthly food boxes
 - a. These services may require special forms, phone calls, and coordination with community partners.
3. Academic support
4. Attendance monitoring and incentives
5. Social-emotional support
6. Mentoring
7. Small group activities

8. Brain breaks

9. One-on-one meetings

10. Coordinated activities with teachers to monitor grades, attendance, behavior, and/or provide incentives for small groups or individuals

11. Mental and behavioral health referrals

CIS Referral Process:

Students must be referred to the Site Coordinator to receive CIS services. Depending on the needs of the student and determined frequency of supports and services, a student may be referred on an as-needed basis; case-managed (CM); or non-case-managed.

Referrals can be created in two ways for all three scenarios:

1. An **as-needed referral** covers daily needs as they arise, such as torn clothing, hygiene products, or the need to talk to the Site Coordinator. Contact with the Site Coordinator is required in order to provide assistance to a student or group of students. A written referral is NOT required, but the following is:

a. When sending a student to the Site Coordinator's office during class, an e-hall pass must be created or a written pass sent with the student. Unless there is an emergency in between classes, students should report to class first to create an e-hall pass or to receive a written pass before seeking assistance from the Site Coordinator. A phone call to extension 1109 or an email is also acceptable to notify the Site Coordinator a student is coming to receive help. If the Site Coordinator is not available, the student will immediately return to class, unless help can be found elsewhere, such as the Brandon Wellness Center.

2. A **completed referral form for case-managed students** who receive long-term assistance is required. Students who require more intensive and extended support in the areas of attendance, academics, behavior, and social-emotional support throughout the year require a referral form on file which is then uploaded to the CIS database known as CISDM. A **completed referral form for non-case-managed students** who receive extra support that may not be as intensive as CM students is also required. Students who need help with hygiene education, monthly basic needs, or frequent mentoring and motivation throughout the year require a referral form on file which is then uploaded to the CIS database known as CISDM.

3. Referral forms are available from the Site Coordinator or can be filled out by the Site Coordinator based on information received from the following referring parties:

1. Parents

2. Teachers

3. Staff

4. Admin

5. CIS Site Coordinator

6. Students can self-refer, but for as-needed services, must notify their teacher that they are visiting the Site Coordinator for assistance. Students arriving without a pass will be returned to class to acquire one.

Permission Form Process:

Permission forms are required for case-managed and non-case-managed students and must be uploaded into the CIS database to begin support and services. Permission forms are available to parents/guardians in the following ways:

- a. Paper permission form is sent home with the referred student and returned in person to the Site Coordinator.
- b. Paper permission form is scanned via email to the parent/guardian and returned via email to the Site Coordinator.
- c. Paper permission form is mailed to parent/guardian and mailed back to the Site Coordinator.
- d. QR code on the back of the permission form is scanned with parent/guardian's cell phone and response is received via email.
- e. QR code is emailed to parent/guardian and once scanned, permission form is received in Site Coordinator's email.

Steps to Build the CIS Caseload:

- 1. Referral forms for case-management or non-case-management have been received from referring parties or completed by Site Coordinator.
- 2. Parent/guardian is notified that their child has been referred for CIS services.
- 3. Permission form is received and the Site Coordinator meets with the student to do an intake and answer required background questions; discuss and establish goals; and determine formal check-in times to meet. (Formal check-ins are required at least once per month, but can occur more frequently based on severity of need.)
- 4. Teachers and/or staff are contacted to learn more about the CM student and notified if the student has a standing appointment. Reminder: Students must report to their classes first before coming to formal check-ins. Check-ins will be limited to 15 minutes to decrease loss of class time.

Progress Monitoring:

CIS students are progress monitored for the goal(s) that have been established, whether the goal is a school-aligned goal, such as attendance, or another goal based on targeted areas of need. This

will require contact with teachers, parents, guardians, and admin. Teachers will be notified if they have students on the CIS caseload and will be informed of the goal(s) the students are working on so information can be shared.

Information Collected:

CIS is a grant-funded program, therefore all information collected by the Site Coordinator is confidential and entered into the CIS database (CISDM) for review at the CIS state and national levels. Regional coordinators frequently monitor data to ensure guidelines and procedures are properly followed.

Child Nutrition

All students in Barbour County will receive free breakfast and free lunch during the 2024-2025 school year. Barbour County Schools offer these meals through participation in the Federal Child Nutrition Program and the Community Eligibility Provision (CEP).

Good Nutrition and learning go hand in hand! The Child Nutrition Department is made up of a team of food and nutrition professionals that are dedicated to students' health, well-being, and their ability to learn. We support learning by promoting healthy habits for lifelong nutrition and fitness practices.

Meals, foods, and beverages sold or served at schools meet state and federal requirements which are based on the USDA Dietary Guidelines. We provide students with access to a variety of affordable and appealing foods that meet the health and nutritional needs of students.

Teachers, staff, adults, and visitors may purchase meals through the Child Nutrition Department. Full-time teachers and staff may charge for their meals and will be invoiced at the conclusion of each calendar month. All invoices should be paid by the due date printed on the invoice.

Meal Cost (Teachers, Staff, Adults, and Visitors) Breakfast - \$2.35
 Lunch - \$3.50

Wellness Policy

Philip Barbour High School promotes nutrition education and physical activity through implementation of Barbour County Schools Wellness Policy – [Policy 4200](#). Our Wellness Committee is incorporated within our Local Improvement Council (LIC). Part of our commitment to providing a healthy environment, all foods that are part of fundraising, rewards, and celebrations must meet the requirements of [WVDE Policy 4321.1](#).

Click on this link to see our most recent assessment of the Wellness Policy – [Barbour County Schools Wellness Triennial Assessment 2024](#).

Offer vs Serve

Offer vs Serve (OVS) is a system to provide students with more autonomy and choice in their meal selections while reducing food waste. Under OVS, students are offered a variety of food components at mealtime, but are allowed to decline certain items they do not wish to consume, while still being provided a complete meal. **Complete Meal Components:** Each meal served in our school's nutrition program consist of food components: fruits, vegetables, grains, proteins, and milk. **Student Choice:** Students are encouraged to choose the foods they want to eat from the available components. Students must have three separate food items at breakfast and 3 of 5 food components at lunch.

Share Tables

All Barbour County Schools will be offering a share table. The purpose of the share table is to further reduce food waste and to reduce food insecurity for students. Student may place unopened food on the share table and may pick up food from the table as needed. The share table will follow the Barbour County Schools Guidelines for [Share Tables](#).

Nondiscrimination Statement:

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language) should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. **mail:**

U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or

2. **fax:**

(833) 256-1665 or (202) 690-7442; or

3. **email:**

program.intake@usda.gov

This institution is an equal opportunity provider.

PESTICIDE APPLICATION NOTIFICATION

The pesticide application for notification will be sent home with your child on the first day of school. *This* needs to be completed and returned to school.

STUDENT CODE OF CONDUCT Behavioral Expectation Standards for Philip Barbour High School Complex

Responsible student conduct plays a major role in creating a positive school climate, which is conducive to learning. All students enrolled at Philip Barbour High School will receive a copy of the Barbour County Student Code of Conduct which follows the West Virginia Department of Education

Student Code of Conduct. The Student Code of Conduct is available for review by students, parents, school personnel, and community citizens. (BC Policy 8400)

PBHSC has adopted a positive behavior support program that provides optimum learning conditions for both students and staff. Safety and order are the foundations of a positive school climate that supports student academic achievement and personal-social development. This program establishes disciplinary guidelines for student conduct and outlines behaviors prohibited in West Virginia schools in order to assure the orderly, safe, drug-free, violence- and harassment-free learning environment.

(See also Policy 4373 WVDE)

Common Behavior Descriptions

Anti-Social Behavior - A written, verbal, or electronic drawing, photograph, profanity, or obscene gesture toward another student that causes embarrassment, discomfort, or a reluctance to participate in school activities.

Insubordination - Refusal to comply with directions or instruction given by school staff.

Disruptive/Disrespectful Behavior - Disruption of the educational process such as talking, making noises, throwing objects, or any other distracting behavior that affects the safety of themselves and others or keeps a teacher from starting or completing a lesson.

Electronic Devices – Use of cell phones, smart watches, or any electronic device not provided to the student by Barbour County Schools.

Excessive Tardies - When the tardy bell rings, students are expected to be out of the hallway and in their assigned classroom area. At the conclusion of the bell, students are tardy. Teachers have the right to have higher expectations than the school rules. The teacher's higher expectations must be discussed with students, posted in advance, and followed consistently.

Lack of Assignment or Project - Failure to turn in an assignment or meet a project deadline.

Lack of Materials - Failure to report to class with textbook, pencil, paper, Chromebook, or any other assigned materials.

Skipping - Student is not in class, not on the excused, absence, or early dismissal list, and has not checked in with the assigned teacher. Students who are more than ten minutes late to class.

Levels of disciplinary action:

1. Lunch Detention - Assigned for tardies and/or lack of materials (no homework, no textbook, talking, and most first offenses of minor severity, etc.) Level 1 violations

2. In-School Suspension - assigned for moderate or chronic violations. (Abusive language, skipping) Level 1, 2 & 3 violations.

3. Out-of-School Suspension - assigned for major violations or for habitual violations of the Student Code of Conduct. (Vape devices, fights, etc.) Level 3 & 4 violations

4. Alternative School Placement - an option based upon extreme or unabated chronic violations.

5. Court Intervention - an option based upon extreme or unabated chronic violations, (attendance, tobacco, or legal matters.) (Unexcused absences by WV Code 18-8-1 Compulsory School Attendance).

6. Expulsion – An option based upon extreme or unabated chronic violations by official action of the Barbour County Board of Education. (Drugs, violence, threats, level 4 violations, or those which would be considered felonious for an adult.)

**All disciplinary infractions will be handled in accordance with
BCS Policy 8400 "Student Code of Conduct." and WVDE Policy 4373
"Expected Behavior in Safe and Supportive Schools"**

SOCIAL RELATIONSHIPS

Inappropriate Display of Affection - Students will not engage in inappropriate displays of intimate affection, such as kissing or embracing.

Reference to Barbour County Schools Policy 8400

ARRIVING LATE

Students need to be in class consistently for them to be successful. Arriving late has proven to cause academic difficulty when it becomes excessive. Verified Medical and Legal appointments (appointment cards will not be accepted) are exempt from this policy.

Late Arrival Penalties

First and Second – Warning.

Third through Sixth – One day of detention for each late arrival.

Seventh through Tenth – Two days of detention for each late arrival.

Tenth (Additional) – Revocation of driving privileges without refund.

Eleventh and beyond – One day of In-School Suspension for each late arrival.

Students arriving late must either be signed in by an adult, have a parental note, or a parent must call and speak to an administrator prior to the student's arrival at school.

Students who do not ride a bus may be dropped off between 7:00 am -7:40 am at Door 33 in the rear of the building. Parent/legal guardian pick up after school will take place at the same location after 3:00 pm at the same location.

TARDY FOR CLASS

Students need to be in class in a timely fashion for them not to disrupt the learning environment. When the tardy bell rings, students are expected to be out of the hallway and in their assigned classroom area.

Penalties for Tardiness

First and Second – Warning.

Third through Sixth – One day of detention for each late arrival to class.

Seventh through Tenth – Two days of detention for each late arrival to class.

Eleventh and Beyond – One day of in-school suspension for each late arrival to class.

DRESS CODE

“A student will not dress or groom in a manner that disrupts the educational process or is detrimental to the health, safety, or welfare of others. A student will not dress in a manner that is distracting or indecent, to the extent that it interferes with the teaching and learning process, including wearing any apparel that displays or promotes behavior and/or items prohibited by this policy.”

Barbour County Schools Policy 8400

- Students may not wear sunglasses inside the school.
- Students will always wear footwear.
- Shorts, dresses, and skirts must be loose fitting and must fully cover the student's backside.
- Halter-tops and spaghetti straps are not considered appropriate dress for school. Tank-top straps must be a minimum of one inch wide across the shoulder area.
- No mesh or "see-through" clothing
- No shirts/blouses that expose excessive cleavage or are midriff-baring (this would include a shirt being worn "under" another shirt that exposes excessive cleavage) or have the sides cut out exposing the chest area.
- Backless or strapless shirts are prohibited.
- Clothing or accessories that promote violence or the use of illegal substances or that advertise beer/alcohol/tobacco/guns are prohibited.
- Clothing or accessories that contain offensive language/material or inferences are prohibited.
- No clothing or insignia deemed to be gang-related or considered to be an outward display of gang associated behavior.
- Exposing any type of undergarment is deemed indecent. Undergarments must always be covered.

- Items covering the face and/or eyes of any student, including a student's hair or excessive face makeup that disguises the student are prohibited. This excludes a mask (medical) worn to deter the spread of contagious diseases.
- Accommodations for religious requirements or medical conditions will be considered upon parental request.

Staff members reserve the right to make decisions on inappropriate clothing or articles at any time. Not limited to any of the above items.

Clothing that distracts from the learning environment is not necessarily limited to the above examples. Students not wearing appropriate clothing will be asked to change at school, if possible; sent home from school to change; or excluded from classes until a parent/guardian can be reached. Students may not return to class until appropriately dressed.

Back Packs

Students will not be permitted to use a backpack during the school day. They are permitted to use backpacks to carry books and supplies to and from school but are not permitted to carry them between classes. String bags **WILL** be allowed to be used to transport clothing only to and from Physical Education classes.

Students have an opportunity to go to their lockers several times a day: before first period, between each class, before and after lunch, and before boarding the bus at dismissal. Backpacks must remain in the student's locker during the school day.

Students in designated areas

Students should not be in areas of the school that are off limits. This includes but is not limited to:

- * Students will not be permitted to use the elevator without a doctor's note on file in the office. (A pass will be provided from the office specifying dates a student is permitted to ride the elevator.)
- * Students will be permitted to use only the restroom closest to their scheduled class.
- * Students will not be permitted to use their lockers during instructional time.
- * Unassigned students are not permitted at the ALC.
- * Students are to remain in the commons area before the morning bell and during lunchtime.
- * Students are not permitted in the auditorium, library, gymnasium, weight room, or LGI without adult supervision.
- * No students are permitted in the Wellness Center or the Counseling Complex without a pass from the teacher.
- * All students staying after school for educational or academic purposes must remain in the commons area until a supervising adult is present. Only the restrooms in the commons may be used. All other areas are considered off limits once the buses depart.

ATTENDANCE

Philip Barbour High School recognizes that a direct relationship exists between daily school attendance and student academic performance, graduation, and good work habits. The school believes that good attendance establishes the opportunity to meet the individual needs of students to help them reach their potential. Programs of study are planned such that content standards build upon work previously completed. All students are expected to attend class regularly and be on time for class

(See Semester Exam Policy)
Reference Barbour County Schools Policies 8210

SEMESTER EXAMS

Semester exams will count for 10% of the semester grade.

All students will take semester exams except in the following situations:

1. Students taking an AP exam will be exempt from the second semester exam in the class for which they are taking that AP exam.
2. Students who have completed a CTE concentration will be exempt from the second semester exam in the class that they are taking the state approved CTE program of study.
3. **Graduating** seniors will not take exams in their second semester.

To ensure students have adequate time to complete final exams, each exam period will have provisions for a minimum 2 class periods of exam time. This time may or may not be consecutive and un-interrupted.

Exams will occur over a 2-day period with periods 1,3,5,7 on the first day and 2,4,6,8 on the second day. Makeup exams may occur after the second day.

STUDENT DRIVER ELIGIBILITY CERTIFICATE (P.4150)

It is not a requirement for students to present a Driver Eligibility Certificate to obtain a driving permit or license. As such, the Driver Eligibility Certificate will no longer be offered at Philip Barbour High School.

A student driver's license **may** be restricted after fifteen days of unexcused absences.

The WVDE has the responsibility to encourage daily attendance and appropriate student conduct, to set academic graduation requirements for public schools and to **mandate** that county school systems collect and report student performance data regarding these student behaviors.