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WELCOME

Welcome to Carver Career and Technical Education Center (referred to as CCC)!

YOU have made decisions about your life. YOU have set career goals. YOU are planning for the future. YOU are working to make your dreams come true.

The staff at CCC is delighted to be a part of your plans. We hope that you learn the skills that will ensure your future success. You may enter the work force when you leave CCC. You may continue your education at another technical institution, or at a college, or in a military training program. Whatever your plans, we will work with you to make sure that you are well prepared.

The highest goal for students at CCC is to earn a Technical Certificate and a Recommendation for Employment. Students who demonstrate occupational skills and good work habits and attitudes are eligible. Read this handbook carefully so you will know how you can earn your certificate and recommendation.

Remember that CCC is a school for students who are serious about their careers. The staff and the other students at CCC will expect you to give your best and to respect the rules and regulations that make CCC a safe and effective school. In turn, we will give you our best!

Again, welcome and best wishes for a good school year!

Carver Career and Technical Education Center STAFF

Administrative Staff

Lisa Dorsey Principal
Lori McNabb, Counselor
TBA, Compliance and Job Placement Coordinator
Kelly Ramsey, Purchasing Secretary
Tracy Vealey, Financial Assistance Secretary

Support Staff

Kenneth Burns, Evening Supervisor
Orlando Dowell, Special Education Coordinator
Brigitte Evans, Special Education Aide
Diana Pritt, Clerk

TEACHING STAFF

Programs

Plant Systems and Pet Grooming (Secondary)
HVAC Technician (Adult)
HVAC Technician (Secondary)
Automotive Technology
Barbering
Carpentry (Secondary)
Collision Repair Technology (Secondary)
Cosmetology/Hair Stylist (Adult & Secondary)

Culinary Arts (Adult)
ProStart Restaurant Management
Allied Health Science/Dental Assisting (Secondary)
Graphics Design (Secondary)
Electrical Technician (Adult)
Electrical Technician (Secondary)
Hospitality & Tourism/Event Planning & Design (Secondary)
Emergency & Firefighting Mgmt. Services (Secondary)
Advanced Manufacturing Formerly Integrated Production Tech
Diagnostics Services (Secondary)
MCAS/Legal (Secondary)
Plumbing (Secondary)
Respiratory Therapy (Adult)

Surgical Technology (Adult)
Welding (Secondary)
Veterinary Technology (Adult)
Academics (Secondary)

Options Pathway
Graduation Coach

Instructors

TBA
Kenneth Burns
Mark Postle
Kevin Cornell
Jonathan Wriston
Tom Bradley
Yusuf Alqutub
TBA
TBA
Mandy Gum
Thomas Grant
Alisha Saul
Micah Whitlow
Cloyd Brua
Greg Young
Michelle D'Antoni
Thomas Tucker
(Secondary) Bruce Hamrick
Michelle Harper
Jeff Gwinn
Jimmy Halstead
Donna Peters
Dean Dickens
John McIntyre
Tim Grigsby
Dawn DeMoss
Dan Arbaugh
Kathy Kress
Diana Warner
Sara Hampton
Crystal Hackney
Health Perry

Tracy Roberts
Samantha Halstead

Serena Burdette

Meredith Haynes
Megan Johnson
Cindy Brown
Cyndi Nelson

Calendar

3/12/19

KCS 2019-2020 SCHOOL YEAR CALENDAR
August 12 Student Start Date

<p>6 First Day for Teachers/ 200 Day Employees Return School Based PD</p> <p>7 District PD</p> <p>8 Morning – Collaboration</p> <p>8 Afternoon – Safe Schools</p> <p>9 Prep Day/Faculty Senate</p> <p>12 First Day of School for Students</p>	<p>AUGUST '19</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr> </tbody> </table>	S	M	T	W	Th	F	S					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	<p>SEPTEMBER '19</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30						<p>2 Labor Day (Schools & Offices Closed)</p> <p>13 MidTerm</p> <p>20 End of 1st 6 Weeks (Some Middle Schools)</p> <p>27 6 Weeks Report Cards (Some Middle Schools)</p>							
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HISTORY

Carver Career and Technical Education Center was established in 1970 to serve high schools in the Kanawha County School System and adults from Kanawha County and other nearby counties. It is a large, modern, well-equipped facility accessible to the handicapped. CCC is designed to provide technical training and placement in a variety of occupational areas. CCC is located just minutes from Charleston, on old Route 60 at Malden. Parking is available on the large, well-lit lot. Public bus service is available and passes right in front of the school. CCC has twice been recognized as a West Virginia School of Excellence and twice recognized as a "Best School in the Nation" by REDBOOK magazine. Additionally, CCC was awarded an Exemplary Status by the West Virginia Board of Education for 2010-2011; an honor that CCC has received four of the last five years.

Carver Career and Technical Education Center is named after George Washington Carver. George Washington Carver was born in Missouri to slave parents, freed by the Civil War, and became a leading black scientist. Earning a degree at Iowa State Agricultural College, he became head of the Department of Agriculture at Tuskegee Institute at the invitation of Booker T. Washington, President of the school. He spent the rest of his life working with southern farmers to enrich the soil, resulting in more prosperous farming techniques. His fame as a scientist and educator grew throughout the world. When he died at Tuskegee in 1943, he was one of America's most honored scientists.

ACCREDITATION AND CERTIFICATION

CCC is operated by Kanawha County Schools. Our Programs are accredited by the COE – Council on Occupational Education and approved by the West Virginia State Department of Education, West Virginia Board of Education, Kanawha County Board of Education, the West Virginia Department of Employment Security, Vocational Rehabilitation, Job Corps, WIA, VA, Workers Compensation.

CCC teachers are certified by the West Virginia State Department of Education, and all have actual work experience in the field in which they are teaching. They attend annual training sessions to stay current in their field.

VISION STATEMENT

We envision Carver Career and Technical Education Center as a school with a physical facility well-equipped and organized to promote learning; with a staff committed to students and the learning process; that offers programs that are meaningful to the world of work; that recruits students who are willing to learn, are active in the learning process, are proficient in the basic skills, and are well-trained and prepared for job placement; that graduates students who are successful, in demand, well-trained, and employable; that maintains its status as a leader in technological training by meeting and exceeding industry standards; and that ensures that the CCC community, those with a vested interest in CCC's programs, is represented, supportive and involved. A copy of the Vision Statement is posted in the classrooms.

MISSION STATEMENT

The mission of Carver Career and Technical Education Center is to provide, certificate and short-term education programs designed to prepare secondary students from Kanawha County and adult students from Kanawha and surrounding counties for employment, career advancement, and/or continued education and to assist employers in meeting their employment and training needs. A copy of the mission statement is posted in each classroom.

OBJECTIVES FOR CARVER CAREER AND TECHNICAL EDUCATION CENTER TRAINING PROGRAMS

Carver Career and Technical Education Center has three major objectives for our training Programs. They are:

1. To help students develop the job skills and knowledge that will enable them to get good jobs.
2. To help students prepare for college or other post-secondary education and training.
3. To help employed adults keep up-to-date in their field and to develop new skills for advancement and promotion.

TRAINING PROGRAM COMPONENTS

Each of CCC's training programs is made up of the following components:

OCCUPATIONAL KNOWLEDGE: Students will study subject matter knowledge through traditional classroom instruction methods such as discussion, lectures, small/large groups, and laboratory assignments.

OCCUPATIONAL PERFORMANCE SKILLS: Students will develop related performance skills through hands on applications with actual work performed according to industry standards.

COMPUTER LITERACY: Students will participate in a computer literacy training component in which they will learn valuable computer skills that will enhance their employability.

EMPLOYABILITY SKILLS: Students will participate in an employability skills training component in which they will learn how to get and keep a job.

SAFETY: Students will learn to use tools and equipment in a safe and correct manner. Safety instruction is an integral part of each training program.

LEADERSHIP SKILLS: Students will develop leadership skills through participation in a student organization. These skills teach how to be a team leader and a team player.

EQUAL OPPORTUNITY

As required by federal laws and regulations, the Kanawha County Board of Education does not discriminate on the basis of sex, race, color, religion, disability, marital status, age, or national origin in its employment practices or in the administration of any of its education programs and activities.

ADMISSION POLICY

Entrance requirements vary by program. All adult students must take the TABE test and if an 11th grade level is not mastered; a retest will occur per WVDE. All adults must present an original High School Diploma, GED, or TASC (or sealed transcript if the High School Diploma, GED, or TASC is not available). Males who are between the ages of 18 and 26 must also verify that they are in compliance with the Selective Service Act (see the policy/procedures outlined below). Other requirements may include pre-entrance testing, physical exams, driver's license, etc. Students are responsible for finding out dates for pre-entrance tests. Any student that falsifies or omits required information on required documents is subject to immediate termination. CCC reserves the right to refuse admission to any applicant.

SELECTIVE SERVICE REGISTRATION POLICY

State law now requires that males between the ages of 18 and 26 who are United States citizens or aliens must provide verification that they are in compliance with the Selective Service Act before they are allowed to enroll in post-secondary (adult) programs.

If you are in that category, the verification you must provide us is your selective service registration number.

If you are a male between 18 and 26 and are not a citizen or an alien, you must provide us with a copy of your visitor or student visa.

If you have registered but have lost your registration number, you may call 1-847-688-6888 on a touch tone phone or www.sss.gov on the Internet. You will be instructed to give your date of birth and social security number. They will then give you your registration number.

If you have not registered, we have registration forms that you may fill out. We will copy the form and mail it for you. That copy will provide the verification we need until you get your registration number. When you get your number, you must bring it to the office to be recorded.

The school reserves the right to check registration numbers to make sure they are authentic. Falsifying this or any admissions information will result in immediate dismissal from the school.

REGISTRATION POLICY

Students meeting the entrance requirements of a particular Program must come to the CCC office and register for that program. He/she must complete the registration documents and pay the \$35 registration fee or \$55.00 for two year programs to ensure enrollment. Thirteenth year students must register as adult students and are charged the registration fee. All students will pay the \$100.00 application fee. All students must purchase a parking pass for each school year of attendance. For adult students the parking pass fee is included in the registration fee.

ADVANCED STANDING

On the recommendation of the instructor, students may be awarded up to 50%* of the total hours required for a certificate for prior education and/or work experience, based upon instructor designed written and/or performance proficiency tests as documentation of credit hours given. Students will be given advanced standing on the basis of proficiency tests for which they score a grade of "B" or better. Students applying for advanced standing on the basis of proficiency tests must complete those tests before the end of the first six weeks of the program. (*Students will be awarded any number of hours' credit for the Cosmetologist Program if those hours have been accumulated from an approved Beauty School.)

There will be a minimum \$50 fee for proficiency tests plus additional charges determined by the instructor based on the number of tests and the materials costs. Students will not be charged tuition for the hours awarded for advanced standing.

Students receiving advanced standing will be given as many days absence as there are months remaining to be completed in the program.

ETHICAL BEHAVIOR

Carver Career and Technical Education Center expects all adult students to exhibit ethical behavior in their programs. Any student caught cheating on a test, submitting assignments copied from another's work, falsifying any documents or reports required as a part of the course or otherwise behaving in an unethical manner will be subject to disciplinary action up to and including termination.

GRADING POLICY

Teachers will give points to class work assignments, quizzes, tests, and skills activities. Student grades will be based on points earned. The teacher will compute the percentage of student points earned compared to points possible.

The following grading scale is used for the permanent record and for the purpose of reporting:

Grade Scale	Average Percent	Credit
A Thorough mastery of subject matter	90-100	earns credit
B Above average, good consistent effort	80- 89	earns credit
C Average achievement	70- 79	earns credit
D Below average achievement	<u>60- 69</u>	earns credit
E Poor work, lack of comprehension	Below 59	no credit
I Incomplete - work must be satisfactorily completed by end of next grading period before a passing mark can be earned	no credit	
W Voluntary withdrawal from class	no credit	
WH Violation of attendance regulations	no credit	

Student evaluations and grades are assessed quarterly or on a semester basis. Students may have an individual conference with the teacher when necessary. *Individual program handbook/requirements will supersede the policies in this handbook.*

Satisfactory Academic Progress Policy

Effective date 7/1/2011

This policy, AS IN, has been approved by the US Dept. of Education

In order to maintain Satisfactory Academic Progress at Carver Career and Technical Education Center a student must: **

1. Maintain a "C" average
2. Complete the course within 150% of the originally scheduled course hours

Satisfactory Academic Progress will be reviewed at the point when the student completes the scheduled hours in their payment period:

- For courses under 900 hours, the payment period is ½ the course
- For courses of 900 hours or more, the payment period is 450 hours.

Periods of non-enrollment or approved Leaves of Absence are not considered in Satisfactory Academic Progress determinations.

Should a student fail to maintain Satisfactory Academic Progress for a payment period, the student will be issued a Financial Aid Warning for the following payment period. The student will be expected to meet Satisfactory Progress by the end of the warning period. Should a student fail to meet Satisfactory Academic Progress, the student will no longer be eligible for Financial Aid, and may be terminated from the program.

A student who has failed to meet Satisfactory Academic Progress after a warning period may either be:

1. Terminated from the program and allowed to apply for re-admission after 180 days have passed, or
2. Placed on Probation. The terms of probation will be documented and agreed to by the student, the student's instructor, and the School Administrator. Students who request a decision of Probation must be able to convince their instructor and the School Administrator that:
 - a. They will be able to overcome whatever issue and or problem which caused them to fail to maintain Satisfactory Progress in the first place;
 - b. They have eliminated whatever issue or problem which caused their Satisfactory Academic Progress lapse; or
 - c. They have made arrangements for ongoing tutoring, extra work, or additional assistance as required in order to meet Satisfactory Academic Progress.

Satisfactory Academic Progress Probation may consist of required extra coursework, repeated coursework, and counseling, extended or reduce hours, or any combination of these items, based upon the student's individual situation. A probationary period for SAP may be open-ended or defined, and may or may not result in additional charges to the student. If it is determined that the student will incur additional charges, this will be included in the Probationary Agreement. *

* Student should keep in mind that Federal Pell Grant can ONLY pay for their original course hours.

Students who receive Title IV Federal Student Aid will have their progress reviewed by the Financial Aid Officer prior to each Title IV aid disbursement to insure the student is adhering to their course requirements pertaining to attendance and satisfactory academic progress.

**** If the student's program of study requires more stringent minimum standards, the program standards, as outlined in the student's program handbook, will apply.**

Students on probation shall be deemed to be maintaining satisfactory academic progress and shall be eligible for financial aid during the probationary period, but they generally **shall not receive any financial aid refunds** until the terms of their probation have been met. Students who fail to meet the terms of their probation shall be terminated from their course of study per each department's policies.

Probation Appeal: Students may appeal a probationary status or requirement by submitting a written request to the administrator. The written request should outline the student's reason for appeal and/or provide evidence that the student has met the requirements of Satisfactory Progress and should not be on probation. The School Administrator will review this information, the student's records, and will consult with appropriate faculty before making a final and binding determination of the student's status. The School Administrator will relay this determination to the student's instructor, who will then inform the student.

Termination Review: Students may appeal a termination determination resulting from failure to meet the probationary criteria set forth to remedy their satisfactory progress deficiencies by submitting a written request to the School Administrator. The written request for review must outline the student's reasons for appealing termination or provide evidence that the probationary criteria were met. The School Administrator will, after reviewing the student's records and consulting with appropriate faculty, make a final and binding determination, and notify the student in writing of said determination.

Students who are required to repeat courses within their program of study may do so. Should the student require additional time to repeat any segment of their course, additional tuition will be charged. Any incomplete course work will have a negative impact upon the student's average, and may also cause the student to be placed on probation.

Some students are required, as a condition of enrollment, to attend non-credit remedial courses. While the student's progress in such courses is monitored by the institution, the student's non-credit remedial work has no impact upon the student's maintenance of satisfactory academic progress.

A student may withdraw from school either temporarily or permanently. Such periods of non-enrollment are not counted toward the student's maximum time frame for completing course requirements.

RE-ADMISSION POLICY

Students who have dropped out of a Carver Career and Technical Education Center program or who have been terminated for any reason must have the permission of the School Administrator and the program Instructor before being re-admitted to the same or a different program. A zero balance is required to be re-admitted. There will be a \$100.00 re-admission fee.

Any student who enters as a high school senior and returns in June after graduation as an adult student will be subject to the program attendance policy. Secondary students who missed over 10 days per semester or a total of 20 days for the year as secondary students will receive a grade and credit for their work if they follow Kanawha County Schools policy, i.e., make up work missed, etc. **These students will not be automatically accepted as 13th year students.** Any secondary student who has missed more than the allowed days and who wishes to return as a 13th year student, must appeal to the Principal to be readmitted to the program.

Students who have been approved for re-admission to the same program may be allowed to re-join the class in progress if, in the judgment of the instructor, they can be reasonably expected to do so successfully and without undue hardship on the instructor. The students will have to make up all work missed and attend beyond the original graduation date until they have completed the minimum hours required for a certificate. Students whom the instructor cannot expect to re-join successfully or without undue hardship on the instructor can re-enter the program the next time it is offered.

If the curriculum for any program or course has changed since the student last attended, the student will have to re-take the entire program or course. If the admission standards for the program have changed, the student must meet the new standards.

GRADUATION REQUIREMENTS / TECHNICAL CERTIFICATE

The technical certificate is awarded to Carver Career and Technical Education Center students who complete a training program. The qualifications include:

1. Recommendation by the instructor.
This recommendation may be withheld on the basis of the instructor evaluation.
2. Students must receive a grade of "C" or better for each grading period.
3. Students must stay within the attendance guidelines for the program for which they are enrolled.
4. The Certificate, Grades, and Job Placement Assistance will be withheld until all tuition, fees and financial obligations are paid.

TRANSCRIPTS

Transcripts are released upon completion of a written transcript request form from the student. Transcripts for higher education will go directly to the educational institution. There will be a \$5 charge for each transcript thereafter. Whenever possible, transcripts will be processed within five school days.

ARTICULATION AGREEMENTS / DUAL CREDIT

Articulation Agreements are in place for several programs. Students that complete one of these programs are eligible to receive credit hours awarded toward an Associate Degree at a local community college. For further details, see your instructor. Students enrolled in the Welding Program may also elect to simultaneously enroll in WVU-P for dual credit (must also meet WVU-P enrollment criteria).

The Respiratory Therapy and Veterinary Technician Programs are Associate Degree Programs.

LICENSURES AND CERTIFICATIONS

Successful completers of certain programs are eligible to take state or national certification tests or licensure examinations. These programs include Air Conditioning/Refrigeration, Automotive Technology, Carpentry, Collision Repair Technology, Cosmetology, Culinary Arts, Electrical Technician, Information Technology, Plumbing, Respiratory Therapy, Surgical Veterinary Technology, and Welding.

FINANCIAL ASSISTANCE

The Pell Grant assistance is available to qualified adult students. Some students are eligible for outside financial aid through HEAPS, WIA, Single Parent, Vocational Rehabilitation, Veterans Administration, Veterans Rehabilitation, and Workers Compensation. To determine if you are eligible for financial assistance ask the Financial Assistance Secretary for a copy of The Student Guide (Financial Aid from the U. S. Department of Education: Grants, Loans, and Work Study).

Students applying for financial aid will not be admitted to class until they have submitted a completed application for Federal Student Aid. Students who are denied financial aid will be notified by a letter from the school. The payment plan is initiated on that date. The first payment is due no later than five school days from the date of the letter.

TRANSFERS

Students who have completed all the requirements of one program and received a certificate may enroll in another program. However, students **cannot** transfer from one program to another without the approval of the principal. If a transferring student is due a refund, the refund will be made following the procedures outlined in the section entitled Refund Policy. Refunds will be applied to the new program.

NATIONAL TECHNICAL HONOR SOCIETY

The Carver Career and Technical Education Center Chapter of the NTHS honors students who have achieved excellence in their technical and academic studies. Each year, eligible students are recognized in an induction ceremony here at school.

Students must meet the following criteria. They must be recommended by their instructors. Our instructors recommend students who show good work habits, attendance and attitudes, as well as achievement in their occupational studies. The students must not have any disciplinary actions in the 1st semester. They must have been enrolled in the same technical field of study at Carver Career and Technical Education Center for at least one semester. They must maintain at least a 3.5 grade point average in their technical studies and a 3.0 overall in their GPA. They must have missed no more than 5 unexcused absences in the first semester. The only excused absences accepted would include a school function with approved documentation and/or a doctor's excuse. Parent excuses will not be accepted.

Students are encouraged to strive to attain this high honor.

STUDENT CLUBS AND ORGANIZATIONS

Technical student organizations are part of the curriculum for every area. They promote employability skills important for job success, such as leadership, cooperation, responsibility, attitude, and initiative.

Skills/USA covers most programs. Carver Career and Technical Education Center's Skills/USA Steering Committee plans monthly meetings, fund-raising activities and the annual competitions. All students (except Plant Systems and Pet Grooming, Information Technology, Respiratory Therapy, Surgical Technology and Veterinary Technology) should belong to Skills/USA. Students pay their dues when they enroll.

All students will attend Skills/USA activities scheduled during the school day. Skills/USA activities are as important to training as classroom activities and attendance.

Plant Systems and Pet Grooming students belong to FFA, Culinary students belong to the American Culinary Federation (ACF), students belong to the state and national chapters of the Association for Health Documentation Integrity (AHDI), Respiratory Therapy students belong to the American Association for Respiratory Therapy (AARC), Allied Health Science students belong to the American Dental Assistant Association (ADAA), Surgical Technology students belong to the Association of Surgical Technologists (AST) and Welding students belong to the Carver Career and Technical Education Center student chapter of the American Welding Society (AWS). Diagnostic Services students belong to HOSA, MCAS/Legal students belong to FBLA, Veterinary Technology students will belong to NAVTA.

STUDENT RECORDS AND RIGHT TO PRIVACY

Records of student grades, competencies, behavior, etc. are made and retained at the Technical Center. These records are open to students over eighteen years of age and to the parents of those students under eighteen. The privacy of these records is assured and information contained in them will not be divulged to unauthorized individuals or agencies.

The collection, maintenance and disclosure of these records will be in accordance with guidelines established by the West Virginia Department of Education. Students who have questions about their records or policy guidelines should see the counselor or principal of the school.

PROCEDURE FOR ACCESS OF STUDENT RECORDS

Privacy of Student Records

Written Consent from students must be given before any record or transcript is released.

All student records/transcripts are maintained in the front office. Current student records are stored in a locked filing cabinet. Previous years student records are maintained in a locked vault, located in the front office.

Access to student records is limited to administration and the office clerk in charge of records/transcripts requested.

Transcript Request Procedure

Students must provide written consent.

1. Request forms are located in the main office and available by: US mail or email.
2. Students pay a nominal fee for each transcript; contact the main office for current charges.
3. The student may pick up the transcript in persons or direct the school to mail it to a specific institution or individual.
4. Respiratory Therapy and Veterinary Technology should request their transcripts from BridgeValley CTC.

PERFECT ATTENDANCE

Perfect attendance is defined as attending Carver Career and Technical Education Center every school day. Carver Career and Technical Education Center teachers may award certificates of Perfect Attendance. When employers contact Carver Career and Technical Education Center about students, they usually ask about their attendance. Perfect attendance looks impressive on your resume.

ATTENDANCE POLICY

It is very difficult for students to make up work they have missed in a vocational/technical program. Good attendance is a key factor in a student's achievement. Good attendance is also a key factor in getting a job. Employers who call us for references always ask first for the attendance record. They know that applicants who have been dependable in school attendance will be dependable in work attendance. You owe it to yourself and to the school to attend regularly.

Students with disabilities or chronic medical conditions that might interfere with their ability to meet the attendance requirements (including arriving late and leaving early) must present to the school, prior to or within 5 days of enrolling, a letter from their physicians stating the following:

1. The disabling or chronic medical condition for which he/she is treating you.
2. A statement that even with treatment you may have difficulty meeting the attendance requirements.
3. A statement estimating the number of days in a 20-day school month that your condition might require you to be absent or tardy.

Students who develop disabling or chronic medical conditions after they have started the program must present the letter from the physician as soon as the condition is diagnosed.

The school administration, along with the program instructor, will then determine whether we can reasonably accommodate the absences. This may vary from program to program depending on the nature and/or sequencing of the instructional program.

In no case will a disability or chronic medical condition be accepted as a basis of appeal of a termination due to excessive absences if the above requirements have not been met.

Individual program handbook/requirements will supersede the policies in this handbook.

ALLOWED ABSENCES

Adult students at Carver Career and Technical Education Center are allowed one-day sick or personal leave for each month of program length. Students enrolled in a 12-month program may be absent no more than 12 days. Students enrolled in 11-month programs may be absent no more than 11 days. Students enrolled in 10-month programs may be absent no more than 10 days. Students enrolled in 6-month programs may be absent no more than 6 days total. Students enrolled in the Cosmetologist program may be absent no more than 17 days total. Students enrolled in the Culinary Program will be allowed 6 days of sick or personal leave per semester. Note: Students enrolled in the Cosmetologist Program must have 1800 clock hours. Some programs have a stricter attendance requirement (Respiratory Therapy, Surgical Technology, and Veterinary Technology.)

Individual program handbook/requirements will supersede the policies in this handbook.

Students receiving advanced standing will be given as many days' absence as there are months remaining to be completed in the program.

A "day" is defined as the number of hours normally spent in class/clinical. If the class is normally in session for six hours, then six hours absent constitute a "day" absent (clinical hours per day vary by program area). Any time a student is not in class/clinical, he/she is considered absent. This includes being tardy, returning late from lunch, or leaving before the end of the class period. **Four tardies or four times leaving early equals one day absent.**

These allowed absences are awarded upon enrollment. It is not necessary to "accumulate" them monthly. However, be careful how you use this leave time, you may need it to care for a sick child or to cover your own illness. These days of absence are your only allowed absences - there is no such thing as an excused absence. Therefore, excuses are not necessary. The absence can be for any reason and the student is not required to give the school a reason.

In all classes, the student must make up seat or theory **work** missed (it is not possible to make up missed lab work and students will be graded accordingly). Teachers will allow students one day for each day absent to complete make up work. For example, if a student has missed two days of class, he/she will have two days after returning to school to complete all make up assignments. Students are not allowed to make up **time** missed by engaging in activities outside the normal curriculum (self-study, library days, etc.).

Students who miss more than their allowed number of days will be terminated. You have the right to appeal to the Principal. Students who are readmitted will be on probation for the remainder of their program and will also be charged a readmission fee (see readmission policy in this handbook).

Cosmetologist students are allowed 17 days of absences. However, Cosmetologist students who enter as high school seniors and return in June after graduation as adult students are subject to the program attendance policy. Students who have missed over 17 days as secondary students will receive a grade and credit for their work if they follow Kanawha County Schools policy, i.e., make up all work missed, etc. However, these students will not be admitted to the adult program in June. The hours these students have earned will be transferable to another school as long as they have met all requirements of the State Board of Barbers and Cosmetologists.

Students who have missed fewer than 17 days as secondary students will have 17 days minus actual days missed for allowable absences the second year. High school seniors who start their program as secondary students and return as a 13th-year adult student should apply for the CARVER CAREER AND TECHNICAL EDUCATION CENTER SCHOLARSHIP.

Individual program handbook/requirements will supersede the policies in this handbook

Students who are on clinical or OJT/APPENTICESHIP assignments will be terminated when the school becomes **aware** they have exceeded their total number of absences.

Students on Medical Leave or students who have appealed and re-entered must attend beyond the scheduled completion date until the minimum hour requirements have been met. The makeup time is set by the instructor. **(The minimum number of hours required vary according to the length of the program and the program's attendance requirements).**

Students are not to leave the school grounds except at scheduled breaks. If you must leave the school at a time other than the scheduled break, you must come to the office to sign out and, if returning before the end of class, to sign back in. Any time out of class other than scheduled breaks will be counted as time absent.

LEAVE OF ABSENCE

Leaves of Absence may be granted for to a student who is otherwise in good academic standing, is within the allowed absence criteria, and is current in school tuition and fee payments. This includes illness of the student or the student's parents, children, spouse, and/or family care responsibilities, and/or other emergency situations. A leave will be granted for no more than 180 calendar days. Requests for a Leave of Absence must be made in writing and approved by a school administrator and the program instructor prior to the beginning of the leave. If the student's instructor feels the student can rejoin the class after the leave and be successful in the class, the instructor will submit the Leave of Absence Request Form to the school administrator. Consideration for a leave will only be given to circumstances requiring three or more days of absence. In the event of an emergency, the school should be notified as soon as possible. For extenuating circumstances, contact the school administration (see the attendance policy).

Students will have to make up all work missed and attend beyond the original graduation date until they have completed the minimum hours required for a certificate. Students whom the instructor cannot expect to re-join successfully or without undue hardship on the instructor can re-enter the program the next time it is offered. In some programs, certain segments or courses are pre-requisites for subsequent courses. If the student has missed a substantial portion of a program or pre-requisite course, they will be re-admitted the next time the program or course is of

If the curriculum for any program or course has changed since the student last attended, the student will have to re-take the entire program or course. If the admission standards for the program have changed, the student must meet the new standards.

On returning from a Leave of Absence, students must present a note from a doctor stating the need for the leave and the first and last dates the need prevented the student from attending school. Students on leave for personal illness or injury must also present a release from a doctor certifying that they are able to resume attendance at school. **A Leave will NOT be approved without proper documentation.**

Any student receiving financial assistance must see the Financial Assistance Secretary for information on how their financial assistance will be affected **prior** to taking Leave of Absence.

Building administrators retain the right to use discretion in accordance with Kanawha County Schools' policies when granting or denying a leave of absence. **A student will not be permitted to request two leaves of absences.**

SCHOOL SCHEDULE

Carver Career and Technical Education Center is part of Kanawha County Schools and follows the Kanawha County Schools calendar. We observe all holidays, school closings due to bad weather conditions, school morning delays because of bad weather, and other scheduled days off as set by the Kanawha County Board of Education. **However, students on OJT/APPENTICESHIP, clinical assignment, or co-op will follow the schedule of their work site-not the school schedule.**

SCHOOLS CLOSED DUE TO INCLEMENT WEATHER AND OTHER EMERGENCIES

It is the policy of this school that days when Kanawha County Schools are closed because of inclement weather or other emergency will count toward the total number of instructional days offered and students will not be counted absent for those days. Some students attend Carver Career and Technical Education Center but live in another county. If schools are closed in their home county, then with proper documentation, those students will not be counted absent. It is the student's responsibility to provide Carver Career and Technical Education Center with the proper documentation (letter from local school board or law enforcement agency) within the same week of the absence.

Students who are scheduled for clinicals, OJT/APPRENTICESHIP, etc. will follow the schedule of the work site for that day and will report to the work site even if the school is closed unless the employer or clinical supervisor advises the student not to report to work.

If Kanawha County Schools converts non-instructional days to instructional days, or if they extend the school year to make up days schools were closed due to inclement weather, adults will attend class on those days.

Students who are receiving financial aid that includes a daily allowance for transportation, child care, and meals will not receive that allowance for those days the school is closed even though the student will not be counted absent.

Students must make up work missed when the school is closed for inclement weather or other emergencies.

COUNSELING SERVICES

The counselor is available to all students whenever they need to discuss a problem with scheduling, a personal problem, etc. Please schedule an appointment for counseling services.

ERC – Education Resource Center

The ERC is located next to the administrative offices. It is accessible by the front entrance hall. The ERC is equipped with a lab of computer. Students wishing to utilize this center should see their instructor to schedule an appointment. This lab of computers and printers **IS NOT for personal use.**

INTERNET USE

All students using the internet will abide by the guidelines set forth in **Policy 2460** which is posted in the ERC or classroom. Internet use will be monitored. Printers in the school are for SCHOOL USE only.

Student use of the internet is for educational study and research. Students are required to use appropriate language which is not offensive to others. Students may not share their login for other to use. Vandalism, either physical or electronic, is not permitted. Viewing or downloading of pornographic or other objectionable material is not permitted. Students using the internet may not download any data to the computer hard drive or network. Inappropriate use of the facilities will terminate student access to the internet. Students must sign an Internet Access form prior to use of the internet.

JOB PLACEMENT SERVICE

Carver Career and Technical Education Center has a Job Placement Office to **assist** students in finding permanent jobs. **Students are not guaranteed employment.** The purpose of the Job Placement office is to **assist**. Students must assume the major responsibility for securing employment. Students are provided employability skills training in all programs. Students may schedule an appointment with the Job Placement Specialist to discuss job search strategies.

What you must do: Make good grades and maintain good attendance; complete the Employability Skills training activities in your classroom; and work as hard in finding a job as you would be working (that is, 8 hours a day).

What we will do: We will maintain contact with local employers, teach you job seeking skills and refer jobs called in. Sometimes an employer will ask for information about a student's attendance and grades. If you don't want this information given to potential employers, you may request in writing that the information **not** be released. However, this action may result in the loss of a job opportunity.

ON - THE - JOB TRAINING and/or APPRENTICESHIP

Students may be placed in on-the-job and/or apprenticeship training assignments while they are still students at Carver Career and Technical Education Center. OJT/APPRENTICESHIPS are a valuable training experience. It gives you an opportunity to polish those technical skills that have been learned in the classroom. **The OJT/APPRENTICESHIP assignment is a school related activity. Attendance is monitored, and you will receive a grade.** The assignment may be either a paid or an unpaid position working under supervision. Here are the OJT/APPRENTICESHIP procedures:

1. You must be in the second half of your training; have an overall C average at Carver Career and Technical Education Center; and you must **not** be on an attendance contract for excessive absences.
2. You must be recommended by your instructor (on an official form) and approved by the Job Placement Specialist.
3. The job must be **directly related** to your program area and 75% of the work tasks must be in your program area. You may not work for a family member's business without approval.
4. You must be current with tuition/fees payments. Adult students will be allowed to go on OJT/APPRENTICESHIP **only** after a tuition payment clearance form has been obtained from the financial assistance secretary. Bring the tuition payment clearance form to the Job Placement Specialist who will then, and only then, write an OJT/APPRENTICESHIP contract.
5. The student **must** sign the training contract and other related documents **prior** to starting the OJT/APPRENTICESHIP. The contract is not valid until all parties have signed, and all documents returned to the Job Placement Specialist.
6. If you are absent from work, you are absent from school. If you must be absent from work, call Carver Career and Technical Education Center (348-1965) and report the absence to the Attendance Clerk.
7. You **may not** change OJT/APPRENTICESHIP assignments without the approval of your instructor and the Job Placement Specialist. A new OJT/APPRENTICESHIP contract will be written.

STUDENT CODE OF BEHAVIOR

Adult students are required to follow the rules described in this publication and in the Kanawha County Schools Code of Conduct. If you have not received a copy of the KCS booklet, please come to the office and ask for one. Keep in mind that the KCS booklet was written primarily for K - 12 students. While the rules are the same for adult students, the consequences of violating those rules may vary. For instance, Carver Career and Technical Education Center does not suspend adult students. For serious violations or for minor violations that persist, including those behaviors that interfere with the orderly operation of the program or school, adult students are subject to immediate termination.

Since Carver Career and Technical Education Center is a school that prepares you for a job, **you are expected to follow the same good behavior habits here as you would on a job.**

TOBACCO

Adult students 18 or older may have tobacco products in their possession but may **not** use tobacco products within the school or on school grounds. Adult students under the age of 18 are forbidden to have tobacco products in their possession anywhere within the school or on school grounds. Students under the age of 18 found with tobacco products in their possession will be subject to the normal school discipline procedures. **This includes e-cigarettes, vapor cigarettes, or any other form.**

DRUGS AND ALCOHOL

All programs will be subject to drug testing. See Drug Screen Form on page 38

Here are our rules, regulations, and policies relating to the use of or possession of illegal drugs or alcohol:

1. Specifically, everyone present in this school is prohibited from the unlawful possession, use or distribution of illegal drugs and alcohol while on school property or while attending a school activity.

2. It has been shown that the use of illegal drugs and/or alcohol abuse is a detriment to one's health and is a threat to the safety of others. Health threats are severe, and drug/alcohol abuse can lead to serious physical or emotional injury or may even lead to death.
3. It is the clear intent of this school to impose penalties upon anyone found in violation of drug/alcohol abuse policies. Any student violating these policies will be terminated from his/her program and will be referred to the appropriate law enforcement agencies for prosecution. Students receiving Title IV and/or government agencies will be notified of the student's termination and of his/her violation of drug/alcohol abuse policies.

KANAWHA COUNTY BOARD OF EDUCATION POLICY Student Behavior Series: J25 Reference:
 W.Va. Code §18A-5-1 et seq.; 126 CSR 96; Title IX of the Educational Amendments of 1972; West Virginia Board of Education Policy 4373 Issued: 04.20.1989 Revised: 06.17.2004; 04.21.2005; 06.16.2011; 05.17.2012; 09.10.2012 Revision Number: 16

25.01. Scope. -- This rule sets the requirements for the conduct of students in Kanawha County Schools in order to assure a nurturing, orderly, safe, drug free, violence- and harassment-free learning environment that supports student academic achievement and personal-social development. This Policy replaces the Student Behavior Policy adopted on June 16, 2011.

25.02. Authority. -- W.Va. Constitution, Article XII, §2, and W.Va. Code §§16-9A-4, 16-9A-9, 17A-1-1, 18-2-5, 18-2-5a, 18-2-7b, 18-2-9, 18-2C-1 et seq., 18-2-33, 18-51, 18-5-13, 18-16-1, 18A-1-1, 18A-5-1, 18A-5-1a, 60A-1-101, 61-2-15, 61-7-2, 617-11a, 60A-7-11a; and West Virginia Board of Education Policy 4373.

25.03. Purpose. The Kanawha County Board of Education recognizes the need for students, teachers, administrators, and other school personnel to have a nurturing, orderly, safe, and stimulating educational environment. The purpose of these regulations is to provide Kanawha County Schools with a policy of student conduct that will ensure an orderly and safe environment that is conducive to learning. These regulations also require that Kanawha County Schools respond promptly and consistently to incidents of harassment, intimidation, bullying, substance abuse and/or violence or other Student Code of Conduct violations in a manner that effectively deters future incidents and affirms respect for individuals. Any form of harassment, intimidation, bullying, substance abuse, violence, or other policy violation is unacceptable in Kanawha County Schools.

25.04. Student Code of Conduct.

25.04.1. All students enrolled in Kanawha County Schools shall behave in a manner that promotes a school environment that is nurturing, orderly, safe and conducive to learning and personal-social development.

25.04.2. Students will help create an atmosphere free from bullying, intimidation and harassment.

25.04.3. Students will demonstrate honesty and trustworthiness.

25.04.4. Students will treat others with respect, deal peacefully with anger, use good manners and be considerate of the feelings of others.

25.04.5. Students will demonstrate responsibility, use self-control and be self-disciplined.

25.04.6. Students will demonstrate fairness, abide by the rules, and will not take advantage of others.

25.04.7. Students will demonstrate compassion and caring.

25.04.8. Students will demonstrate good citizenship by obeying laws and rules, respecting authority, and by cooperating with others.

25.04.9. The Right to a Thorough and Efficient Education. All students, regardless of race, religion, national origin, language, gender, disability, marital status, parenthood, or pregnancy have the right to an equal education opportunity. Students are required by law to attend school regularly until their seventeenth birthday; as long as they continue to be enrolled as a student after their seventeenth birthday; or until their graduation. A student who has not graduated may attend school until they are twenty-one.

Public schooling is tuition-free for all students. School systems, however, may charge tuition for summer school and before/after-school programs, if offered, provided that any student whose parents, in the judgment of the board, are unable to pay such tuition, may attend at a reduced charge or without charge except for post-secondary, community education, or adult preparatory programs.

Whatever school supplies are deemed necessary to accomplish the goals of a school system and are an integral and fundamental part of elementary and secondary education must be provided free of charge to all students, such as textbooks, paper, writing implements and computers if their use is part of the curriculum. Students may be required to purchase their own equipment, such as instruments and costumes, for performance-based classes, such as band, orchestra, choir, dance and theatre. However, students shall not be denied participation in a class because their parents/guardians cannot afford to do so. Schools have contingency plans to accommodate students and families who do not have the financial means to make these purchases.

25.04.10. Student Inquiry and Expression. Schools may not conduct, sponsor or endorse religious activities during school time. Individual students have the right to practice their own religion in a manner that does not interfere with the orderly conduct of classes and may form student groups with a religious focus that meet after school. Students have the right to be absent from school, on a reasonable basis, for religious instruction and/or for participation in religious activities. An opportunity must be provided for students to make up any work missed; however, it is the student's responsibility to make up such work pursuant to the rules established by the school or county.

Students are entitled to exercise appropriate speech while at school. Freedom of speech includes forms of expression other than vocal, provided this activity does not materially and substantially disrupt the work and discipline of the school or impinge upon the rights of other students. Schools may limit vulgar or offensive speech inconsistent with the school's responsibility for teaching students the boundaries of socially appropriate behavior. Students' off campus conduct that might reasonably be expected to cause disruption in the school may be prohibited or disciplined. This includes blogs and social media postings created for the purpose of inviting others to indulge in disruptive and hateful conduct towards a student or staff member.

Students have the right not to be compelled to participate in certain types of speech, such as reciting the Pledge of Allegiance. Students who choose not to participate in these ceremonies have the responsibility to respect the rights of those who do participate and must remain respectfully silent.

School sponsored student publications that are a part of the curriculum are subject to teacher editorial, control and therefore student speech may be regulated in a manner reasonably related to educational purposes.

25.04.11. Non-curriculum Related Student Groups. When high schools allow one or more student groups whose purpose is not directly related to any class taught at the school to meet at the school, this is referred to as a limited open forum. If a school is a limited open forum for any purpose, the school must allow religious, political, and/or philosophical group meetings as long as the meetings are voluntary, monitored by the school, and do not interfere with the conduct of school activities.

25.04.12. Extra-Curricular Activities. Students must meet all state and local attendance requirements and maintain a 2.0 grade point average in order to participate in non-academic extra-curricular activities (e.g. interscholastic athletics such as football, basketball, track or wrestling; cheerleading; student government; class officers in grades 6-12). Eligibility is determined for each semester by a student's grade point average for the previous semester. Those students participating in a GED program whose grade point average for the last semester before entering into the program was below 2.0 grade point average may become eligible if they achieve a 2.0 average or better the mid-point of the second semester (the nine-week point) in the same manner as students enrolled in the regular curriculum as outlined in WVBE Policy 2436.10.

Fees may be required to help support the cost of extra-curricular activities; however, the fees should be kept to a minimum in order to further equal opportunity for participation regardless of economic status. If fees are to be paid by a student who cannot afford those fees, school officials shall develop options that will allow the student to participate.

25.04.13. Privacy. Students have certain privacy rights regarding school records. To ensure this privacy, WVBE Policy 4350 – Collection, Maintenance and Disclosure of Student Data provides regulations for schools to follow regarding school records. Parent(s)/guardian(s) of students under eighteen years of age are entitled by law to inspect and review their child's school records. This right applies to both custodial and non-custodial parents. Students have these same rights if they are eighteen years of age or older. A guidance counselor or other school official may be needed to assist in interpreting the information in a student's permanent record file, but their assistance is not required.

If a student or parent/guardian believes that information contained in an education record is inaccurate or misleading or violates the student's privacy or other rights, the student or parent/guardian may request that the records be amended. If the school does not amend the records, a hearing may be requested to challenge the content of the records.

Except in certain instances, school officials may not release information from a student's records without the consent of a parent or guardian, or student if the student is eighteen years of age or older. For example, confidential medical information cannot be released without the consent of the parents or guardians or eligible students' specific written consent. However, under certain conditions, authorized persons or agencies may receive information without consent. For example, if school officials are served with a valid subpoena for student information, the parents or guardians must be provided notice prior to compliance with the subpoena in order that they may voice any objections in the venue that issued the subpoena.

Directory information may be released without seeking prior consent of the parents or guardians unless they refuse to waive consent at the beginning of each school year after receiving notification by the school of their statutory rights under the law.

25.04.14. Protection from Unreasonable Searches and Seizures and Self-incrimination. Federal and state constitutions and statutes provide protection for all citizens from unreasonable searches and seizures. Although school personnel have more latitude than police officers in this regard, because they do not need search warrants, search and seizures of lockers or students by school officials must still be reasonable, based upon the information known by them at the time of the search. Personal property may be searched by those authorized where there is "reasonable suspicion" to believe that student property contains stolen articles, illegal items or other contraband as defined by law or by local board or school policy.

Students also have a right under federal and state constitutions not to incriminate themselves about a crime when questioned on school grounds by an individual acting in the capacity of a law enforcement official. They are entitled to be informed of their right against self-incrimination if they are in a custodial setting, in other words, they are not at liberty to terminate the interrogation and leave. If a student is under 18 years of age, prior to permitting a student to be questioned by any law enforcement officer, other than a PRO, school personnel shall contact the student's parent/guardian and receive permission for the student to be questioned. Students do not have a constitutional right against self-incrimination when being questioned by school officials or PRO Officers acting under the supervision of school officials who are investigating school related misconduct.

25.04.15. Child Abuse Prevention. Students have the right to grow up without being physically or sexually abused at school, in the home or the community. W.Va Code §49-6A-2 requires teachers, counselors, nurses, or other professionals who suspect that a student is being abused to report the circumstances to the West Virginia Department of Health and Human Resources. Victims of abuse may seek the advice or assistance of a teacher, counselor, nurse, or other school professional. The school professional will assist students in getting needed help to prevent the abuse from recurring.

25.05. Application.

25.05.1. All students shall be subject to the provisions of a code of conduct in the following circumstances:

25.05.1.1. While on property owned by Kanawha County Schools.

25.05.1.2. During time periods when a student is scheduled to attend school or other activities conducted under the auspices of Kanawha County Schools, regardless of whether a student is in actual attendance.

25.05.1.3. During any extracurricular activity or trip conducted under the auspices of Kanawha County Schools in which a student elects to participate.

25.05.1.4. While a student is in transit to or from school or an extracurricular activity, including transit on a school bus.

25.05.1.5. Offenses against employees of Kanawha County Schools, regardless of time or place.

25.05.1.6. Bomb threats involving Kanawha County Schools' property, regardless of time or place.

25.05.1.7. The consumption of alcoholic beverages or Substances, as defined herein, in any amount, prior to school or any school related activity, regardless of place.

25.05.1.8. While the student is at any school-sponsored activity or event, whether or not it is held on school premises, in a building or other property used or operated by the board of education, RESA or state department of education, or in another facility being used by any of those agencies.

25.05.2. Students who do not behave in a manner that promotes a nurturing, orderly, safe environment conducive to learning will be subject to the Levels of Response to Violations as outlined in Section 25.07 hereof.

25.05.3. This policy does not supersede any rights granted to special education students by Federal or State law or other West Virginia Board of Education policy.

25.05.4. While this policy deals primarily with student behaviors, consequences for the inappropriate behaviors of staff and/or public guests will be addressed through personnel procedures (for staff) and removal from school premises (for public guests).

25.06. Planning. To ensure understanding of the student code of conduct policy, Kanawha County Schools will develop and implement training at each grade level K-5, 6-8, and 9-12.

25.06.1. Discussions in classrooms and at grade level large group meetings will be held at the beginning of the school year to raise the awareness of the different types of Student of Conduct violations and how they are manifested, their devastating emotional and educational consequences, and their potential consequences.

25.06.2. Each student will sign an acknowledgement verifying participation in the Code of Conduct training.

25.06.3. New students enrolled in the county will be provided with the Code of Conduct information as part of the school's orientation. A copy of the policy will be sent home with each new student.

25.06.4. At the beginning of the school year the county's Code of Conduct will be printed in booklet form and distributed to homes in the county's newspapers and schools will send a copy home with each student.

25.06.5. Parents of students in grades K-5 and parents of students who are entering middle school or high school for the first time will be asked to sign an acknowledgement verifying receipt of the county's Code of Conduct. The acknowledgements will be returned to school and kept in the administrative office (either principal's, assistant principals, or counselor's).

25.06.6. Multicultural educational programs will be developed and implemented for staff, faculty, and students in grades K-12 to foster an attitude of understanding and acceptance of all individuals.

25.06.7. Each local school administration shall be responsible to implement provisions of this policy with specific regard to education, communication and enforcement provisions.

25.06.8. Each school shall develop clear procedures for identification, intervention and referral of students with behavioral and substance abuse issues.

25.06.9. No school or board of education property or school or county publication may be used for the advertisement of any tobacco or alcohol product. In accordance with WVBE Policy 4321.1 - Standards for School Nutrition, each school should minimize marketing other foods and beverages in the high school setting by locating their distribution in low student traffic areas and by ensuring that the exterior of vending machines does not depict commercial logos of products or suggest that the consumption of vended items conveys a health or social benefit.

25.06.10. Groups using school facilities shall sign agreements with the county board of education agreeing to comply with the environmental safeguards set forth in this policy.

25.06.11. Students, parents and spectators will be informed by public address systems that this policy remains in force on evenings, weekends and any other time that school is not in session.

25.06.12. Partnership Development: Kanawha County Schools are encouraged to establish county agency and organization partnerships with the purpose of providing the county's schools with additional supports and resources to shape behaviors in safe and supportive schools. These partnerships may be both formal and informal.

At the district level, formal partnerships with community service agencies (i.e. law enforcement, behavioral healthcare providers) will be essential to successful implementation of this policy. Specific attention should be given to the development of formal agreements and protocols that ensure coordination between agencies and high quality service delivery to students and their families. At the district level, memoranda of understanding and/or contracts are necessary whenever partner organization representatives interact with students on school property, during the school day or on behalf of the school system. These formal agreements should clearly articulate the types of student interaction that may occur, the roles and responsibilities of all parties involved, procedural operations and resource sharing (i.e. funding, space, staff, data).

At the district level, informal partnerships may be short or long-term commitments that may or may not require written agreements. These partnerships usually involve collaborative groups that form around common mission and goals (i.e., anti-drug coalitions, tobacco control coalitions) to coordinate events, initiatives, resource development/dissemination, service delivery, local partnership development and/or professional development. They do not require formal agency agreements.

25.06.13. LSIC Discipline Reports. Each LSIC shall develop and deliver a report (adhering to all applicable student privacy regulations) to the county superintendent (council on productive and safe schools) that includes:

- Guidelines for the instruction and delivery of interventions for students who have been excluded from the classroom, suspended from the school or expelled from the school. The guidelines shall include descriptions/recommendations for in-school programs with alternative settings and/or schedules, a system to provide effective communication and coordination between school and local emergency services agencies, preventive discipline strategies and student involvement strategies.
- Findings from an examination of school discipline procedures including disciplinary measures used at the school along with a documented assessment of fairness and consistency of disciplinary actions.
- The superintendent (or designee) shall respond to the LSIC in writing within 10 days of receiving the report
- The county board shall retain and file all such correspondence for public review.

25.06.14. School Access Safety Plans. Kanawha County Schools shall submit to the School Building Authority (SBA) a school access safety plan or annual plan update that addresses the school access safety needs of each school facility in the county. The safety plan shall include at least the following:

25.06.14.1. A prescribed countywide inventory of each school facility's means of ingress to and egress from the school for students, school employees, parents, visitors and emergency personnel;

25.06.14.2. The recommendations and guidelines developed by the Countywide Council on Productive and Safe Schools together with the county board's assessment of the recommendations and guidelines;

25.06.14.3. Recommendations for effective communication and coordination between school facilities, local law-enforcement agencies and local emergency services agencies in the county;

25.06.14.4. An assessment of the current status of crime committed on school campuses and at school-related functions;

25.06.14.5. A projected school access safety repair and renovation schedule for all school facilities in the county;

25.06.14.6. A prioritized list of all projects contained in the plan, including the projected cost of each project;

25.06.14.7. A description of how the plan addresses the school access safety goals and guidelines established by the SBA and how each project furthers the county board's safety plan, facilities plan and school major improvement plan;

25.06.14.8. Notation of the funds available for allocation and disbursement to the county board from the School Access Safety Fund;

25.06.14.9. A description of any source of local funds that the county board intends to contribute to the safety projects, or an approved financial hardship waiver, to satisfy the local contribution requirements; and

25.06.14.10. Any other element considered appropriate by the SBA or required by other regulations.

25.06.15. School Crisis Plans. Each school shall create a comprehensive crisis response plan with necessary safeguards to protect information contained in each response plan that may be considered protected critical infrastructure information, law enforcement sensitive information or for official use only. The crisis response plans must be developed under the following requirements:

25.06.15.1. each school shall form a crisis response planning team consisting of the principal, two teachers, one service person and two parents of children attending the school. The crisis response planning team may include one member of the county board, a school counselor, a member from local law enforcement authorities, the local county emergency services director and one student in grade ten or higher if the school has those grades;

25.06.15.2. each school, through the school's crisis response planning team, shall develop a school specific crisis response plan using the state/county template and with consultation from local social services agencies, local first response agencies including police, fire, emergency medical services (EMS), emergency management and any other local entities that the school's crisis response planning team determines should be consulted;

25.06.15.3. each school's specific crisis response plan shall be in place and filed with the county board and included in a secure electronic system identified by the Division of Homeland Security and Emergency Management no later than August 1, 2013, or soon after completion by the school, whichever occurs

first;

25.06.15.4. each school's crisis response planning team shall annually review its crisis response plan and shall update the plan according to procedures developed by the state no later than August 1 of each year after 2013;

25.06.15.5. each school shall make a redacted copy of its school crisis response plan available, upon request, for inspection by the public with any information removed that is necessary for compliance with the necessary safeguards developed by the state. Starting with the 2013-2014 school year, each school shall annually send notice home to all parents and guardians of students at the school alerting the parents and guardians to the existence of the crisis response plan and the ability to review a redacted copy at the offices of the county board;

25.06.15.6. each school crisis plan shall include at least the following:

- the school employee in charge during a crisis and a designated substitute;
- a communication plan to be used during a crisis;
- protocols for responding to immediate physical harm of students, faculty or staff and to traumatic events, including the period after the events have concluded;
- disaster and emergency procedures to respond to earthquakes, fire, flood, other natural disasters, explosions or other events or conditions in which death or serious injury is likely;
- crisis procedures for safe entrance to and exit from the school by students, parents, and employees, including an evacuation and lock down plan; and
- policies for enforcing school discipline and maintaining a safe and orderly environment during the crisis.

25.07. Violations of the Student Code of Conduct.

25.07.1. This policy classifies student violations of the Student Code of Conduct in four levels. W.Va. Code requires that the principal suspend a student who commits a violation classified as a Level IV in this policy. Level III and IV violations are to be referred directly to the appropriate administrator because of the serious and/or unlawful nature of the misconduct. All violations of this policy shall be reported to the principal of the school or his or her designee (assistant principal). Upon receipt of the student discipline report and after such investigation and due process as may be required under the circumstances, the principal or his or her designee will determine the level of violation and the school's response. The principal or designee shall promptly enter the required disciplinary data into the West Virginia Education Information System (WVEIS) in order to file the required information with the West Virginia Department of Education of all substantiated reports of all violations of the Student Code of Conduct

25.07.1.1. Level I Violations – Minimally Disruptive Behaviors – disrupt the educational process and the orderly operations of the school but do not post a direct danger to self or others.

25.07.1.1.1. Cell Phones and other electronic communication devices. The use of cell phone, pagers, "beepers", PDAs or similar electronic communication devices are not permitted during school from the beginning of the first instructional period through the end of the last instructional period. This includes between class periods, as well as on school-sponsored trips and "behind-the-wheel" driver education classes. "Using" refers to, not only the making and/or receiving of calls, but also using the device for any other purpose. Subject to appropriate school regulation, electronic communication devices may be used during lunch time. During the instructional day, electronic communication devices may be used, with administrative permission, for emergencies only. The use of electronic communication devices while on school buses is strictly prohibited unless an emergency situation arises and students have permission from the bus driver. Electronic communication devices may be used if such devices are not capable of being used to communicate with any other device.

This prohibition is not intended to prohibit students from using electronic communication devices for curricular purposes under the direction and supervision of a teacher.

25.07.1.1.1.1. Electronic communication devices are to remain turned off during the times that students are not permitted to use the phones.

25.07.1.1.1.2. Electronic communication devices will not be used to take photographs or videos during the school day. Also, electronic communication devices will not be used to take photographs or videos of any type in the restrooms, locker rooms or other private areas at any time, or at any other time that causes a disruption at school.

25.07.1.1.1.3. Each school shall establish reasonable rules for the use of electronic communication devices by students participating in extracurricular activities and athletics. Such rules shall be provided to the students at the beginning of the school year.

25.07.1.1.1.4. Kanawha County Schools shall not be responsible for lost, damaged or stolen cell phones or other electronic communication devices.

25.07.1.1.1.5. Any use of electronic devices during the instructional school day, in violation of this policy, without permission of a teacher for curricular purposes or the administrative staff shall be considered a disciplinary violation. In addition to the penalties otherwise imposed by this policy the following penalties apply to electronic communication device misuse.

25.07.1.1.1.5.1. The first electronic device infraction shall result in the confiscation of the device. Once the device is confiscated it will only be returned to a parent or guardian after a conference.

- 25.07.1.1.1.5.2. The second infraction shall result in confiscation of the device, a parent or guardian conference, and termination of the right to carry an electronic communication device for the rest of the school year.
- 25.07.1.1.1.5.3. Any third or subsequent violation of this policy may also, at the principal's discretion, result in additional disciplinary action for habitual or willful disobedience of school rules in accordance with the provisions of this policy.
- 25.07.1.1.1.5.4. Any student who uses a cell phone, other technological or electronic device for any illegal purpose or to violate any Kanawha County Schools policy will be prohibited from having an electronic communication device at school.
- 25.07.1.1.2. Cheating/Academic Misconduct. A student will not plagiarize or copy the work of others or break rules to gain advantage in a competitive situation. A student will not cheat, gain unauthorized access to, or tamper with educational materials, including, without limitation, cheating through the use of a technological or electronic device. The response to violations under this section may include academic sanctions in addition to other discipline. The academic sanctions may be used to deny credit for the work resulting from cheating; however, previously earned grades or credits may not be reduced.
- 25.07.1.1.3. Deceit. A student will not deliberately conceal or misrepresent the truth, deceive another or cause another to be deceived by false or misleading statements.
- 25.07.1.1.4. Disruptive/Disrespectful Conduct. A student will not exhibit behavior that violates classroom/school rules, results in distraction and obstruction of the educational process or that is discourteous, impolite, bad mannered and/or rude. Behavior is considered disruptive and/or disrespectful if a teacher is prevented from starting an activity or lesson, or has to stop instruction to address the disruption.
- 25.07.1.1.5. Failure to Serve Detention. A student will not fail to serve an assigned detention of which students and/or parents/guardian have been notified. Any third or subsequent failure to serve a detention may also, at the principal's discretion, result in additional disciplinary action for habitual or willful disobedience of school rules in accordance with the provisions of this policy.
- 25.07.1.1.6. Falsifying Identity. A student will not use another person's identification or give false identification to any school official with intent to deceive school personnel or falsely obtain money or property.
- 25.07.1.1.7. Inappropriate Appearance. 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. See Kanawha County Board of Education Policy Series J36, "Student Dress Policy."
- 25.07.1.1.8. Inappropriate Displays of Affection. Students will not engage in inappropriate displays of affection, such as kissing or embraces of an intimate nature.
- 25.07.1.1.9. Inappropriate Language. A student will not orally, in writing, electronically, or with photographs or drawings, use profanity in general context (not directed toward any individual or group).
- 25.07.1.1.10. Possession of Inappropriate Personal Property. A student will not possess personal property that is prohibited by school rules or that is disruptive to teaching and learning.
- 25.07.1.1.11. Skipping Classes. In accordance with WVBE Policy 4110 - Attendance, a student will not fail to report to the school's assigned class or activity without prior permission, knowledge or excuse by the school or by the parent/guardian. West Virginia Code §18A-5-1 (d) prohibits the use of suspension solely for not attending class.
- 25.07.1.1.12. Tardiness. A student will not fail to be in his/her place of instruction at the assigned time without a valid excuse. West Virginia Code §18A-5-1 (d) prohibits the use of suspension solely for not attending class.
- 25.07.1.1.13. Vehicle Parking Violation. A student will not engage in improper parking of a motor vehicle on school property.
- 25.07.1.2. School Responses to Level I Violations.
- 25.07.1.2.1. School administrators and staff may use appropriate intervention strategies including, but not limited to, staff and student/parent conferences, auxiliary staff intervention and counseling programs, student programs for conflict resolution and peer mediation, and programs for anger management and violence prevention.
- 25.07.1.2.2. Any of the following intervention strategies and disciplinary actions may be used as appropriate in response to the violation:
- 25.07.1.2.2.1. Interventions:
- 25.07.1.2.2.1.1. Administrator/student conference or reprimand
- 25.07.1.2.2.1.2. Administrator and teacher-parent/guardian conference
- 25.07.1.2.2.1.3. Referrals and conference to support staff or agencies for counseling or other therapeutic services
- 25.07.1.2.2.1.4. Daily/weekly progress reports
- 25.07.1.2.2.1.5. Behavioral contracts. Behavior contracts must be developed for the particular student, identifying the offending conduct and specifically addressing the desired outcome.
- 25.07.1.2.2.1.6. Change in the student's class schedule
- 25.07.1.2.2.1.7. School service assignment
- 25.07.1.2.2.2. Disciplinary Actions:
- 25.07.1.2.2.2.1. Confiscation of inappropriate item
- 25.07.1.2.2.2.2. Revocation of privileges
- 25.07.1.2.2.2.3. Restitution/restoration
- 25.07.1.2.2.2.4. Before and/or after-school detention. Periods of detention shall not exceed 30 minutes per school day for elementary students or 60 minutes per school day for secondary students. If a student is to be detained beyond the normal school day, the parent or parents or custodial guardian shall be notified in advance. Students shall not be required to miss bus transportation. Detention shall not be imposed in a manner that deprives a student of lunch.
- 25.07.1.2.2.2.5. Denial of participation in class and/or school activities, such as field trips, prom, graduation ceremonies, etc.
- 25.07.1.2.2.2.6. Immediate exclusion by teacher from the classroom with a recommended duration of one period/subject of the school day for the first exclusion (see West Virginia Code §18A-5-1)
- 25.07.1.2.2.2.7. Voluntary Weekend detention or Saturday school, in lieu of out of-school suspension
- 25.07.1.2.2.2.8. In-school suspension. In the event a student is given in-school suspension, such student shall not be permitted to participate in extracurricular activities, including, without limitation, athletic events, on any day which the student is assigned in-school suspension. This also includes weekends if the in-school suspension continues from Friday to Monday.

25.07.1.2.2.2.9. Out-of-school suspension for a maximum of three days.

25.07.1.2.2.2.10. Law enforcement notification

25.07.1.3. Level II Violations. Disruptive and Potentially Harmful Behaviors – disrupt the educational process and/or pose potential harm or danger to self or others. The behavior is committed willfully but not in a manner that is intended maliciously to cause harm or danger to self and/or others.

25.07.1.3.1. Gang Related Activity. A student will not, by use of violence, force, coercion, threat of violence or gang activity, cause disruption or obstruction to the educational process. Gangs are defined as organized groups of students and/or adults who engage in activities that threaten the safety of the general populace, compromise the general community order, and/or interfere with the school district’s educational mission. Gang activity includes:

- Wearing or displaying any clothing, jewelry, colors, or insignia that intentionally identifies the student as a member of a gang, or otherwise symbolizes support of a gang.
- Using any word, phrase, written symbol or gesture that intentionally identifies a student as a member of gang, or otherwise symbolizes support of a gang.
- Gathering of two or more persons for purposes of engaging in activities or discussions promoting gangs. □ Recruiting student(s) for gangs.

25.07.1.3.2. Habitual Violation of School Rules or Policies. A student will not habitually violate school rules or policies. As used herein, habitual violation means three or more violations of school rules or policies within the same school year, which have resulted in the student being suspended for ten or more days cumulatively, and which have been documented to the student and the parent/guardian.

25.07.1.3.3. Insubordination. A student will not ignore or refuse to comply with directions or instructions given by school authorities. Refusing to open a book, complete an assignment, work with another student, work in a group, take a test or do any other class- or school-related activity not listed herein, refusing to leave a hallway when requested by a school staff member, or running away from school staff when told to stop, all constitute insubordination/unruly conduct.

25.07.1.3.4. Leaving School Without Permission. A student will not leave the school building, campus of school activity for which the student is enrolled without permission from authorized school personnel.

25.07.1.3.5. Physical Fight without Injury. A student will not engage in a physical altercation using blows in an attempt to harm or overpower another person or persons.

25.07.1.3.6. Possession of Imitation Weapon. A student will not possess any object fashioned to imitate or look like a weapon, or any item which by virtue of its shape or design gives the appearance of any deadly weapon (e.g., fake or toy knives or guns, fake bombs, fireworks fuse, explosive devices, detonators, etc.).

25.07.1.3.7. Possession of Knife not meeting Dangerous Weapon Definition. A student will not possess a knife or knife-like implement under 3½ inches in length. West Virginia Code §61-7-2 clarifies that a pocket knife with a blade 3½ inches or less in length, a hunting or fishing knife carried for sports or other recreational uses, or a knife designed for use as a tool or household implement shall not be included within the term "knife" as defined as a deadly weapon unless such knife is knowingly used or intended to be used to produce serious bodily injury or death.

25.07.1.3.8. Profane Language/Obscene Gesture/Indecent Act Toward an Employee or Student. A student will not direct profane language, obscene gestures or indecent acts towards a school employee or a fellow student. This inappropriate behavior includes but is not limited to, verbal, written, electronic and/or illustrative communications intended to offend and/or humiliate.

25.07.1.3.9. Technology Misuse. A student will not violate the terms of WVBE Policy 2460, Safety and Acceptable Use of the Internet by Students and Educators or Kanawha County Schools **Administrative Regulation J33A** “Student Telecommunications Network Access.”

25.07.1.4. School Responses to Level II Violations.

25.07.1.4.1. I Intervention strategies may include, but are not limited to, the following intervention strategies and disciplinary actions:

25.07.1.4.1.1. Interventions:

25.07.1.4.1.1.1. Administrator/student conference or reprimand

25.07.1.4.1.1.2. Administrator and teacher-parent/guardian conference

25.07.1.4.1.1.3. Referrals and conference to support staff or agencies for counseling or other therapeutic services

25.07.1.4.1.1.4. Daily/weekly progress reports

25.07.1.4.1.1.5. Behavioral contracts. Behavior contracts must be developed for the particular student, identifying the offending conduct and specifically addressing the desired outcome.

25.07.1.4.1.1.6. Change in the student's class schedule

25.07.1.4.1.1.7. School service assignment

25.07.1.4.1.2. Disciplinary Actions:

25.07.1.4.1.2.1. Confiscation of inappropriate item

25.07.1.4.1.2.2. Revocation of Privileges

25.07.1.4.1.2.3. Restitution/restoration

25.07.1.4.1.2.4. Before and/or after-school detention. Periods of detention shall not exceed 30 minutes per school day for elementary students or 60 minutes per school day for secondary students. If a student is to be detained beyond the normal school day, the parent or parents or custodial guardian shall be notified in advance. Students shall not be required to miss bus transportation. Detention shall not be imposed in a manner that deprives a student of lunch.

25.07.1.4.1.2.5. Denial of participation in class and/or school activities, such as field trips, prom, graduation ceremonies, etc.

25.07.1.4.1.2.6. Immediate exclusion by teacher from the classroom with a recommended duration of one period/subject of the school day for the first exclusion (see West Virginia Code §18A-5-1)

25.07.1.4.1.2.7. Voluntary weekend detention or Saturday school, in lieu of out of –school suspension

25.07.1.4.1.2.8. In-school suspension. In the event a student is given in-school suspension, such student shall not be permitted to participate in extracurricular activities, including, without limitation, athletic events, on any day which the student is assigned in-school suspension. This also includes weekends if the in-school suspension continues from Friday to Monday.

25.07.1.4.1.2.9. Out-of-School Suspension with a recommended maximum of five (5) days.

25.07.1.4.1.2.10. Recommended placement in an Alternative Education program.

25.07.1.4.1.2.11. Expulsion.

25.07.1.4.1.2.12. Law enforcement notification.

25.07.1.5. Level III Violations. Imminently Dangerous, Illegal and/or Aggressive Behaviors – are willfully committed and are known to be illegal and/or harmful to people or property. Violations in the Level III category shall be reported immediately to the principal of the school in which the student is enrolled. The principal will address the violation following the procedures outlined in W.Va. Code §18A-5-1a, subsections (b) through (h).

25.07.1.5.1. Battery against a Student. A student will not unlawfully and intentionally injure another student.

25.07.1.5.2. Defacing school property/Vandalism. A student will not willfully cause defacement of or damage to property of the school or others. Actions such as writing in school textbooks or library books, writing on desks or walls, carving into woodwork, desks, or tables, and spray painting surfaces are acts of defacement. Examples of damage to school property include, but are not limited to, ruining bulletin boards, intentionally clogging the plumbing system, breaking light bulbs or fixtures, and damaging school equipment to the point where repair is necessary.

False Fire Alarm. A student will not knowingly and willingly set off a fire alarm without cause.

25.07.1.5.3. Fraud/Forgery. A student will not deceive another or cause another to be deceived by false or misleading information or sign the name of another person in order to obtain anything of value or defraud authorities.

25.07.1.5.4. Gambling. A student will not engage in any game of chance or contest wherein money or other items of monetary value are awarded to the winner, except for those games and contests authorized as official school functions.

25.07.1.5.5. Hazing. A student will not haze or conspire to engage in the hazing of another person. "Hazing" means to cause any action or situation which recklessly or intentionally endangers the mental or physical health or safety of another person or persons to destroy or remove public or private property for the purpose of initiation or admission into or affiliation with, or as a condition for continued membership in, any activity or organization, including both co-curricular and extra-curricular activities.

25.07.1.5.6. Improper or Negligent Operation of a Motor Vehicle. A student will not intentionally or recklessly operate a motor vehicle, on the grounds of any educational facility, parking lot, or at any school-sponsored activity, so as to endanger the safety, health or welfare of others.

25.07.1.5.7. Larceny. A student will not, without permission, take another person's property nor have another person's property in his or her possession. Property valued at \$1,000 or more will increase this behavior to a Level 4 because it is considered a felony in accordance with West Virginia Code §61-3-13.

25.07.1.5.8. Sexting. A student will not produce or share sexually explicit photos, videos, e-mail, text or chat by cell phone or other electronic device. This may include activity occurring outside of normal school times and locations if such activity has the effect of disrupting the educational process in the school.

25.07.1.5.9. Sexual Misconduct. A student will not publicly and indecently expose themselves, display or transmit any drawing or photograph of a sexual nature, or commit an indecent act of a sexual nature on school property, on a school bus or at a school sponsored event.

25.07.1.5.10. Threat of Injury/Assault Against an Employee or Student. A student will not threaten (verbal or written) or attempt to injure another student, teacher, administrator or other school personnel. This includes posting material on the internet or social networking sites, i.e., Facebook, MySpace, etc., which has the effect of disrupting the educational process in the school or causes embarrassment, discomfort, or a reluctance to participate in school activities. [This includes assault on a school employee defined in West Virginia Code §61-2-15].

25.07.1.5.11. Trespassing. A student will not enter upon the premises of the county school system property without authorization from proper school authorities.

25.07.1.5.12. Harassment/Bullying/Intimidation. A student will not bully/intimidate/harass another student. According to West Virginia Code §18-2C-2, "harassment, intimidation or bullying" means any intentional gesture, or any intentional electronic, written, verbal or physical act, communication, transmission or threat that: 1) a reasonable person under the circumstances should know will have the effect of harming a student, damaging a student's property, placing a student in reasonable fear of harm to his or her person, and/or placing a student in reasonable fear of damage to his or her property; 2) is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or emotionally abusive educational environment for a student; or 3) disrupts or interferes with the orderly operation of the school.

An electronic act, communication, transmission or threat includes but is not limited to one which is administered via telephone, wireless phone, computer, pager or any electronic or wireless device whatsoever, and includes but is not limited to transmission of any image or voice, email or text message using any such device. This includes posting material on the internet or social networking sites, i.e., Facebook, MySpace, etc., which has the effect of disrupting the educational process in the school or causes embarrassment, discomfort, or a reluctance to participate in school activities.

Acts of harassment, intimidation, or bullying that are reasonably perceived as being motivated by any actual or perceived differentiating characteristic, or by association with a person who has or is perceived to have one or more of these characteristics, shall be reported using the following list: race; color; religion; ancestry; national origin; gender; socioeconomic status; academic status; gender identity or expression; physical appearance; sexual orientation mental/physical/developmental/sensory disability; or other characteristic.

When harassment, intimidation or bullying are of a racial, sexual and/or religious/ethnic nature, the above definition applies to all cases regardless of whether they involve students, staff or the public. Detailed definitions related to inappropriate behavior of this nature are as follows:

Sexual harassment consists of sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

- submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education; or
- submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education; or

- creating an intimidating, hostile or offensive employment or educational environment. Amorous relationships between county board employees and students are prohibited. Sexual harassment may include but is not limited to:
 - verbal harassment of a sexual nature or abuse;
 - pressure for sexual activity;
 - inappropriate or unwelcome patting, pinching or physical contact;
 - sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats and/or promises concerning an individual's employment or educational status;
 - behavior, verbal or written words or symbols directed at an individual because of gender; or
 - the use of authority to emphasize the sexuality of a student in a manner that prevents or impairs that student's full enjoyment of educational benefits, climate/culture or opportunities.

Racial harassment consists of physical, verbal or written conduct relating to an individual's race when the conduct:

- has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment;
 - has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
 - otherwise adversely affects an individual's employment or academic opportunities.
- Religious/ethnic harassment consists of physical, verbal or written conduct which is related to an individual's religion or ethnic background when the conduct:
- has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment;
 - has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
 - otherwise adversely affects an individual's employment or academic opportunities.
- Sexual violence is a physical act of aggression or force or the threat thereof which involves the touching of another's intimate parts, or forcing a person to touch any person's intimate parts. Intimate parts include the primary genital area, groin, inner thigh, buttocks or breast, as well as the clothing covering these areas. Sexual violence may include, but is not limited to:
- touching, patting, grabbing or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;
 - coercing, forcing or attempting to coerce or force the touching of anyone's intimate parts;
 - coercing, forcing or attempting to coerce or force sexual intercourse or a sexual act on another; or threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.
 - threatening or forcing exposure of intimate apparel or body parts by removal of clothing.

Racial violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to, race.

Religious/ethnic violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to, religion or ethnicity.

25.07.1.5.14. Imitation Drugs: Possession, Use Distribution or Sale. A student will not possess, use, distribute or sell any substance that is expressly represented or implied to be a controlled substance or simulate the effect and/or the appearance (color, shape, size and markings) of a controlled substance. See Section 25.07.1.7.3.1 for consequences of this violation.

25.07.1.5.15. Inhalant Abuse. A student will not deliberately inhale or sniff common products found in homes, schools and communities with the purpose of "getting high". The action may be referred to as huffing, sniffing, dusting and/or bagging. See Section 25.07.1.7.3.1 for consequences of this violation.

25.07.1.5.16. Possession/Use of Substances Containing Tobacco and/or Nicotine. A student will not unlawfully possess, use or be under the influence of any substance containing tobacco and/or nicotine or any paraphernalia intended for the manufacture, sale and/or use of tobacco/nicotine products in any building/area under the control of Kanawha County Schools, including all activities or events sponsored by Kanawha County Schools.

In addition to the penalties set forth below, the following penalties shall be applicable to a violation of the tobacco policy:

1st Offense – Confiscation of tobacco products (includes smokeless and smoking paraphernalia); Mandatory conference with parent/guardian; signing of contract by parent/student and school administration; mandatory attendance at smoking education class provided by the school nurse. The school nurse will provide an age appropriate tobacco education program for students who violate this policy. Failure to fulfill the above requirements may result in and up to 3 days out of school suspension. Other Level I actions may be taken at the principal's discretion.

2nd Offense – Confiscation of tobacco products and smoking paraphernalia; referral to alternative learning center or detention, if available; up to 3 days out of school suspension, if possession or actual use of tobacco products has been determined; mandatory conference with the parent/guardian. Police report filed pursuant to W. Va. Code §16-9A-3. Referral to school nurse for the purpose of discussing possible cessation opportunities.

3rd Offense – Confiscation of tobacco products and smoking paraphernalia; up to 5 days out of school suspension or referral to Alternative Learning Center. Police report filed pursuant to W. Va. Code §16-9A-3.

4th and subsequent Offense – Confiscation of tobacco products and smoking paraphernalia; up to 10 days Out-of-School suspension, or, in the alternative, referral to alternative learning center, if available. Police report filed pursuant to W. Va. Code §16-9A-3.

25.07.1.6. School Responses to Level III Violations. Level III behaviors are criminal offenses and therefore warrant formal law enforcement intervention which may result in issuance of a criminal citation, ticket, or summons, filing a delinquency petition, referral to a probation officer or actual arrest.

25.07.1.6.1. Administrator/student conference or reprimand

25.07.1.6.2. Administrator and teacher-parent/guardian conference

25.07.1.6.3. Referrals and conference to support staff or agencies for counseling or other therapeutic services

25.07.1.6.4. Daily/weekly progress reports

25.07.1.6.5. Behavioral contracts. Behavior contracts must be developed for the particular student, identifying the offending conduct and specifically addressing the desired outcome.

25.07.1.6.6. Change in the student's class schedule

25.07.1.6.7. School service assignment

25.07.1.6.8. Confiscation of inappropriate item

25.07.1.6.9. Revocation of Privileges

25.07.1.6.10. Restitution/restoration

25.07.1.6.11. Before and/or after-school detention. Periods of detention shall not exceed 30 minutes per school day for elementary students or 60 minutes per school day for secondary students. If a student is to be detained beyond the normal school day, the parent or parents or custodial guardian shall be notified in advance. Students shall not be required to miss bus transportation. Detention shall not be imposed in a manner that deprives a student of lunch.

25.07.1.6.12. Denial of participation in class and/or school activities, such as field trips, prom, graduation ceremonies, etc.

25.07.1.6.13. Immediate exclusion by teacher from the classroom with a recommended duration of one period/subject of the school day for the first exclusion (see West Virginia Code §18A-5-1)

25.07.1.6.14. Voluntary weekend detention or Saturday school, in lieu of out-of-school suspension

25.07.1.6.15. In-school suspension. In the event a student is given in-school suspension, such student shall not be permitted to participate in extracurricular activities, including, without limitation, athletic events, on any day which the student is assigned in-school suspension. This also includes weekends if the in-school suspension continues from Friday to Monday.

25.07.1.6.16. Out-of-School Suspension for up to ten (10) days.

25.07.1.6.17. Recommended placement in an Alternative Education program.

25.07.1.6.18. Expulsion.

25.07.1.6.19. Law enforcement notification.

25.07.1.7. Level IV Violations. Violations in the Level IV category are consistent with those addressed in W. Va. Code §18A-5-1(a) and (b). Level IV violations in this policy are aligned with definitions in W. Va. Code §§61-6-17, 61-6-24 and 18A-5-1, and in the Gun-Free Schools Act of 1994 (the reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA)), Public Law 103-382, and require that the principal of the school in which the student is enrolled shall address the violation following the procedures outlined in W. Va. Code §18A-5-1(a) and (b).

25.07.1.7.1. Battery Against a school employee. A student will not commit a battery by unlawfully and intentionally making physical contact of an insulting or provoking nature with the person of a school employee as outlined in W. Va. Code §61-2-15(b). This includes actions which may occur outside of regular school times and locations.

25.07.1.7.2. Felony. A student will not commit an act or engage in conduct that would constitute a felony under the laws of this state if committed by an adult as outlined in W. Va. Code §18A-5-1a(b)(i). Such acts that would constitute a felony include, but are not limited to, arson (W. Va. Code §613-1), malicious wounding or unlawful wounding (W. Va. Code §61-2-9), bomb threat (W. Va. Code §61-6-17), sexual assault (W. Va. Code §61-8B-3), terrorist act or false information about a terrorist act, hoax terrorist act (W. Va. Code §61-6-24), burglary (W. Va. Code §61-3-11), robbery (W. Va. Code §61-2-12), and grand larceny (W. Va. Code §61-3-13).

25.07.1.7.3. Illegal Substance Related Behaviors. A student will not unlawfully possess, use, be under the influence of, distribute or sell any substance containing alcohol, over-the-counter drugs, prescription drugs, marijuana, narcotics, any other substance included in the Uniform Controlled Substances Act as described in West Virginia Code §60A-1-101, et seq. or any paraphernalia intended for the manufacture, sale and/or use of illegal substances in any building/area under the control of Kanawha County Schools, including all activities or events sponsored by Kanawha County

Schools. This includes violations of WVBE Policy 2422.8 - Medication Administration, instances of prescription drug abuse, and the possession, use, being under the influence, distribution or sell of any substance that have known mind altering or function-altering effects upon the human body or that impair one's ability to safely perform his or her activities, specifically including, but not limited to, prescriptions drugs and over-the-counter medications; alcohol, drugs, and other substances made illegal under federal or state law; "synthetic or designer" drugs.

25.07.1.7.3.1. In addition to the penalties set forth below, if a student has possession of, uses, is under the influence of or distributes a substance described in the preceding paragraph, including, but not limited to alcohol, imitation drugs or inhalants, or possesses a drug device the following penalties shall apply: (A principal may request enhanced penalties if there are aggravating circumstances associated with the substance or alcohol possession or distribution.)

25.07.1.7.3.1.1. 1st Offense for use, possession or being under influence – Confiscation of the substances, drug devices or alcohol; Suspension (10 days Mandatory); Completion of drug program approved by KCS (Mandatory); Criminal charges filed; Drug counseling by school psychologist

25.07.1.7.3.1.2. 2nd Offense for use, possession or being under influence or 1st Offense for distribution – Confiscation of the substances, drug devices or alcohol; Suspension (10 days Mandatory); Criminal charges filed; Recommended transfer to an alternative school for placement for remainder of current semester and the next succeeding semester; a petition for reinstatement to the home school may be made to the Superintendent after the student has attended at least eighteen (18) weeks in the alternative school. Petitioning does not guarantee an early return.

25.07.1.7.3.1.3. 3rd and subsequent Offense for use, possession or being under the influence or 2nd and subsequent offense for distribution – Expulsion and filing criminal charges. (Mandatory)

25.07.1.7.4. Possession of a firearm or deadly weapon. According to W. Va. Code §18A-5-1a(a), a student will not possess a firearm or deadly weapon as defined in W. Va. Code §61-7-2, on any school bus as defined in W. Va. Code §17A-1-1, or in or on any public or private primary or secondary education building, structure, facility or grounds thereof, including any vocational education building, structure, facility or grounds thereof, or at any school sponsored function as defined in W. Va. Code §61-7-11a. Notice of disciplinary action involving a firearm violation must be submitted by a principal within 72 hours of a violation.

25.07.1.7.4.1. As defined in W. Va. Code §61-7-2, a "deadly weapon" means any device intended to cause injury or bodily harm, any device used in a threatening manner that could cause injury or bodily harm, or any device that is primarily used for self-protection. Deadly weapons include, but are not limited to, blackjack, gravity knife, knife, switchblade knife, nunchuka, metallic or false knuckles, pistol, or revolver. The term deadly weapon also includes explosive, chemical, biological or radiological materials. A deadly weapon may also include the use of a legitimate tool, instrument, or equipment as a weapon including, but not limited to, pens, pencils, compasses, or combs, with the intent to harm another.

25.07.1.7.4.2. For purposes of this policy deadly weapon also includes any instrument which is designed to be used to produce serious bodily injury or death, or is readily adaptable to such use. Examples of such weapons include, but are not limited to blank pistol, signal pistol, starter pistol, stun-gun or other device designed to produce an electrical shock, pellet gun, or BB gun; any razor (e.g., straight, regular, retractable, etc.);

any defensive device (e.g., gas repellent, mace, stun-gun chemical sprays, etc.); chains, club, nightstick, rings, pipe, studded or pointed bracelets, ax handles, bullets, ammunition of any type, fireworks of any type and size, smoke bomb, stink bomb, any type of homemade bomb.

25.07.1.7.5. Sale of a narcotic drug. According to W.Va. Code §18A-5-1a, a student will not sell a narcotic drug, as defined in W.Va. Code §60A-1-101, on the premises of an educational facility, at a school-sponsored function or on a school bus.

25.07.1.8. School/County Responses to Level IV Violations. Level IV violations in this policy are those violations addressed in W.Va. Code §18A-5-1a that require the mandatory suspension of the student by the principal from school, or from transportation to or from the school on any school bus, after an informal hearing pursuant to subsection (d) of W.Va. Code §18A-5-1a.

25.07.1.8.1. If a student has been suspended for battery on a school employee, possession of a deadly weapon or sale of a narcotic drug pursuant to W.Va. Code §18A-5-1a, the principal shall, within twenty-four hours, request that the Superintendent recommend that the student be expelled. For other Level IV violations, the principal must suspend the student and may request the Superintendent to recommend that the student be expelled.

25.07.1.8.2. Upon receipt of a recommendation that a student be suspended for a period of time in excess of ten school days or expelled, notice of a hearing shall be served upon the student and the student's parent(s), guardian(s) or custodian(s). Such hearings shall conform to relevant constitutional and statutory requirements and shall be scheduled within the ten-day period of suspension imposed by the principal following the informal hearing.

25.07.1.8.3. Upon such recommendation to the board of education or a hearing examiner by the superintendent, the board of education or hearing examiner shall conduct a hearing in accordance with W.Va. Code §18A-5-1a subsections (e), (f), and (g), to determine if the student committed the alleged violation. If the board of education or the hearing examiner finds that the student did commit the alleged violation, the student shall be expelled.

25.07.1.8.4. Students may be expelled pursuant to W.Va. Code §18A-5-1a for a period of either not less than twelve consecutive months or not to exceed one school year, depending on the violation; provided that a county superintendent may lessen the mandatory twelve-month period of expulsion if the circumstances of the pupil's case demonstrably warrant such a reduction following the guidelines provided in W.Va. Code §18A-5-1a (i).

25.07.1.8.5. Hearing Examiner's Report. If the Board elects to employ a hearing examiner, as authorized by W. Va. Code §18a-5-1b, the hearing examiner shall also receive evidence that may be relevant to the Superintendent's authority to reduce any period of suspension or expulsion or to provide an alternative education during the period of suspension or expulsion. If warranted, the hearing examiner shall make findings relevant to such evidence. Either the parents or the Superintendent may appeal the Hearing Examiner's report to the Board of Education, within ten days from receipt of such report. In the event of such an appeal, the Board of Education will review the record of the hearing and make a decision within ten days from receiving the record.

25.07.1.8.6. The Superintendent may attempt to establish the student as a "dangerous student" as defined in W.Va. Code §18A-5-1a, at a hearing to determine the expulsion of the student. In the notice to the parent/guardian, the Superintendent shall state clearly whether the Superintendent will attempt to establish the student as a "dangerous student" and will include any evidence to support his claim in this notice of the hearing date and time.

25.07.1.8.7. W. Va. Code §18A-5-1a defines a "dangerous student" as a student who is substantially likely to cause serious bodily injury to himself, herself or another individual within that student's educational environment, which may include any alternative education environment as West Virginia Board of Education Policy 2418, W.Va. §126CSR20 (Alternative Education Programs for Disruptive Students), as evidenced by a pattern or series of violent behavior exhibited by the student, and documented in writing by the school, with the documentation provided to the student and parent or guardian at the time of any offense.

25.07.1.8.8. If the board of education or hearing examiner finds that the student is a dangerous student, such student may not be provided alternative education pursuant to the conditions outlined in W.Va. Code §18A-5-1a, but must re-evaluate this decision at least every three months.

25.07.1.8.9. With regard to students with disabilities, nothing in this policy may be construed to be in conflict with the federal provisions of the Individuals with Disabilities Education Act IDEA Amendments of 1997 (Public Law 104-17), or with West Virginia Board of Education Policy 2419, W.Va. §126CSR16 (Regulations for the Education of Exceptional Students).

25.08. Guidelines for Suspension and Expulsion.

25.08.1. Suspension is considered a temporary solution to a violation of the Student Code of Conduct until the problem that caused the suspension is corrected. The length of a suspension should be short, usually one (1) to three (3) school days, but may extend to ten (10) school days. Out of school suspension strategies should be used sparingly and shall never deny a student access to instructional material and information necessary to maintain their academic progress. A student is entitled to an informal hearing when faced with a suspension of ten (10) days or less. At this hearing, the principal must explain why the student is being suspended, and the student must be given the opportunity to present reasons why the student should not be suspended. However, a student whose conduct is detrimental to the progress and general conduct of the school may be suspended immediately and a hearing held as soon as practical after the suspension. A student may not participate in any school-sponsored activities, or be permitted on school grounds during the period of suspension without permission of school officials. Other procedures the school must follow when dealing with suspensions are outlined in W.Va. Code §18A-5-1 and §18A-5-

1a. Under no circumstances may a student be suspended for more than ten consecutive school days without having the opportunity for a formal hearing as described in W. Va. Code §18A-5-1a(f)

25.08.2. Any suspension shall be reported in writing to the parent(s), guardian(s), or custodian(s) of the student, by regular United States mail, and to the Superintendent on the same day the suspension is decided upon, and the Faculty Senate at the next meeting after the suspension.

25.08.3. A suspension of more than ten (10) days requires a formal hearing before the board of education or a hearing examiner. Procedures the school and county must follow when dealing with suspensions of more than ten (10) days are outlined in W.Va. Code §18A-5-1 and §18A-5-1a.

25.08.4. In the event the principal intends to recommend to the Superintendent that a student be expelled, the principal should make that recommendation to the Superintendent within 24 hours from the time the incident occurs.

25.08.5. The Superintendent, upon recommendation by the principal, may recommend that the board of education or hearing examiner expel a student from school if the student's conduct is judged to be detrimental to the progress and general conduct of the school. In all cases involving expulsion, the student is entitled to formal due process procedures if the board of education agrees to act upon recommendations to expel a student from school. These procedures are outlined in W.Va. Code §18A-5-1 and §18A-5-1a.

25.08.6. W.Va. Code §18A-5-1 and §18A-5-1a require mandatory suspension by the principal and mandatory expulsion for a period of not less than twelve (12) consecutive months by the board of education of education for: possession of a deadly weapon, assault of a school employee, or sale of a narcotic drug. Procedures that must be followed when dealing with an expulsion are outlined in W.Va. Code §18A-5-1 and §18A-5-1a.

25.08.7. According to W.Va. Code §18A-5-1, a teacher or bus driver may exclude from a classroom or bus any student who: is guilty of disorderly conduct; interferes with an orderly education process; threatens, abuses, intimidates or attempts to intimidate a school employee or student; willfully disobeys a school employee; or uses profane or abusive language toward a school employee. Once a student is excluded from the classroom or bus, the student must be referred to the principal who will take disciplinary action, notify the parent/guardian in writing of the disciplinary action taken, and provide a copy to the teacher or bus driver before the student is readmitted to class or to the bus.

25.08.8. In the event a student has been suspended for twenty days or more, cumulatively, during any school year, the principal will refer the student to the County Student Assistance Team to review the student's disciplinary history and any interventions and strategies employed and to suggest any additional interventions and strategies designed to assist the student in becoming more successful at school. For a student in grades pre-K – 5, the above described review will be provided by the Director of Elementary Schools.

25.08.9. 25.35 Enrollment Affidavits. Upon the enrollment of any student (except students who are enrolling in a school for the first time) the student's parent, guardian or custodian must complete an affidavit indicating whether the student is under suspension or expulsion from another school district.

25.09. School Bus Offenses.

25.09.1. Conduct detrimental to proper operation of bus – It shall be a violation of the code of conduct to engage in behavior which is detrimental to the operation of a bus including, but not limited to: creation of excessive noise; use of profane language; sticking arms or heads out of bus windows; changing seats or standing while bus is in motion; failure to obey directives of school personnel; throwing objects; passing objects through windows; riding in step well or front row of seats; or use of emergency door in non-emergency situations. Maximum possible penalty: Denial of transportation privileges for the remainder of the school year.

25.09.2. Damage to bus – It shall be a violation of the code of conduct to damage or deface a school bus.

25.09.2.1. 1st Violation – Denial of transportation privileges pending restitution and conference with parent or custodial guardian.

25.09.2.2. 2nd Violation – Denial of transportation privileges for remainder of school; full restitution [Note: Parent or custodial guardian will be held liable for damage to school bus within the limits of the law.]

25.09.3. Use of tobacco products – It shall be a violation of the code of conduct to use tobacco products on a school bus.

25.09.3.1. 1st Offense – Denial of transportation privileges pending conference with parent or custodial guardian.

25.09.3.2. 2nd Offense – Denial of transportation privileges for remainder of school year.

25.09.4. A student who as been identified as exceptional may not be denied bus transportation if transportation is included on such student's IEP or if the denial of transportation services would result in the denial of educational services, i.e., no alternative means of transportation is available.

25.10. Use of Physical Punishment Prohibited. West Virginia Code §18A-51(e) prohibits school employees from using corporal (bodily) punishment on any student. No physical punishment of any kind can be inflicted upon a student. This includes:

25.10.1. hitting or striking a student on their physical person;

25.10.2. requiring physical activity as a punishment (this does not apply to physical activity within the structure and context of extracurricular activities);

25.10.3. use of noxious stimuli (e.g. pepper spray), denial of food or water or other negative physical actions to control behavior; and

25.10.4. seclusion - a removal in which a student is left unsupervised in a dark area or in any space as an intervention or consequence to inappropriate behavior.

25.11. Use of Restraint. Reasonable force may be used to restrain a student from hurting himself/herself or any other person or property. All students, including students with disabilities, must be treated with dignity and respect. Behavior interventions and support practices must be implemented in such a way as to protect the health and safety of the students and others. When the use of physical restraint is necessary, the following guidelines must be followed:

25.11.1. Definitions:

25.11.1.1. Restraint - the use of physical force to significantly restrict the free movement of all or a portion of a student's body.

25.11.1.2. Emergency - a situation in which a student's behavior poses a threat of imminent, serious physical harm to the student or others or serious property destruction.

25.11.2. A school employee and/or independent contractor may use restraint in an emergency as defined above with the following limitations:

25.11.2.1. Restraint shall be limited to the use of such reasonable force as is necessary to address the emergency. Procedures and maneuvers that restrict breathing (e.g. prone restraint), place pressure or weight on the chest, lungs, sternum, diaphragm, back, neck or throat, or may cause physical harm are prohibited.

25.11.2.2. Restraint shall be discontinued at the point at which the emergency no longer exists.

25.11.2.3. Restraint shall be implemented in such a way as to protect the health and safety of the student and others.

25.11.2.4. Restraint shall not deprive the student of basic human necessities.

25.11.2.5. Appropriate (intended use) utilization of mechanical restraints such as seat belts or feeding tables when applied for their intended purpose is not prohibited; however, the application of mechanical restraint is prohibited as an intervention or consequence for inappropriate behavior.

25.11.3. School employees and/or independent contractors who, as determined by the principal, may need to use restraint shall be provided training according to the following requirements:

25.11.3.1. A core team of personnel in each school must be trained annually in the use of a nationally recognized restraint process. The team must include an administrator or designee and any general or special education personnel likely to use restraint;

25.11.3.2. Personnel called upon to use restraint in an emergency and who have not received prior training must receive training within 30 days following the use of restraint if the principal determines that there is a reasonable likelihood that the situation leading to the use of restraint will reoccur;

25.11.3.3. Training on use of restraint must include prevention and de-escalation techniques and provide alternatives to the use of restraint;

25.11.3.4. All trained personnel shall also receive instruction in current professionally accepted practices and standards regarding behavior interventions and supports;

25.11.4. Comprehensive documentation and immediate notification on use of restraint is required. In a case in which restraint is used, school employees, volunteers and/or independent contractors shall implement the following documentation requirements:

25.11.4.1. Immediately following the use of restraint (within one hour) - The principal or designee must be provided verbal and written notification that restraint was used on a given student with a description of the restraint process used.

25.11.4.2. Same day - A good faith effort shall be made to verbally notify the parents/guardian regarding the use of restraint.

25.11.4.3. Within one school day - Written notification of the use of restraint must be placed in the mail or otherwise provided to the parent/guardian.

25.11.4.4. Within one school day - Written documentation regarding the use of restraint must be placed in the student's official school record. The information must be available to determine the relationship of a student's behavior as it impacts the student's learning and/or the creation or revision of a behavior intervention plan.

25.11.4.5. Written notification to the parents/guardian and documentation to the student official school record shall include the following:

25.11.4.5.1. Name of the student;

25.11.4.5.2. Name of the staff member(s) administering the restraint;

25.11.4.5.3. Date of the restraint and the time the restraint began and ended;

25.11.4.5.4. Location of the restraint;

25.11.4.5.5. Narrative that describes antecedents, triggers, problem behavior(s), rationale for application of the restraint and the efforts made to deescalate the situation and alternatives to restraint that were attempted; and

25.11.4.5.6. Documentation of all parental contact and notification efforts.

25.12. **Searches.**

25.12.1. **Searches of Students.** Under ordinary circumstances the search of a student by a teacher or other school official is permitted, if there are reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or rules of the school. The extent of the search must be reasonably related to the objectives of a search and not excessively intrusive in light of the sex of the student and nature of the infraction. However, "strip searches" are not permitted under any circumstances. Any searches of students will be conducted in the presence of an adult witness. Any contraband property discovered as a result of a search may be confiscated.

25.12.2. **Car Searches** – A student's car, while on school property, is subject to search by a teacher or other school official 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.

25.12.3. **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 in order to affect such inspections.

25.12.4. **Canine Assisted Locker/Facility Inspections.** School principals 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 facility areas 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. Only with the specific permission of the Superintendent may canines be used to conduct random searches of students.

25.13. **Cooperation with Law Enforcement.** Police have the responsibility to enforce laws in order to protect all citizens. Police can enter schools if they suspect a crime has been committed, if they have a warrant for an arrest or search, or if their assistance has been requested by school officials. It is the duty of the school officials, teachers, and students to cooperate with the police and each other to ensure that the rights of all involved persons are respected.

Prevention Resource Officers (PRO): PRO Officers are certified police officers, working as fulltime officers who have been assigned to work fulltime within a public school during the school year. The PRO Officer's duties, salary and other conditions should be determined through an agreement with the county board of education and the PRO Officer's authorized police department. The principal is the PRO Officer's immediate supervisor while the officer is present in the school. There may be a time when, during the course a PRO Officer's duties, the officer's position as a law enforcement officer would take precedence. **Police Conducting an Investigation in the School:** During a criminal investigation, if a student is to be questioned by the police, or by school officials in the presence of the police, the school administration should cooperate with the police and help to ensure that the privacy of the student is protected. . If a student is under 18 years of age, prior to permitting a student to be questioned by any law enforcement officer, other than a PRO, school personnel shall contact the student's parent/guardian and receive permission for the student to be questioned the police officer shall determine if and when the use of restraints is necessary to control an unruly student to prevent the student from harming him/herself or others.

25.14. **Complaint Procedures**

25.14.1. All violations of the Student Code of Conduct observed by school employees or by students must be reported to the principal or assistant principal for appropriate action to be taken as specified in this policy. Failure on the part of an employee to report a violation of this policy may be addressed by way of West Virginia Board of Education Policy 5310, W.Va. Code §126CSR142 (Performance Evaluation of School Personnel) or the evaluation of a service personnel. The Superintendent may also recommend such disciplinary action as may be deemed appropriate, up to and including termination, for failure by an employee to report and take appropriate action for violations of this policy.

25.14.2. Any person who believes he or she has been the victim of a Student Code of Conduct violation or any person with knowledge or belief of conduct which may constitute a violation of the Student Code of Conduct may report the alleged acts immediately to the principal or assistant principal. Nothing in this policy shall prevent any person from reporting violations directly to the county superintendent, as appropriate, to the West Virginia Human Rights Commission, or to a law enforcement agency.

25.15. **Investigation Procedures.**

25.15.1. The principal or assistant principal, shall, upon receipt of a report or complaint, immediately undertake or authorize an investigation. The investigation may be conducted by school/school system officials.

25.15.2. The investigation must, at a minimum, consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and review of circumstances deemed pertinent by the investigator. When any student is to be interviewed in

connection with an investigation pursuant to a Level IV violation, a reasonable effort shall be made to contact the student's parent, custodian, or guardian and invite them to be present during such interview, provided that such parental notification would not compromise the investigation or school/student safety. Parental notification is encouraged at Levels II and III and discretionary at Level I.

25.15.3. The principal shall immediately take such reasonable steps as necessary, to protect the complainant, students, teachers, administrators or other personnel pending completion of an investigation of an alleged policy violation.

25.15.4. The principal shall determine whether the alleged conduct constitutes a violation of this policy.

25.15.5. In determining the appropriate response and/or punishment for a Level I, II, or III violation, the principal and the superintendent should consider the surrounding circumstances, the nature of the behavior, past incidents or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.

25.15.6. The investigation will be completed as soon as practicable but no later than ten school days following the reported violation, unless permission has been requested and granted by the West Virginia Department of Education to extend the investigation period. The principal shall make a written report upon completion of the investigation. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy. If a student is suspended as a result of the investigation, the principal shall report the suspension to the Superintendent.

25.15.7. The result of the investigation of each complaint filed under these procedures will be reported in writing to the complainant or his/her legal guardian by the principal.

25.15.8. Confidentiality of the filing of complaints, the identity of subjects and witnesses of any complaint and of any action taken as a result of such complaint is essential to the effectiveness of this policy. Only those individuals necessary for the investigation and resolution of the complaint shall be given information about it. Therefore, the right of confidentiality of complainants, subjects, witnesses, and investigators will be vigorously protected and violations of such confidentiality may itself be grounds for disciplinary action.

25.16. Action and Reporting.

25.16.1. Upon receipt of a report substantiated by staff observation or by the investigation, the principal, and the superintendent will take appropriate action against those found to have violated this policy pursuant to W.Va. Code §18A-1-1 and §18A-5-1a.

25.16.2. The principal or superintendent shall also initiate such other action as is appropriate to ease tensions and to affirm the values of respect and understanding.

25.16.3. The principal, superintendent or designee shall immediately enter the required disciplinary data into the West Virginia Education Information System (WVEIS) in order to file the required information with the West Virginia Department of Education of all substantiated reports of all violations of the Student Code of Conduct.

25.17. Reprisal.

25.17.1. It shall be a violation of this policy for any student to retaliate against any person who is involved in any disciplinary action against any student. The principal shall take appropriate action such as in-school suspension, out of school suspension, referral to County SAT for possible placement in alternative school, or expulsion against any student who retaliates against any person who reports alleged violations or any person who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such violations. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

25.17.2. It shall also be a violation of this policy to file a false report concerning a violation of this policy. The principal will take appropriate action against any student, administrator or other school personnel who falsely reports violations of this policy.

25.18. Right to Alternative Complaint Procedures.

25.18.1. These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the West Virginia Human Rights Commission, initiating civil action or seeking redress under the state criminal statutes and/or federal law.

25.19. Dissemination of Policy and Training.

25.19.1. This policy or a summary shall be conspicuously posted throughout each county's/school's facilities in areas accessible to students and staff members such as classrooms, hallways, cafeteria, offices, gymnasiums, locker rooms and common areas.

25.19.2. This policy, or a summary, shall appear in the student handbook and if no handbook is available, a copy will be distributed by school personnel to all students, faculty, staff and parents. A copy of this policy may also be obtained through Kanawha County Schools' website.

25.19.3. When a student enters middle/junior high/high school for the first time, the student and his/her parent/guardian will be requested to sign and return a contract agreeing to abide by the stipulations in the policy and consequences associated with violations.

25.19.4. At the commencement of each school year all students and their parents shall be provided with copies of a school's code of conduct. Students who transfer into a school during the course of a school year and their parents shall also be provided with copies of a school's code of conduct. Each year students shall be required to sign a statement acknowledging that they have read the code of conduct or have had it read to them and that they understand the code of conduct and the consequences of a violation.

25.19.5. Training for students and staff on these regulations and on means for effectively promoting the goals of this policy will be developed and implemented. The implementation plan shall be developed collaboratively with input for all stakeholders, including, but not limited to, parents, business leaders, community organizations and state and local agencies. This will be accomplished through discussions in classrooms and at grade level large group meetings will be held at the beginning of the school year to raise the awareness of the different types of Student of Conduct violations and how they are manifested, their devastating emotional and educational consequences, and their potential consequences. Each student will sign an acknowledgement verifying participation in the Code of Conduct training. The Kanawha County Board of Education shall review this policy at least tri-annually for compliance with state and federal law and West Virginia Board of Education policy.

Student Behavior

Series: J25

Reference: W.Va. Code §18A-5-1 et seq.; 126 CSR 96; Title IX of the Educational Amendments of 1972; West Virginia Board of Education Policy 4373

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**STUDENT RECORD
CONFIDENTIAL**

**Principal's Request to the Superintendent
for a Recommendation that a Student be
Expelled From School**

_____ School

Student _____

Student WVEIS # _____

Special Education Yes ___ No ___

504 Yes ___ No ___

Parent, Guardian or Custodian _____

Address _____

Misconduct _____

Mandatory Principal's Request	<input type="checkbox"/> Battery on a school employee <input type="checkbox"/> Possession of a deadly weapon on school premises, school bus or school function <input type="checkbox"/> Sale of narcotic drug
Mandatory Suspension/ Discretionary Expulsion Request	<input type="checkbox"/> Act, if committed by an adult, would constitute a felony <input type="checkbox"/> Use, Possession or Being Under the Influence of Substances (3 rd offense possession or 2 nd offense distribution)
Discretionary Principal's Request	<input type="checkbox"/> Gang Related Activity <input type="checkbox"/> Insubordination <input type="checkbox"/> Leaving School Without Permission <input type="checkbox"/> Possession of Imitation Weapon <input type="checkbox"/> Possession of a Knife Under 3 1/4" in length <input type="checkbox"/> Technology Misuse <input type="checkbox"/> False Fire Alarm <input type="checkbox"/> Fraud/Forgery <input type="checkbox"/> Gambling <input type="checkbox"/> Hazing <input type="checkbox"/> Trespassing <input type="checkbox"/> Sexual Misconduct <input type="checkbox"/> Use, Possession or Being Under the Influence of Alcohol on school premises, school bus or at a school function (3 rd offense possession or 2 nd offense distribution) <input type="checkbox"/> Imitation Drugs (3 rd offense possession or 2 nd offense distribution) <input type="checkbox"/> Inhalant Abuse (3 rd offense possession or 2 nd offense distribution) <input type="checkbox"/> Harassment/Bullying/Intimidation <input type="checkbox"/> Intentionally defaced school property <input type="checkbox"/> Willfully disobeyed a teacher <input type="checkbox"/> Use of profane language directed a pupil or school employee <input type="checkbox"/> Theft of property valued at less than \$999.99 <input type="checkbox"/> Improper or Negligent Operation of a Motor Vehicle <input type="checkbox"/> Participated in a physical altercation while under the authority of school personnel <input type="checkbox"/> Threatened to injure or injured a pupil or school employee <input type="checkbox"/> Habitual violation of school rules or policies

The above-referenced student has been suspended pending a hearing to be conducted by the

Kanawha County Board of Education or an impartial hearing officer

Date of Misconduct: _____

Principal

Date

SAFE SCHOOLS

Safety is your responsibility! Safety is a major concern to parents, students, teachers, staff and the administration of any school. All staff, students, parents and members of the community must be part of creating a safe school and community environment. ALL KCS school employees are required to complete online staff development sessions related to safety training.

There are several drills completed each year to prepare students for Fire Drills, Lockdown Drills, Active Shooter Drills, Severe Weather Drills.

Everyone has a personal responsibility for reducing the risk of violence. We must take steps to maintain order, demonstrate mutual respect and caring for one another, and ensure that students who are troubled get the help they need.

If you become aware of any behavior, activity, or situation that could pose a safety risk, please notify the school administration immediately.

CRIMINAL ACTIVITY

To insure the safety and well-being of staff and students, Carver Career and Technical Education Center cooperates with local law enforcement agencies in regard to criminal activity. The following violations will be immediately reported to local law enforcement agencies and may result in termination from your training Program:

1. Possession of controlled substances, substances represented to be a controlled substance or paraphernalia that has obviously been used with controlled substances;
2. Possession of firearms, weapons, ammunition or explosive devices;
3. Bomb threats/false alarms;
4. Serious physical assaults, including student/teacher assaults;
5. Sexual abuse or assaults.

Additionally, Carver Career and Technical Education Center has the right to search students, their cars, or their lockers 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. Any contraband property discovered as a result of a search may be confiscated.

SEXUAL HARASSMENT

Sexual harassment is strictly prohibited and illegal. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when: (1) submission to or rejection of such conduct is made either explicitly or implicitly a term or condition of a student's education; (2) submission to or rejection of such conduct by a student is used as a basis for academic decisions affecting the student; or, (3) such conduct has the purpose or effect of substantially interfering with a student's academic performance or creating an intimidating, hostile, or offensive education environment.

Examples of Sexual Harassing Behavior: Sexually suggestive or obscene letters or notes; sexual rumors or name calling; unwelcome touching, grabbing or punching; inappropriate comments about one's body; dirty jokes or stories; dehumanizing graffiti; display of suggestive pictures, cartoons, or objects; threats or demands for sexual favors; and, assault or attempted assault which is gender based.

Reporting Sexual Harassment Complaints: A student (or his/her parent/guardian) who believes he/she has been subject to conduct that constitutes unlawful sex discrimination, including sexual harassment is encouraged to report the incident to the building principal as soon as possible. A student may also report incidents/violations to any teacher, coach/advisor, counselor, or administrator. A complaint may also be filed with the Title IX Coordinator at 200 Elizabeth Street, Charleston, WV 25311, Telephone Number 304-348-1379.

Investigation/Sexual Harassment: All complaints will be promptly and thoroughly investigated. A written report of the investigation and its findings will be prepared and submitted to the Title IX Coordinator. Absent exceptional circumstances, the investigation shall be completed and a report submitted within ten (10) school days. Complaints involving sexual harassment of a student by an employee must be reported immediately to the superintendent. The privacy of the complaining student and the persons accused of sexual harassment will be kept strictly confidential to the extent permitted by law, as will all reports, documents, statements, and other information generated by the investigation.

GRIEVANCE PROCEDURE FOR STUDENTS

Purpose: This standard procedure will provide the student a mechanism for resolving complaints related to school conditions, policies, or practices.

Procedure:

Level 1: The student should ask for an appointment with the instructor and attempt to resolve the complaint through informal discussion.

Level 2: If the complaint is not resolved at level one, the student may present the complaint to the principal in writing within five days of the Level 1 discussion. The principal will note the date that the complaint is received and will respond in writing to the complainant within five school days. This time period may be extended by mutual agreement between the complainant and the principal.

Level 3: The complainant may appeal a Level 2 decision to a faculty committee by notifying the principal in writing within five school days of receiving the Level 2 decision. The principal will note the date that the appeal is received. The faculty committee may or may not interview the complainant and other parties, depending on the nature of the complaint. The committee will render a decision within ten school days unless this period is extended by mutual agreement between the student and the committee.

Level 4: **If the grievance is not resolved at the school level, students may contact the Council on Occupational Education, 7840 Roswell Road, Atlanta, GA, 30350, and phone number: 1-800-917-2081.**

TUITION AND FEES*

Total tuition for most programs is determined by multiplying the number of hours in a program by the cost per hour (full-time programs are \$2.75 per hour; part-time programs are \$3 per hour). There are other costs (books, fees, insurance, etc.) that vary by program area. Some programs also have costs that are not payable to the school (such as physical exams, uniforms, safety clothing, tools, etc.).

The costs for regular students are listed on the school's annual cost sheets.

Part-time students will be charged \$3 per hour, plus fees for any required entrance tests or proficiency tests, lab fees, insurance costs, enrollment fees, and certification fees.

***If a student fails to attend a formally agreed upon function without giving the approved timely notice to the instructor, any obligation incurred must be satisfied before a certificate and/or degree is granted.**

***Tuition and fees are subject to change without notice.**

***Student payment plans not current could result in the student not being allowed to continue in class until program payment plan is current. Reminder – Absences are limited.**

PAYMENT PLANS

Total tuition, fees, and other identified charges for both regular and visiting students are payable upon the student's enrollment and acceptance for a program. The student may make arrangements for an extended payment program or for payment through financial aid sources. Students are expected to adhere to the payment plan provided by their program.

Unexpected school closures, approved leaves of absence, and approved schedule changes will result in an adjusted graduation date.

Students who are attending as 13th year students will attend without tuition charge if they do not qualify for grant funding.

Scheduled payments will be payable and DUE on the first school day of each month. A grace period of five school days will be allowed.

No student will receive a certificate from any course until all charges are paid in full and no transcripts will be issued.

REFUND POLICY (EFFECTIVE OCTOBER 7, 2000)

1. Entrance Exam and Registration Fees are non-refundable items.
2. Items charged to the student's account at the student's request, aside from charges for the course Tuition and Lab Fees, are non-refundable. Non-refundable charges to the student's account may include, but would not be limited to: books, supplies, equipment, contracted charges, insurance, certification fees, and club dues.
3. Tuition is charged by "period of enrollment," with Lab Fees assessed for the course during the first period of enrollment, unless otherwise noted as a charge per period of enrollment. Periods of enrollment for Carver Career and Technical Education Center courses are as follows:

Under 900 Hours:	Course Length
1080 Hour Courses:	540 Hours
1200 Hour Courses:	600 Hours
1250 Hour Courses:	625 Hours
Cosmetologist Course:	1/2 Course Tuition fees as identified for 1 st half/2 nd half
Respiratory Therapy Course:	1/2 Course Tuition fees as identified for 1 st half/2 nd half
Veterinary Technician	1/2 Course Tuition fees as identified for 1 st half/2 nd half

4. Tuition and Fees will be adjusted on a percentage basis, based upon the scheduled number of hours for the enrollment period* between the student's first day of class and last date of attendance as follows:

From class start to the completion of 30 hours, including clinical hours, 10% of the tuition and lab fee will be charged;

After 30 hours to 120 hours, including clinical hours, 50% of the tuition and lab fee will be charged;

After the completion of 120 hours, no refund will be made.

* Respiratory Therapy and Veterinary Technology class is a 2-year programs - the enrollment period for each of these classes is based upon Year 1 hours and Year 2 hours.

5. For Pell Grant recipients: In the event that there is a tuition and lab fee refund due from the school in excess of the school's liability to the Federal Pell Grant Program, such a refund will be applied toward the satisfaction of a Student's Federal Pell Grant liability before refunding directly to a student.

Warning: The Return of Federal Fund Policy requires that PELL funding be returned to the Department of Education on a percentage basis when the student withdraws from school prior to completing at 60% of each payment period. This policy results in the student owing the Department of Education PELL funds, regardless, of their liability to the school is satisfied or not. Students who withdraw and owe the Department of Education PELL funding are not eligible for further federal financial aid (at any institution) until they have repaid (or have made arrangements to pay) their liability to the Department of Education.

THIRTEENTH YEAR STUDENTS

A 13th year student is one who:

Attended Carver Career and Technical Education Center his/her first year as a high school senior from a Kanawha County Schools last year;

Graduated high school last May/June;

Wishes to continue in the **same** program in the 13th year and reports on the scheduled start date.

Must complete a scholarship application and have teacher and principal permission to be accepted.

Administration will meet with students on an individual basis to determine additional fees.

INFECTIOUS DISEASES

Kanawha County Schools' policy requires that students with certain infectious diseases or conditions such as head lice that can infect other students or teachers will be excluded from school until they present a statement from a doctor that they are no longer infectious or self-report that they meet certain other criteria. If you are in doubt as to whether your infection or condition is on the list of infectious diseases, please call the Principal. Students excluded from school will not be counted absent if they present evidence that they are actively pursuing treatment that will allow them to return but they will have to make up hours and work missed. The instructor will tell you when you can make up the time. Different infectious diseases have differing exclusion periods. If it is necessary for you to be excluded beyond this period, you must take a leave of absence.

CAMPUS SECURITY REPORT, 2018-2019 SCHOOL YEAR

The Principal is responsible for school security. All incidences of emergencies and crimes on this campus should be reported either directly to the Principal or to the Evening Supervisor or Classroom Teacher, who will report it to the Principal. In an emergency situation, students may call local law enforcement authorities directly by dialing 911.

During the period from July 31, 2018, to the end of the school year 2019, there were no occurrences of murder, sex offenses (forcible and non-forcible), robbery, and aggravated assault, as reported to campus security personnel or local law enforcement authorities. There were no incidents of vandalism and no burglaries.

STUDENT PARKING

Students are to park on the front parking lot ONLY. Since parking is limited students are to park vehicles in a straight line. Students are not to loiter in their cars or on the parking lot itself. Carver Career and Technical Education Center is not responsible for damages to student vehicles on school property. All students enrolled in programs of 600 hours or more (including 13th year students) must have a parking pass visibly displayed. The parking pass fee is included in the registration fee for adult students.

DRESS CODE

Carver Career and Technical Education Center exists to prepare students for the world of work. Therefore, the clothes and hairstyles worn by students should reflect this concern. Students should dress as they would in performing on the job. This does not mean that one has to "dress up" or be formally attired. Everyday school clothes in line with Kanawha County Schools Student Dress Policy are appropriate (policy follows this paragraph). In programs that have special safety considerations (Welding, etc.), students may be required to purchase and wear special items of clothing. Student enrolled in Simulated Workplace Programs may require specific attire. Uniforms are required for other Programs (Cosmetologist/Barbering, Culinary, Automotive Technology, Respiratory Therapy, Surgical Technology and Veterinary Technology).

KANAWHA COUNTY BOARD OF EDUCATION POLICY

Student Dress Policy

Series: J36

Reference:

Issued: 11.17.2000

Revised: 05.15.2008

Revision Number: 1

36.01 Policy and Purpose:

The appropriateness of a student's dress for the school environment should dictate the choice of clothing and grooming practices on each given day.

All students are expected to adhere to common practices of modesty, cleanliness and neatness; to dress within the acceptable standards of the community and in such a manner as to contribute to the academic atmosphere, not detract from it. The student who fails to comply with this dress code may be sent home and be subject to disciplinary actions.

Any clothing, accessories, symbols, jewelry, or other paraphernalia, which depicts or suggests association with a gang shall not be brought to school, worn at school, or in any way be present at any school related event.

Oversized or baggy clothing, which may present a safety hazard may not be worn.

Any other considerations, i.e. religious, medical, et al., will be determined by the individual school principal. The school administration shall have the right to consider any current fashion to determine its acceptability for school wear.

Clarification regarding apparel should be obtained PRIOR TO WEARING IT TO SCHOOL; this can be obtained from the school administration.

Students in violation of this policy will be subject to disciplinary action as determined by the school's administration.

Teachers are charged with the responsibility of enforcing student dress code policy in their classes as well as on campus. Administrators and other school personnel share the same responsibility. Teachers shall follow building procedure for discipline referral regarding dress code violations.

No attempt will be made to dictate fashion styles as long as they are in keeping with district policies. It should be noted, however, that it is the responsibility of the student and parent that the student adhere to the Dress Code, as follows:

36.02 General:

Any clothing, jewelry or accessories with decorations, patches, lettering, advertisements, etc., that may be considered obscene or offensive are not to be worn to school. This includes any clothing, jewelry, accessories that may be used as weapons, which have drug emblems, contain obscenities, tobacco or alcoholic beverage references, which may be considered derogatory towards a race, culture or religion, or which may be considered any form of harassment.

Crop tops, tube tops and halters are unacceptable. Strapless dresses without jackets are unacceptable.

Transparent and/or see through material is considered unacceptable.

Shirts or blouses must cover the entire torso at all times, even in movement.

No undergarments, i.e., bras, panties, briefs or boxers may be visible. Also no body parts of a personal or private nature, i.e., buttocks, genitalia or female breasts may be exposed.

At the secondary level, a boy's shirt should cover the entire crown of the shoulder.

36.03 Dresses, Skirts and Shorts:

The length of a skirt, dress or shorts must extend to at least the student's mid-thigh.

36.04 Pants:

Form-fitting pants, such as spandex or bicycle pants, may only be worn with another layer of clothing which meets the dress code. Any tears, rips or cuts in trousers or pants must be below the knee.

Students shall wear their trousers or overalls properly--the waist at the waist; no sagging.

36.05 Accessories:

All students must wear shoes. Flip-flops, thongs or similar type shoe, which fit between the toes, are considered unsafe and, therefore, are not allowed at the elementary level. Such footwear may be worn in middle and high schools.

Hair should be kept neat, clean, and reasonably styled.

Any type of head covering is unacceptable.

Facial hair should be neat, clean, closely trimmed and not be a distraction to the learning environment.

Chain or spike jewelry is unacceptable.

Pierced body ornaments are restricted to the ear.

Tattoos, which would violate this policy if worn as clothing, must be covered.

FIRE DRILLS, SHELTERING IN PLACE DRILLS, ACTIVE SHOOTER DRILLS, AND LOCKDOWN DRILLS

Periodically, there will be drills held to adjust you to the proper procedures for evacuation if emergencies should occur. Each student should cooperate with his instructor in learning the proper techniques for evacuation and clearance of the building.

VISITORS TO THE BUILDING

All visitors must register in the main office. Visitors must wear a name tag during their visit.

If you want to bring a visitor to class, you must get permission from the instructor **in advance**. On the day of the visit the visitor must sign in at the front desk in the wear a name tag/visitor pass.

Allowable visitors are parents/guardians of current students and students who are considering enrolling in the program.

Children of students are not allowed during instructional time. (Note: Children of Cosmetology students are welcome to come in as patrons of the beauty salon--not as visitors--and they must be accompanied by a responsible adult other than the

student and must be here only for the time necessary to receive salon services. Additionally, Cosmetology students are not to take time from their instructional activities to care for children while the child's caregiver is receiving salon services.)

THEFT

Students are responsible for personal items that are brought to the school and left here from day to day. Carver Career and Technical Education Center is not responsible for the replacement of lost or stolen items. Students who have personal items stolen should report the theft to the office.

LOST AND FOUND

A few items are turned into the office. If you have lost something, check with the office to see if it has been turned in.

DENTAL CLINIC SERVICES

Carver Career and Technical Education Center offers free dental services – qualifications are:

1. **Must be enrolled as a KCS student** (high school and adults)
2. No private dentist
3. No dental insurance
4. Limited income (application must be completed and approved)
5. Secondary students must have parent/guardian complete application

Applications for dental services are located in the dental clinic/classroom. For more information, please contact Alisha Saul, Instructor.

OFFICE RULES

Students entering the office are to stop at the front desk and inform office personnel what your purpose is in the office. No secondary student will be allowed to cut through the office to go to the snack room or to classrooms. No adult students will be allowed to cut through the office to enter the classrooms. Adult students will be allowed to enter the snack room through the office when the door is closed in the morning and lunch time except when the machines are being serviced. When the machines are being serviced, no one will be allowed in the snack room. All students will be required to follow Kanawha County School Rules while attending Carver Career and Technical Education Center.

*****No change or refunds will be given in the office*****

TELEPHONES

Only emergency messages will be accepted in the office. Phone calls will not be put through to any class. Inform friends and family to call you here **only in the event of an emergency**.

MOBILE TELEPHONES

Adult students are allowed to have cellular telephones, iPods, iPads, tablets, etc. However, these items **should not be seen or heard in the classroom or classroom area hallways**. If cell phones become a disturbance, that individual will be asked not to continue to have them in school. Instructors have the right to confiscate.

CITIZEN APPEAL PROCEDURE

The West Virginia Board of Education has created a Citizen Appeal procedure to allow citizens to work with county boards of education and administrators to solve problems at the lowest possible administrative level. A Citizen Appeal is a claim by one or more citizens of a violation of state law or a state board of education policy, rule or regulation. The written appeal will identify the specific state law or policy alleged to be violated. Copies of the state board's policies are available for review at the central office.

Citizen Appeals are not applicable to any situation where the county board is without authority to act or where the method of appeal is specifically established by law, such as appeals regarding the placement of exceptional children. Personal complaints against school employees and other complaints not governed by the Citizen Appeal procedure must be resolved through the Citizen Complaint procedure.

The Citizen Appeal procedure requires citizens and parents to first informally discuss their concerns with the proper administrator, usually the school principal or the supervisor/director at the county office, prior to filing a formal appeal. If the matter cannot be resolved informally, the administrator shall provide the citizen with the proper appeal form.

The procedure has four levels: 1) the principal or school administrator; 2) the county superintendent of schools; 3) the board of education; and, 4) the state superintendent of schools. There are prescribed time lines and provisions for written responses, representation and conferences/hearings. Copies of the procedure and forms are available at the Office.

FERPA FORM – Please see page 37

Under the Family Educational Rights and Privacy Act (FERPA), Carver Career and Technical Education Center is not permitted to disclose information from your education records to your parents.

If you agree that Carver Career and Technical Education Center may disclose information from your education records to your parents, please sign the following consent form and give to your instructor.

FERPA Form



FERPA Form Consent Form for Disclosure to Parents

To:

From: _____
Student's First Name Middle Initial Last Name

Permanent Street Address City State Zip Code

Under the Family Educational Rights and Privacy Act (FERPA), Carver Career Center is not permitted to disclose information from your education records to your parents.

If you agree that Carver Career Center may disclose information from your education records to your parents, please sign the following consent:

I consent to the disclosure of any personally identifiable information from my education records to my parent(s), for reasons determined by Carver Career Center as appropriate. This authorization will remain in effect for the _____ school year. *

Signature: _____ Date: _____

If parents live at the same address, please list both in #1.

1. _____	2. _____
Name(s)	Name(s)
_____	_____
Address	Address
_____	_____
City, State, Zip	City, State, Zip
_____	_____
Telephone	Telephone

**Students cannot be denied any educational services from Carver Career Center if they refuse to provide consent.*

Drug Testing Policy Form

March 6, 2019



DRUG TESTING POLICY Adult Students

The workforce states that one of the major concerns for retaining employees is that many cannot pass a drug test. We will perform drug testing on all students and may perform additional testing if there is suspicion of use throughout the course of the year.

**THE STUDENT WILL NOT HAVE ANY WARNING PRIOR TO THE DRUG SCREENING
OR APPLICATION FOR THE DRUG SCREENING.**

- The student will be notified that the test is positive for drugs.
- If a student does test positive on a drug test, he or she will have to re-schedule a 2nd drug test. The 2nd drug screening will be scheduled after a discussion with the instructor. A time frame will be set for the 2nd drug screening with the drug testing company contracted by Carver Career Center.
- Students may contact the school counselor for resources and/or support systems to help make better decisions so that the student is more likely to pass the 2nd drug screening.
- The student will be responsible for scheduling the 2nd drug screening with the company contracted by Carver Career Center.
- If the second required drug screening is negative and the results are presented to the school's administration by the agreed deadline, the student may remain in the program.
- If a student does not provide negative test results on the second screening, the student will be dismissed from class. There will not be any exceptions made to these procedures.

Drug Policy for Adult Medical Programs

Any student who tests positive for drugs or alcohol, at any point during the course of any medical program or while in a clinical rotation, will be immediately expelled from the program. There are no exceptions or exclusions to this policy.

In addition to the above drug policy, KCS Policy does address being under the influence of alcohol. Students will be terminated for being under the influence of alcohol during school or clinical hours.

It is a violation of the policy of Kanawha County Schools and of the Carver Career and Technical Education Center for any person to use, distribute, possess or be under the influence of an alcoholic beverage and/or controlled substance. An adult student in violation of the above policy who is receiving any type of financial assistance (Title IV funds, WIA, Veteran's, etc.) will be in jeopardy of losing eligibility to receive those funds. All applicable state and federal regulations governing any financial aid program will be strictly followed.

By signing this document, you are stating that you understand the above information, and you will agree to abide by all procedures. Failure to comply with the aforementioned procedures will result in permanent dismissal from the program.

Student's Signature

___/___/___
Date

PROGRAM DESCRIPTIONS

Agricultural, Food, Natural Resources Cluster

Plant Systems and Pet Grooming (Secondary Program - Adults admitted on space available basis)

Architecture and Construction Cluster

HVAC Technician (Adult and Secondary Programs)

Carpentry (Secondary Program - Adults admitted on space available basis)

Graphic Design (Secondary Program)

Electrical Technician (Adult and Secondary Programs)

Plumbing (Secondary Program - Adult admitted on space available basis).

Health Science Technical Education Cluster

Allied Health Science/Specialization-Dental Assisting (Secondary Program-Adults admitted on space available)

Diagnostic Services/Formerly Health Occupations (Secondary Program - Adults admitted on space available)

Respiratory Therapy (Adult Program) Associate of Science Degree

Surgical Technology (Adult Program)

Veterinary Technology (Adult Program) Associate of Science Degree

Hospitality and Tourism Cluster

ProStart Restaurant Management (Secondary Program)

Culinary Arts (Adult Only)

Hospitality and Tourism/Specialization in Event Planning and Design Production (Secondary Program)

Human Services Cluster

Barbering (Adult Program)

Barber Cross Over Program (Adult)

Cosmetology (Adult Program)

Hair Styling (Secondary Program)

Information Management Cluster

Microsoft Computer Application Specialist (Secondary Program and Adults admitted on space available)

Career and Work Skills Training

Law Public Safety Corrections and Security Cluster

Emergency and Firefighting Management Services (Secondary Program and Adults admitted on space available)

Paralegal Assistant (Secondary Program and Adults admitted on space available)

Manufacturing Cluster

Advanced Manufacturing Formerly Integrated Production Technologies (Secondary Program)

Welding (Secondary Program)

Marketing Cluster

Marketing Management (Secondary Program)

Transportation, Distribution, and Logistics Cluster

Automotive Technology (Adults admitted on space available)

Collision Repair Technology (Adults admitted on space available)

For more information, please see our website Carver Career and Technical Education Center at www.careercenter.edu

NOTICE OF NONDISCRIMINATION

Title IX

Applicants for admission and employment, students, parents, employees, and sources of referral of applicants for admission and employment are hereby notified that the Kanawha County School District does not discriminate on the basis of race, color, religion, national origin, sex, age, or disability in admission or access to, or treatment or employment in, its programs and activities. Any person having inquiries concerning the Kanawha County School District's compliance with the regulations implementing Title IX or Section 504 is directed to contact: Title IX: Title IX Coordinator, Kanawha County Board of Education, 200 Elizabeth Street, Charleston, WV 25311-2119, phone 348-1379; Section 504: Section 504 Coordinator, Kanawha County Board of Education, 200 Elizabeth Street, Charleston, WV 25311-2119, phone 304-348-7740 #347. These persons have been designated by the Kanawha County School District to coordinate the efforts to comply with the regulations implementing Title IX and Section 504.

I have received and reviewed a copy of the **ADDENDUM TO CATALOG - VA Pending Payment Compliance** form that is effect this 2019-2020 academic year.

Student

Date

Michael J. Barr II, Esq.
Chair



Dr. Sarah Armstrong-Tucker
Interim Chancellor

West Virginia Higher Education Policy Commission
1015 Kanawha Boulevard East, Suite 200 • Charleston, West Virginia 25301
1304-558-2101 phone • 1304-558-1311 fax
www.wvhepc.com

ADDENDUM TO CATALOG
VA Pending Payment Compliance

Facility Name: Carver Career Center
Person Completing Addendum: Tracy L. Vealey

Despite any policy to the contrary, for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA, we will not:

- Prevent their enrollment;
- Assess a late penalty fee to;
- Require they secure alternative or additional funding;
- Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA's Certificate of Eligibility by the first day of class;
- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies (see our VA School Certifying Official for all requirements).

I, Tracy L. Vealey, do hereby certify this addendum to be true and correct in content and policy. Our institution will adopt this addendum, or one of similar import, in the next revision of our catalog.

Tracy L. Vealey
Signature

7/22/19
Date



*Carver
Career and Technical Education
Center*

4799 Midland Drive, Charleston, West Virginia 25306
304 348-1965

www.carvercareercenter.edu

ADULT WITHDRAWAL POLICY

I have received and reviewed a copy of the new Withdrawal policy and understand that it is effect immediately and for the 2019-2020 academic year.

Student

Date

Addendum July 22, 2019

Addition of Withdrawal Policy for Carver Career and Technical Education Center

Adult students may withdraw from their Carver technical program on a temporary or permanent basis. Any student that chooses to withdraw must complete an Adult Student Withdrawal Form.

Students must meet with their technical instructor, the financial clerk and the principal. During this meeting the team will discuss the student's financial status (if they have an outstanding balance), how many hours they have earned to date, and how and when they can re-enroll if they choose to do so at a later date.

If the student chooses to re-enroll a Carver they must have a zero balance, they must pay a \$100.00 re-admittance fee, they must submit a request to re-enroll letter, must meet with the instructor and the principal and be approved to re-enroll.

Students will only be permitted to rejoin the class in progress if, in the judgement of the instructor, they can be reasonably expected to do so successfully and without undue hardship on the instructor. Students will have to make up all missed work and will have to attend beyond the original graduation date until they have completed the minimum hours required for a certificate. They will be responsible for the cost for any additional hours. If they are unable to successfully re-join the class in progress they can re-enter the program the next time it is offered.



Carver Career and Technical Education Center

4799 Midland Drive, Charleston, West Virginia 25306
304 348-1965
www.carvercareercenter.edu

ADULT STUDENT WITHDRAWAL

I, _____ am stating my intent to withdraw from my technical program, _____ on this date _____.

My withdrawal is **permanent/ temporary**. (circle one)

I have met with my technical instructor, the financial clerk and the principal. During this meeting we discussed my financial status (if I had an outstanding balance), how many hours I have earned to date, and how and when I can re-enroll if I choose to do so at a later date.

I understand that if I want to re-enroll a Carver that I must have a zero balance, that there will be a \$100.00 re-admittance fee, I must submit a request to re-enroll letter, I must meet with the instructor and the principal and be approved to re-enroll.

I will only be permitted to rejoin the class in progress if, in the judgement of the instructor, I can be reasonably expected to do so successfully and without undue hardship on the instructor. I will have to make up all missed work and will have to attend beyond the original graduation date until I have completed the minimum hours required for a certificate. I will be responsible for the cost for any additional hours. If I am unable to successfully re-join the class in progress I can re-enter the program the next time it is offered.

Student _____ Date _____

Instructor _____ Date _____

Financial Clerk _____ Date _____

Principal _____ Date _____

CC: Student File (Adult Attendance Clerk)

Respiratory Therapy Program of Study Associate of Science

The following minimum program of study must be completed by all enrolled students desiring to earn the Respiratory Therapy Associate of Science degree.

All courses indicated with RESP prefix will be delivered at Carver Career and Technical Education Center in Malden, WV. Credit for these courses will be awarded by BridgeValley Community and Technical College.

Carver Career and Technical Education Center is responsible for providing documentation of successful completion of the RESP courses to the BridgeValley Community and Technical College Registrar.

<u>Summer Semester - 1st Year</u>			<u>Credit Hours</u>	<u>Clock Hours</u>
RESP 105	Patient Assessment		4	135
<u>Fall Semester - 1st Year</u>			<u>Credit Hours</u>	<u>Clock Hours</u>
BIOL 210	Anatomy and Physiology		4	96
ENGL 101	English Composition		3	48
RESP 107	Cardiopulmonary Pharmacology		3	48
RESP 111	Respiratory Skills I		4	128
RESP 101	Clinical Rotations I		0	72
<u>Spring Semester - 1st Year</u>			<u>Credit Hours</u>	<u>Clock Hours</u>
ENGL 202	Business and Professional Writing		3	48
ATEC 115	Fundamentals of Computer Applications		3	48
BIOL 230	Microbiology		3	48
BIOL 231	Microbiology Lab		1	48
RESP 112	Respiratory Skills II		3	80
RESP 115	Pathology		3	48
RESP 102	Clinical Rotations II		0	112
<u>Summer Semester - 1st Year</u>			<u>Credit Hours</u>	<u>Clock Hours</u>
RESP 220	Mechanical Ventilation I		3	70
RESP 103	Clinical Rotations III		0	112
<u>Fall Semester - 2nd Year</u>			<u>Credit Hours</u>	<u>Clock Hours</u>
PSYC 201	Life Span and Development		3	48
RESP 205	Neonatal/Pediatrics		3	64
RESP 210	Cardiopulmonary Diagnostics I		4	80
RESP 221	Mechanical Ventilation II		4	112
RESP 201	Clinical Rotations IV		0	208
<u>Spring Semester - 2nd Year</u>			<u>Credit Hours</u>	<u>Clock Hours</u>
BUSN 120	Interviewing		1	16
RESP 207	Alternate Health		2	48
RESP 209	Clinical Simulations		2	72
RESP 211	Cardiopulmonary Diagnostics II		3	80
RESP 215	Review Seminar		2	36
RESP 217	Professional Issues		2	48
RESP 202	Clinical Rotations V		0	128
TOTALS			62	2081

Miscellaneous Cost: \$1,715
 BridgeValley Cost: \$3,150
 Carver Cost: \$8,417

Total cost to student: \$13,282

Catalog Course Descriptions – Respiratory Therapy

RESP 105 - Patient Assessment – 4 credit hours

A modular course designed to begin learning the terminology, diagnostics, and techniques used by the respiratory therapist. Preparatory information is covered to begin assessment and treatment of the acute or chronically impaired patient.

Pre-requisite(s):

Admission into the Respiratory Therapy Program

BIOL – 210 – Human Anatomy and Physiology – 4 credit hours

This course will cover the basic principles of human anatomy and physiology beginning with the cell and progressing to tissues and body systems. Anatomical exploration of the human body will include the integumentary, skeletal, muscular, nervous, sensory, endocrine, circulatory, lymphatic, immune, respiratory, digestive, urinary and reproductive systems. Human physiologic function will be reviewed as it applies to cells, tissues, organs and body systems. The concepts of heredity and human anatomical and physiologic development will be studied. Correct terminology utilization will be expected throughout the course. As part of a laboratory component, a mammalian dissection is required. (GEC 2)

Pre-requisite(s):

ACT 167+/Reading 15+ OR Accuplacer sentence skills 66+/Reading Comp 60+

ENGL 101 – English Composition I – 3 credit hours

ENGL 101 targets writing skills, including drafting, revising, and editing processes; instruction in grammar, mechanics, and usage; the research process; and reading strategies for utilization of critical thinking skills. (GEC 1)

Pre-requisite(s):

ACT English 18 and Reading 17; OR Accuplacer Sentence Skills 88 and Reading Comprehension 79; or completion of ENGL 095 with an A.

RESP 101 – Clinical Rotation I – 0 credit hours

Clinical rotations provide opportunities for students to apply theory and skills in the work environment. Clinical rotations must be completed in sequence.

Pre-requisite(s):

Completion of RESP 105 with a grade of “C” or better.

RESP 107 – Cardiopulmonary Pharmacology – 3 credit hours

Course designed to instruct the student in the physiology of pharmaceuticals used by the advanced level respiratory therapist. The pharmaceutical, pharmacokinetic, and pharmacodynamic phases of therapy are studied in depth along with the autonomic nervous system. Drug classifications are studied as they pertain to the respiratory patient. Calculation of intravenous medications and gram/solution strength will be covered.

Pre-requisite(s):

Completion of RESP 105 with a grade of "C" or better.

RESP 111 – Respiratory Skills I – 4 credit hours

The theory and application of respiratory therapy equipment and techniques being used in the healthcare setting today. Modalities to be covered include: Basic Life Support (CPR), Respiratory Math and Physics, Gas Administration Devices and Therapy and Aerosol and Humidity Therapy.

Pre-requisite(s):

Completion of RESP 105 with a grade of "C" or better.

ATEC 115 – Fundamentals of Business Computer Applications – 3 credit hours

This course is an overview that will give students an opportunity to investigate business computer applications. The student will get a "hands-on" familiarity (non-programmer) of the Microsoft Office Suite and will become proficient in Word, Excel, Access and PowerPoint. The student will integrate documents from one application to another.

Pre-requisite(s):

None

BIOL 230 – Principles of Microbiology – 3 credit hours

This course is a comprehensive introduction to the biology of microorganisms and viruses. Special attention will be given to microorganism and viruses of medical importance. Course topics will include cellular structures and functions, biochemical processes, replication, genetics, disease prevention and control and immunology. (GEC 2)

Pre-requisite(s):

ACT English 16+/Reading 15+ OR Accuplacer Sentence Skills 66+/Reading Comp 60+

BIOL 231 – Principles of Microbiology Lab – 1 credit hour

Students will perform laboratory exercises to reinforce lecture concepts. Laboratory exercises will include principles of asepsis, identification of common microbes, study of bacterial physiology, and cellular staining. Concurrent enrollment in BIOL 230 or passed BIOL 230 with a “C” or better within the last three (3) academic years is required. (GEC 2)

Co-requisite(s):

BIOL 230 Lab for BIOL 230

ENGL 202 – Business and Professional Writing – 3 credit hours

This course emphasizes oral and written communication in professional situations. Students will learn to communicate effectively and ethically with diverse career-related audiences in a variety of modes. Collaborative as well as individual skills will be emphasized. Social issues such as ethics, etiquette and multicultural concerns are presented throughout the course. Dual listed as BUSN 230 (GEC 1)

Pre-requisite(s):

ENGL 101, ENGL 101E, ENGL 109, ENGL 109E with a grade of C.

RESP 102 – Clinical Rotation II – 0 credit hours

Clinical rotations provide opportunities for students to apply theory and skills in the work environment. Clinical rotations must be completed in sequence.

Pre-requisite(s):

Completion of RESP 107 and RESP 111 with a grade of “C” or better and a grade of “P” in RESP 101.

RESP 112 – Respiratory Skills II – 3 credit hours

A continuation of RT Skills I in studying the theory and application of respiratory therapy equipment and techniques being used in health care. Modalities to be covered include: Airway Management, Infection Control and Microbiology; Lung Inflation Therapy.

Pre-requisite(s):

Completion of RESP 107 and RESP 111 with a grade of “C” or better and a grade of “P” in RESP 101

RESP 115 – Pathology – 3 credit hours

The course covers etiology and symptoms of various diseases encountered by the respiratory therapist. Concentration is on assessment and critical thinking skills during the treatment of both acute and chronic illness.

Pre-requisite(s):

Completion of RESP 107 and RESP 111 with grade of "C" or better and a grade of "P" in RESP 101

RESP 103 – Clinical Rotation III – 0 credit hours

Clinical rotations provide opportunities for students to apply theory and skills in the work environment. Clinical rotations must be completed in sequence.

Pre-requisite(s):

Completion of RESP 112 and RESP 115 with a grade "C" or better and a grade of "P" in RESP 102

RESP 220 – Mechanical Ventilation I – 3 credit hours

Current modes ventilation, types of ventilators and mathematical calculations involved in their physiologic use. Application based on laboratory results and assessment techniques will be emphasized.

Pre-requisite(s):

Completion of RESP 112 and RESP 115 with a grade of "C" or better and a grade of "P" in RESP 102

PSYC 201 – Life Span Development – 3 credit hours

This course examines the major theoretical perspectives in developmental psychology. Based on psychological theory and research, it includes practical application. Emphasis will be on the interconnectedness through change and development across each stage of the life cycle. Effects of individual variable differences of development (social, emotional, physical, cognitive) are examined. (GEC 3)

Pre-requisite(s):

Eligible for ENGL 101/ENG 101E

RESP 201 - Clinical Rotation IV – 0 credit hours

Clinical rotations provide opportunities for students to apply theory and skills in the work environment. Clinical rotations must be completed in sequence.

Pre-requisite(s):

Completion of RESP 220 with a grade “C” or better and a grade of “P” in RESP 103.

RESP 205 – Neonates/Pediatrics – 3 credit hours

Special topics that relate to the treatment of the pediatric and neonatal infant. Assessment, therapy, and ventilator differences will be stressed.

Pre-requisite(s):

Completion of RESP 220 with a grade of “C” or better and grade of “P” in RESP 103

RESP 210 – Cardiopulmonary Diagnostics I – 3 credit hours

An in-depth study of the laboratory results and hemodynamics as they relate to relate to the assessment and treatment of the cardiopulmonary patient.

Pre-requisite(s):

Completion of RESP 220 with a grade of “C” or better and a grade of “P” in RESP 103

RESP 221 – Mechanical Ventilation II – 4 credit hours

Advanced techniques of ventilator support. Concentration on assessment and care of the ventilator patient throughout the continuum of care.

Pre-requisite(s):

Completion of RESP 220 with a grade of “C” or better and a grade of “P” in RESP 103

BUSN 120 – Interpersonal Relations: Interviewing Strategies – 1 credit hour

This course will prepare a student for the job search by composing resumes and letters of application. SWOT analysis, salary research, statement of worth, includes building a professional portfolio and participating in a mock interview.

Pre-requisite(s):

Must have completed at least 40 credit hours towards degree requirements

RESP 202 – Clinical Rotation V – 0 credit hours

Clinical rotations provide opportunities for students to apply theory and skills in the work environment. Clinical rotations must be completed in sequence.

Pre-requisite(s):

Completion of RESP 205, RESP 210, and RESP 221 with a grade of “C” or better and a grade of “P” in RESP 201

RESP 207 – Alternate Health Care - 2 credit hours

Attention is given to the continuum of health care outside the acute hospital setting. Areas include DME companies, home care, skilled nursing units, and rehabilitation programs. Medicare and Medicaid regulations concerning reimbursement will be introduced to increase awareness of the legal and ethical considerations involved for the licensed respiratory therapist.

Pre-requisite(s):

Completion of RESP 205, RESP 210, and RESP 221 with a grade of “C” or better and a grade of “P” in RESP 201

RESP 209 – Clinical Simulations – 2 credit hours

Information gathering and decision making training to prepare the student for the national board exams. This course is a compilation of the therapist’s training acquired from all previous work.

Pre-requisite(s):

Completion of RESP 205, RESP 210, and RESP 221 with a grade of “C” or better and a grade of “P” in RESP 201

RESP 211 – Cardiopulmonary Diagnostics II – 3 credit hours

A continuation of Cardiopulmonary Diagnostics I as an in-depth study of chest x-rays, ECG and pulmonary function testing and how they relate to the overall assessment and treatment of the cardiopulmonary patient. Critical thinking skills are emphasized.

Pre-requisite(s):

Completion of RESP 205, RESP 210, and RESP 221 with a grade of “C” or better and a grade of “P” in RESP 201

RESP 215 – Review Seminar – 2 credit hours

The capstone course in respiratory care presented by Kettering National Seminars. The review covers respiratory care from beginning to end to prepare the student for the national board examination.

Pre-requisite(s):

Completion of RESP 205, RESP 210 and RESP 221 with a grade of "C" or better and a grade of "P" in RESP 201

RESP 217 – Professional Issues – 2 credit hours

Legal and ethical issues involved in respiratory care. The course will also cover professional behavior, characteristics and job seeking skills.

Pre-requisite(s):

Completion of RESP 205, RESP 210 and RESP 221 with a grade of "C" or better and a grade of "P" in RESP 201

Surgical Technician
Plan of Study

First Semester (Minimum 500 Academic Hours)

Surgical Technology (theory)
Medical Terminology
Anatomy and Physiology
Microbiology
Surgical Pharmacology
Lab

Second Semester (Minimum 750 Lab/Clinical Hours)

Lab
Clinical Rotation (M-F 6:45 am to 3:15 pm) BARH in Beckley 7:45am to
3:45pm
Class every other Friday 8 am to 2:30pm
Surgical Procedures
National Certification Practice Exams and Group Study

Miscellaneous Cost:	\$725
Carver Cost:	\$5,900
Total Cost to Student:	\$6,625

**CARVER CAREER AND TECHNICAL EDUCATION CENTER
SURGICAL TECHNOLOGY PROGRAM**

COURSE: ANATOMY AND PHYSIOLOGY

COURSE DESCRIPTION: This course is study of human anatomy and physiology. It focuses on the basic organization structures of the human body, basic structure of cells and cellular components, types of tissues that make up organs and an analysis of body systems for composition and function.

PRE-REQUISITES: Admission into the Surgical Technology program.

COURSE: SURGICAL PHARMACOLOGY

COURSE DESCRIPTION: This course focuses on essential concepts and principles of pharmacology as they relate to surgical technology. Care and handling of drugs and solutions, drugs used in surgery including those used in anesthesia, methods for the administration and monitoring of drugs are introduced. These concepts are reinforced throughout the curriculum.

PRE-REQUISITES: Admission into the Surgical Technology program.

COURSE: MEDICAL/SURGICAL TERMINOLOGY

COURSE DESCRIPTION: This course focuses on the study of the structure, definition, and usage of medical and/or surgical words and terms common to the surgical specialty area in a variety of health care settings.

PRE-REQUISITES: Admission into the Surgical Technology program.

COURSE: MICROBIOLOGY

COURSE DESCRIPTION: This course is an introduction to the biology of microorganisms with special emphasis on bacteria and viruses. Includes aspects of disease prevention and control, and human immunology and wound healing.

PRE-REQUISITES: Admission into the Surgical Technology Program

COURSE: SURGICAL TECHNOLOGY

COURSE DESCRIPTION: This course introduces the student to basic principles and skills necessary to begin practice as a surgical technologist. The course focuses on the patient care aspect of surgical technology. Students study about health and wellness, as well as exploring feelings about death and dying. Focus is on asepsis, sterilization, disinfection, antisepsis, safety, the importance of team work, surgical conscience, the physical environment of the surgical suite, and preparing the patient for his/her trip to the operating room. Emphasis is on aseptic technique, scrubbing, gowning, gloving, backtable set-up and organization.

PREREQUISITES: Admission to the surgical technology program.

COURSE: Surgical Procedures

COURSE DESCRIPTION: This course is an in-depth look at basic surgical procedures and an exploration of intermediate and advanced surgical procedures. Concepts and principles are reinforced through complementary clinical assignments in operating rooms in local hospitals.

PRE-REQUISITES: Admission into the Surgical Technology Program

COURSE: LABS

COURSE DESCRIPTION: Labs are the practical application of performing the tasks of a surgical technologist student entering the clinical rotation.

PREREQUISITES: Admission to the surgical technology program.

COURSE LIST

First Semester (Minimum 500 Academic hrs.)

- Surgical Technology (Theory)
- Medical Terminology
- Anatomy and Physiology
- Microbiology
- Surgical Pharmacology
- Lab

Second Semester (Minimum 750 Lab/Clinical hrs.)

- Lab
- Clinical Rotation (Monday through Friday 6:45 A.M. to 3:15 P.M. & Every other Friday report to class.)
- Class every Friday 12:30 P.M. to 2:30 P.M.
- Surgical Procedures
- National Certification group study

Culinary Arts

ADULT CURRICULUM

Term 1 - Summer

Fundamentals in the Hospitality Industry

- **Serve Safe (NRAEF – 72 Hours)**
 - Personal Hygiene In Kitchen
 - Standard Procedures in food safety and sanitation
 - Safety practices in foodservice industry
 - Standard Kitchen Practices
- **Culinary Math (72 Hours)**
 - Literacy & Numeracy
 - Culinary Mathematics

Term 2 - First 9 Weeks

Culinary Fundamentals 1

- **Supervision Management (NRAEF – 72 Hours)**
 - Overview of the Hospitality Industry
 - Business Profitability and Ethics
 - Human Relations and Management
 - Management Procedures
- **Foods I (175 Hours)**
 - Career Preparation Skills
 - Portfolio Development
 - Customer & Personal Service
 - Professional Organization
 - Career Opportunities in the field
 - Dining Room & Beverage Service
 - Cooking Methods
 - Basic Knife Skills
 - Identifying and use of tools and equipment

Term 3 - Second 9 Weeks

Culinary Fundamentals 2

- **Purchasing (NRAEF – 72 Hours)**
 - Profitability in food service
 - Procedures in Purchasing & Receiving
 - Cost Control
- **Foods II (175 Hours)**
 - Product and Equipment Knowledge
 - Stocks and Sauces
 - Soups and Salads
 - Sandwiches and Lunch Cookery
 - Eggs and Breakfast

Term 4 - Third 9 Weeks

Culinary Fundamentals 3

- **Nutrition I (145 Hours)**
 - Taste & Flavor Enhancements
 - Dietary Guidelines
 - Digestion
- **Foods III (175 Hours)**
 - Product & Equipment Knowledge
 - Fruits and Vegetables
 - Potatoes, Grains, and Pastas
 - Garde Manager
 - Aspics, Gelee, & Forcemeat
 - Food Preservation
 - Food Presentation

Term 5 - Fourth 9 Weeks

Culinary Fundamentals 4

- **Nutrition II (145 Hours)**
 - Wellness & Eating
 - Healthy Eating
 - Menu Planning
- **Foods IV (145 Hours)**
 - Product & Equipment Knowledge
 - Preparation of meat, poultry, and seafood
 - Basic Baking
 - Baking and Pastries

Miscellaneous Cost:	\$175
Carver Cost:	\$6,437
Total Cost to Student:	\$6,612

Carver Career and Technical Education Center
Veterinary Technology Program

<u>Fall Term-First Year</u>	<u>Cr. Hrs</u>	<u>Cl. Hrs</u>
VETT- 101 Intro to Vet Technology	3	112
VETT- 102 Veterinary Parasitology	3	80
VETT-103 Animal Science	3	48
VETT- 105 Veterinary Med Term	2	32
VETT-215 Animal Anatomy & Phys	4	96
<u>Spring Term -First Year</u>		
BIOL-230 Principals of Microbiology	3	48
BIOL-231 Microbiology Lab	1	48
ENGL-101 English Composition	3	48
VETT-111 Surg Techniques & Nursing	5	144
VETT-112 Veterinary Pharmacology I	2	32
VETT-113 Companion An Diseases I	2	32
<u>Summer Term- First Year</u>		
VETT-219 Seminar I	1	30
VETT-221 Preceptorship I	1	170
<u>Fall Term- Second Year</u>		
ENGL-202 Bus & Professional Writing	3	48
VETT- 201 Veterinary Pathology	4	112
VETT-202 Lg An Health & Diseases	3	80
VETT-203 Lab Animal & Avian Med	3	80
VETT-212 Veterinary Pharmacology II	2	32
VETT-213 Companion An Diseases II	2	32
<u>Spring Term- Second Year</u>		
VETT-222 Preceptorship II	2	320
VETT-223 Veterinary Capstone	4	96
ATEC-115 Fund of Bus Comp Appl	3	48
SOCI-101 Introduction to Sociology	3	48
TOTALS:	62	1816

Miscellaneous Cost	\$885
BridgeValley Cost	\$2,400
Carver Cost	\$6,071

The total cost for the Veterinary Technology Program is \$9,356.

Veterinary Technology Course Descriptions

VETT-101 Intro to Veterinary Technology (2-2) 3 Fall

This is an introductory course with focus on history, laws & ethics, business & hospital management, and client relations & education. The lab will focus on husbandry, restraint, handling, drug administration, and phlebotomy.

VETT-102 Veterinary Parasitology (2-2) 3 Fall

This course is an introduction to common internal and external parasites, life cycles, treatment, and prevention. Laboratory will discuss identification techniques.

VETT-103 Animal Science (3-0) 3 Fall

This course will familiarize students with common breeds of dogs, cats, horses, and cattle. Also, breeding behaviors, nutrition, and animal behavior will be discussed.

VETT-105 Veterinary Medical Terminology (2-0) 2 Fall

This course introduces the vocabulary, abbreviations, and symbols used in the language of veterinary medicine. Emphasis is placed on building medical terms using prefixes, suffixes, and word roots. Upon completion students should be able to pronounce, spell, and define accepted veterinary medical terms.

VETT-111 Surgical Techniques & Nursing (3-4) 5 Spring

In this course students will learn the basic principles of radiology, anesthesia, dental prophylactics, and surgical techniques. Emergency care, nursing care, wound management, bandaging, and instrumentation will also be covered.

VETT-112 Veterinary Pharmacology I (2-0) 2 Spring

This course is an introduction into pharmacology. It will include drug laws, calculations, classifications, drug uses, and drug administration. Common drugs for diseases covered in VETT-113 will also be discussed.

VETT- 113 Companion Animal Diseases I (2-0) 2 Spring

Study of the most commonly encountered diseases in veterinary medicine. Etiology, pathogenesis, zoonosis, history and clinical signs, diagnosis, treatment, and prevention will be discussed.

VETT- 201 Veterinary Pathology (2-4) 4 Fall

This course is designed to acquaint students with equipment and techniques used in veterinary laboratories. The different areas that will be discussed include hematology, lab safety, urinalysis, blood chemistries, cytology, and serology.

VETT-202 Large Animal Health & Diseases (2-2) 3 Fall

The students will learn restraint and drug administration of common farm animals. They will also cover care, handling, and common diseases. This class will travel to local farms for practical experience.

VETT- 203 Laboratory Animal & Avian Medicine (2-2) 3 Fall

This course provides basic instruction in the concepts of laboratory animal and avian medicine health management. This course will cover proper methods of restraint, daily care, nursing techniques, and housing needs for the common species of laboratory animals and avian patients, specific procedures that are used in laboratory animal medicine, and issues of animal welfare as they apply to research

VETT- 212 Veterinary Pharmacology II (2-0) 2 Fall

This course is a continuation of VETT-112.

VETT-213 Companion Animal Diseases II (2-0) 2 Fall

This course is a continuation of VETT-113.

VETT-215 Animal Anatomy and Physiology (3-3) 4 Fall

A survey of the anatomy and physiology of major body systems for domestic animals. This course is intended to be an introduction to the anatomy and physiology of the cat, dog, and horse, with lesser emphasis on birds, reptiles and amphibians for students entering veterinary technology, veterinary assisting or other animal related fields. Mammal dissection required.

VETT-219 Seminar I (1-0) 1 Summer

This course will cover topics such as SART teams, oncology, senior care, physical therapy, and rehabilitation. This course is taken in conjunction with VETT-221. Students will keep a weekly journal and will present one case study from their preceptor.

VETT- 221 Preceptorship I (OJT) 1 Summer

The student will complete a minimum of 150 hours of on the job training at a local veterinary facility.

VETT-222 Preceptorship II (OJT) 2 Spring

This is an extensive external practicum where the student will function as a member of the veterinary team and complete a minimum of 300 hours.

VETT-223 Veterinary Capstone (4-0) 4 Spring

Discussion of case situations that encourage development of decision making skills at the veterinary technician's level. Independent study time is allocated for review and completion of national examination practice exams. This course will also prepare the student to join the workforce by covering resume writing and interview techniques.

HVAC - Adult
Plan of Study

Monday – Friday
3:30pm to 9:30pm

1601E1	AC – Basic Control Circuits	Terms 1
1602E2	AC – Air Conditioning Applications	Terms 2
1603E1	AC – Domestic Refrigeration	Terms 3
1604E1	AC – Fossil Fuel Heating Systems	Terms 3
1607E1	AC – Heating Systems	Terms 4
1752E1	HVAC Tech I	Terms 1
1753E1	HVAC Tech II	Terms 2
1754E2	HVAC Tech III	Terms 3
1755E2	HVAC Tech IV	Terms 4

Program is 1,250 Clock Hours

Total Cost to Student: \$8,521

Program of Study Description:

The HVAC Technician Program of Study focuses on careers that will build a knowledge base and technical skills in all aspects of the Heating, Ventilation, and Air Conditioning industry. Students will have the opportunity to earn NCCER certification for each skill set mastered and be exposed to skills to develop positive work ethics.

Course Descriptions:

1601 Basic Control Circuits

This course introduces the student to the knowledge base and technical skills for concepts in Basic Control Circuits. Areas of study include mathematical concepts, technical writing skills, technical reading comprehension, career opportunities and personal and equipment safety. Emphasis will be placed on career exploration, job seeking skills and personal and professional ethics. Safety instruction is integrated into all activities. Students will utilize problem-solving techniques and participate in laboratory activities to develop an understanding of course concepts, and teachers should provide each student with real world learning opportunities and instruction.

1602 Air Conditioning Applications

This course introduces the student to the knowledge base and technical skills for concepts in Air Conditioning Applications. Areas of study include mathematical concepts, technical writing skills, technical reading comprehension, career opportunities, personal and equipment safety, fabrication operations and basic compression refrigeration. Emphasis will be placed on career exploration, job seeking skills and personal and professional ethics. Safety instruction is

integrated into all activities. Students will utilize problem-solving techniques and participate in laboratory activities to develop an understanding of course concepts and teachers should provide each student with real world learning opportunities and instruction related to air conditioning occupations.

1603 Domestic Refrigeration

This course introduces the student to the knowledge base and technical skills for concepts in Domestic Refrigeration. Areas of study include mathematical concepts, technical writing skills, technical reading comprehension, career opportunities and personal and equipment safety. Emphasis will be placed on career exploration, job seeking skills and personal and professional ethics. Safety instruction is integrated into all activities. Students will utilize problem-solving techniques and participate in laboratory activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction.

1604 Fossil Fuel Heating Systems

This course introduces the student to the knowledge base and technical skills for concepts of Fossil Fuel Heating Systems. Areas of study include mathematical concepts, technical writing skills, technical reading comprehension, career opportunities and personal and equipment safety. Emphasis will be placed on career exploration, job seeking skills and personal and professional ethics. Safety instruction is integrated into all activities. Students will utilize problem-solving techniques and participate in laboratory activities to develop an understanding of course concepts, and teachers should provide each student with real world learning opportunities and instruction related to air conditioning and refrigeration occupations.

1607 Heating Systems

This course introduces the student to the knowledge base and technical skills for concepts in Heating Systems. Areas of study include mathematical concepts, technical writing skills, technical reading comprehension, career opportunities and personal and equipment safety. Emphasis will be placed on career exploration, job seeking skills and personal and professional ethics. Safety instruction is integrated into all activities. Students will utilize problem-solving techniques and participate in laboratory activities to develop an understanding of course concepts, and teachers should provide each student with real world learning opportunities and instruction.

1752 HVAC I

This course introduces the student to the knowledge base and technical skills of the HVAC industry. HVAC I begins with the NCCER Core curriculum which is a prerequisite to all Level I completions. The students will complete modules in Basic Safety; Introduction to Construction Math; Introduction to Hand Tools; Introduction to Power Tools; Introduction to Construction Drawings; Basic Rigging; Basic Communication Skills; Basic Employability Skills; and Introduction to Materials Handling. Students will then begin developing skill sets related to the fundamentals of HVAC such as Introduction to HVAC; and Trade Mathematics. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding

of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, WV SkillsUSA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

1753 HVAC II

HVAC II will continue to build student skill sets in areas such as Copper and Plastic Piping Practices; Soldering and Brazing; Ferrous Metal Piping Practices; Basic Electricity; Introduction to Cooling; Introduction to Heating; and Air Distribution Systems. Students utilize problem solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, WV SkillsUSA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

1754 HVAC III

HVAC III will continue to build student skill sets in areas of Commercial Airside Systems; Chimneys, Vents, and Flues; Introduction to the Hydronic Systems; Air Quality Equipment; Leak Detection, Evacuation, Recovery, and Charging; Alternating Current; Basic Electronics; and Introduction to Control Circuit Troubleshooting. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, WV SkillsUSA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

1755 HVAC IV

HVAC IV will continue to build student skill sets in areas of Troubleshooting Gas Heating; Troubleshooting Cooling; Heat Pumps; Basic Installation and Maintenance Practices; Sheet Metal Duct Systems; and Fiberglass and Flexible Duct Systems. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, WV SkillsUSA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

Electrical - Adult
Plan of Study

Monday – Friday
3:30pm to 9:30pm

1756E1	ELEC-TECH I	Terms 1
1757E1	ELEC-TECH II	Terms 2
1758E2	ELEC-TECH III	Terms 4
1762E1	ELECT-BLPRT	Terms 1
1765E2	ELEC-I&CWIRE	Terms 2
1767E1	ELEC-NTLCODE	Terms 4
1769E1	ELEC-RESWIRE	Terms 4
1771E2	ELEC-ROTATCC	Terms 3

The course is 1250 hours

Miscellaneous Cost:	\$25
Carver Cost:	\$5,980
Total Cost to Student:	\$6,005

Program of Study Description:

The Electrical Technician Program of Study focuses on careers that will build a knowledge base and technical skills in all aspects of the Electrical Trades industry. Students will have the opportunity to earn NCCER certification for each skill set mastered and be exposed to skills to develop positive work ethics.

Course Descriptions:

1756 Electrical Trades I

This course introduces the student to the knowledge base and technical skills of the Electrical Trades industry. Electrical Trades I begin with the NCCER Core curriculum which is a prerequisite to all Level I completions. The students will complete modules in Basic Safety; Introduction to Construction Math; Introduction to Hand Tools; Introduction to Power Tools; Introduction to Construction Drawings; Basic Rigging; Basic Communication Skills; Basic Employability Skills; and Introduction to Materials Handling. Students will then begin developing skill sets related to the fundamentals of Electricity such as Orientation to the Electrical Trade; and Electrical Safety. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, WV SkillsUSA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

1757 Electrical Trades II

Electrical Trades II will continue to build student skill sets in areas such as Introduction to Electrical Circuits; Electrical Theory; Introduction to the National Electrical Code[®]; Device Boxes; Hand Bending; Raceways and Fittings; Conductors and Cables; Basic Electrical Construction Drawings; Residential Electrical Services; and Electrical Test Equipment. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, WV SkillsUSA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

1758 Electrical Trades III

Electrical Trades III will continue to build student skill sets in areas of Alternating Current; Motors: Theory and Application; Electric Lighting; and Conduit Bending. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, WV SkillsUSA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

1762 Blueprint Reading For Electricians

This course introduces the student to the knowledge base and technical skills regarding Blueprint Reading for Electricians. Areas of study include building plans and specifications and blueprint and schematic reading. Emphasis will be placed on career exploration, job seeking skills and personal and professional ethics. Safety instruction is integrated into all activities. Students will utilize problem-solving techniques and participate in laboratory activities to develop an understanding of course concepts.

1765 Industrial and Commercial Wiring

This course introduces the student to the knowledge base and technical skills for Industrial and Commercial Wiring. Areas of study include conduit and raceways and commercial load calculations and configurations. Emphasis will be placed on career exploration, job seeking skills and personal and professional ethics. Safety instruction is integrated into all activities. Students will utilize problem-solving techniques and participate in laboratory activities to develop an understanding of course concepts and teachers should provide each student with real world learning opportunities and instruction related to course concepts.

1767 National Electrical Code

This course introduces the student to the knowledge base and technical skills for the NEC. Areas of study include demonstrating skills in the use of the NEC, applying calculations to assure NEC standards are met. Emphasis will be placed on career exploration, job seeking skills and personal and professional ethics. Safety instruction is integrated into all activities. Students will utilize problem-solving techniques and participate in laboratory activities to develop an understanding of course concepts.

1769 Residential Wiring

This course introduces the student to the knowledge base and technical skills for Residential Wiring. Areas of study include wiring data, service entrance equipment, luminary and receptacle outlets, protective devices, appliance and special circuits and low-voltage systems. Emphasis will be placed on career exploration, job seeking skills and personal and professional ethics. Safety instruction is integrated into all activities. Students will utilize problem-solving techniques and participate in laboratory activities to develop an understanding of course concepts.

1771 Rotating Devices and Control Circuitry

This course introduces the student to the knowledge base and technical skills for concepts in the Rotating Devices and Control Circuitry. Areas of study include control circuitry and motor controls. Emphasis will be placed on career exploration, job seeking skills, and personal and professional ethics. Safety instruction is integrated into all activities. Students will utilize problem-solving techniques and participate in laboratory activities to develop an understanding of course concepts, and teachers should provide each student with real world learning opportunities and instruction related to course concepts.

Barbering Apprenticeship - Adult Plan of Study

Monday – Friday
9:00 am - 3:00 pm

1150E1	Barber SCI 1
1151E1	Barber SCI 2
1152E1	Barber PRO 1
1153E1	Barber PRO 2
1155E1	Barbering Science Advanced
1156E1	Barber PRO 3
1157E1	Barber PRO 4
1158E1	Barbering Professional Advanced

The course is 1200 hours and is designed by the WV Board of Barbers and Cosmetologists and prepares students to work as Barbers.

Miscellaneous Cost:	\$251
Carver Cost:	\$6297
Total Cost to Student:	\$6548

Program of Study Description:

The Barbering Program of Study focuses on the knowledge, skills, attitudes and practices required for careers in the field of Barbering. This Program of Study is designed for licensure by the State Board of Barbers and Cosmetologists. Students will utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers will provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of SkillsUSA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

Course Descriptions:

1150 Barbering Science I

This course develops knowledge and understanding of fundamental theory in the practices of the barbering profession, professional image and scientific aspects of barbering as delineated by the WV Board of Barbers and Cosmetologist. The Student will learn the history of barbering, identify the framework of course outline, develop study skills, list characteristics of healthy positive attitude and demonstrate the concept of professional hygiene and dress, basics of microbiology, human anatomy and physiology. The Students will utilize problem-solving techniques and participate in hands-on activities to develop understanding of course concepts.

Students are encouraged to become active members of SkillsUSA. Teachers will provide each student with real world learning opportunities and instruction. West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

1151 Barbering Science II

This course provides information on the scientific aspects of barbering as delineated by the WV Board of Barbers and Cosmetologists such as: infection control specifically to Barbering, implements, tools, equipment, chemistry, and electricity. Students will utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Students are encouraged to become active members of SkillsUSA.

Teachers will provide each student with real world learning opportunities and instruction. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

1152 Barbering Professional I

Professional Barbering Treatment of Hair and Scalp will provide knowledge and understanding of pH factor, shampoo chemistry, identifying types of shampoos, rinses, conditioners and treatments of alopecia as delineated by the WV Board of Barbers and Cosmetologists. Students will utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Students are encouraged to become active members of SkillsUSA. Teachers will provide each student with real world learning opportunities and instruction. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

1153 Barbering Professional II

Professional Barbering Shaving and Facial Hair Design will provide knowledge and skills on the objective of shaving, factors that should be taken in account before performing a shave, identifying fourteens areas of the face, identifying the mustache and beard designs and determine the correct implements to use for certain mustache and beard designs as delineated by the WV board of Barbers and Cosmetologists. Students will utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Students are encouraged to become active members of SkillsUSA. Teachers will provide each student with real world learning opportunities and instruction. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

1155 Barbering Science Advanced

Properties and disorders of the skin, hair and scalp provide knowledge and understanding of

the nature, structure, functions, diseases and treatments. Students will learn how to provide clients with advice on scalp and facial care as delineated by the WV Board of Barbers and Cosmetologists. Students will utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Students are encouraged to become active members of SkillsUSA. Teachers will provide each student with real world learning opportunities and instruction. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

1156 Barbering Professional III

Professional Barbering Men's Haircutting and Styling will provide knowledge, skills and principles of the fundamental terms used in haircutting, art of hair cutting, facial shapes, and hairstyling as delineated by the WV Board of Barbers and Cosmetologists. Students will utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Students are encouraged to become active members of SkillsUSA. Teachers will provide each student with real world learning opportunities and instruction. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

1157 Barbering Professional IV

Professional Barbering Men's Hair and Replacement will focus on why men purchase hairpieces, identify the types of hair used in manufacturing of hairpieces, types of hairpieces bases that are available, alternative hair replacement methods and selling of hairpieces in the barber shop as delineated by the WV Board of Barbers and Cosmetologists. Students will utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Students are encouraged to become active members of SkillsUSA. Teachers will provide each student with real world learning opportunities and instruction. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

1158 Barbering Professional Advanced

This course gives the students the opportunity to gain practical, challenging and meaningful on-the-job work experience under the supervision of a Licensed Barber as delineated by the WV Board of Barbers and Cosmetologists. Students will utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Students are encouraged to become active members of SkillsUSA. Teachers will provide each student with real world learning opportunities and instruction. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

Cosmetology - Adult
Plan of Study

Monday – Friday

Program is 1800 Clock Hours

1737 Barbers and Cosmetology Foundations
1734 Cosmetology 4 – Cosmetology Professional I
1735 Cosmetology Professional II
1736 Cosmetology 5 – Cosmetology Professional Advanced
1738 Cosmetology Science I
1740 Cosmetology Science II
1730 Cosmetology Chemicals I
1750 Cosmetology Chemicals II
1731 Aesthetics Science
1732 Skin Sciences I
1714 Cosmetology 10 - General Aesthetics I
1739 General Aesthetics II
1716 Cosmetology 11 - Nail Technology Science and Procedure
1717 Art of Nail Technology
1719 Nail Tech Clinical Experience

Miscellaneous Cost:	\$100
Carver Cost:	\$9,422
Total Cost to Student:	\$9,522

Program of Study Description:

The Barbering Program of Study focuses on the knowledge, skills, attitudes and practices required for careers in the field of Barbering. This Program of Study is designed for licensure by the State Board of Barbers and Cosmetologists. Students will utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers will provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of SkillsUSA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

Course Descriptions:

1737 Barbers and Cosmetology Foundations

This course develops knowledge and understanding of fundamental theory and practices of the Cosmetology profession as delineated by the WV Board of Barbers and Cosmetologists such as: effective communication, human relations, government organizations, professional organizations and development, first aid and general infection control. Students will utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers will provide each student with real world learning Teachers will provide each student with real world learning opportunities and instruction. Students are

encouraged to become active members of SkillsUSA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

1734 Cosmetology 4 – Cosmetology Professional I

This course provides knowledge and skills for working with hair and scalp, scalp treatment, shampoo and rinse, facial shapes, and hair styles as delineated by the WV Board of Barbers and Cosmetologists. Students will utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers will provide each student with real world learning opportunities and instruction. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

1735 Cosmetology Professional II

This course will provide knowledge and skills for working with wigs, hair additions, braiding and extensions as delineated by the WV Board of Barbers and Cosmetologist. Students will utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction related to possible occupations. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

1736 Cosmetology 5 – Cosmetology Professional Advanced

This course will provide the knowledge and skills for working with hair and scalp, scalp treatment, shampoo and rinse, facial shapes, hair styles, wiggery, hair relaxer, and hair coloring as delineated by the WV Board of Barbers and Cosmetologists. The program area provides individuals with the principles, practices, and concepts involved in cosmetology. Students also gain the professional or skilled knowledge and skills necessary in beginning a career in the cosmetology profession. Students will utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Students are encouraged to become active members of a student organization. Teachers should provide each student with real world learning opportunities and instruction related to possible occupations. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

1738 Cosmetology Science I

This course provides information on the scientific aspects of cosmetology as delineated by the WV Board of Barbers and Cosmetologists such as: human anatomy; the basics of chemistry and electricity; infection control; and tools and equipment. Students will utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Students are encouraged to become active members of SkillsUSA. Teachers will provide each student with real world learning opportunities and instruction. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

1740 Cosmetology Science II

This course will provide the student with information on electricity and chemical products used in cosmetology and the effects on the human anatomy as delineated by the WV Board of Barbers and Cosmetologists. The program area provides individuals with the principles, practices, and concepts involved in cosmetology. Students also gain the professional or skilled knowledge and concepts involved in cosmetology. Students also gain the professional or skilled knowledge and skills necessary in beginning a career in the cosmetology profession. Students will utilize problem solving concepts involved in cosmetology. Students also gain the professional or skilled knowledge and skills necessary in beginning a career in the cosmetology profession. Students will utilize problem solving techniques and participate in hands-on activities to develop an understanding of course concepts. Students are encouraged to become active members of a student organization. Teachers should provide each student with real world learning opportunities and instruction related to possible occupations. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

1730 Cosmetology Chemicals I

This course will provide knowledge and skills for scalp care, shampooing and conditioning as delineated by the WV Board of Barbers and Cosmetologists such as: explaining the importance of pH in shampoo selection, role of surfactants in shampoo, selection of various types of shampoo and conditioners, proper scalp manipulation, shampooing and conditioning procedures. Students will utilize problem solving techniques and participate in hands-on activities to develop an understanding of course concepts. Students are encouraged to become active members of a student organization. Teachers should provide each student with real world learning opportunities and instruction related to possible occupations. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

1750 Cosmetology Chemicals II

This course will provide knowledge and skills for working with chemical texture services and hair coloring as delineated by the WV Board of Barbers and Cosmetologist such as: factors in hair analysis for chemical texture services, types of permanent waving, basic wrapping procedures, difference between neutralizers and relaxers, color theory and techniques. Students are encouraged to become active members of a student organization. Teachers should provide each student with real world learning opportunities and instruction related to possible occupations. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

1731 Aesthetics Science

This course provides information on the aspects of aesthetics science such as: infection control; general anatomy and physiology; basics of chemistry; basics of electricity and basics of nutrition as delineated by the WV Board of Barbers and Cosmetologist. Students will utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers will provide each student with real world learning opportunities and

instruction. Students are encouraged to become active members of SkillsUSA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

1732 Skin Sciences I

This course will provide the student with knowledge and skills to be able to: apply nail tips, wraps and gels; apply facial make-up; and practice various methods of hair removal -- as delineated by the WV Board of Barbers and Cosmetologists. Students will utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Students are encouraged to become active members of a student organization. Teachers should provide each student with real world learning opportunities and instruction related to possible occupations. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

1714 Cosmetology 10 - General Aesthetics I

This course will provide the knowledge and skills for working in the treatment room; basic facial practices; facial massage; hair removal; makeup; advanced topics and treatments as delineated by the West Virginia Board of Barbers and Cosmetologists. Students will utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers will provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of SkillsUSA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

1739 General Aesthetics II

This course gives students the knowledge and skills of the aging process of skin, skin analysis and skin care products as delineated by the WV Board of Barbers and Cosmetologists. Students will utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers will provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of SkillsUSA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

1716 Cosmetology 11 - Nail Technology Science and Procedure

This course provides knowledge and understanding of infection control specifically for nail technicians; general anatomy and physiology; skin structure and growth; nail structure and growth; nail diseases and disorders; basics of chemistry, nail product chemistry; and electricity as delineated by the WV Board of Barbers and Cosmetology. Students will utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Students are encouraged to become active members of a student organization. Teachers should provide each student with real world learning opportunities and instruction related to possible occupations. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

1716 Nail Technology Science and Procedure

This course provides knowledge and understanding of infection control specifically for nail technicians; general anatomy and physiology; skin structure and growth; nail structure and growth; nail diseases and disorders; basics of chemistry, nail product chemistry; and electricity as delineated by the WV Board of Barbers and Cosmetology. Students will utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Students are encouraged to become active members of a student organization. Teachers should provide each student with real world learning opportunities and instruction related to possible occupations. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

1717 Art of Nail Technology

This course provides the knowledge and skills to perform basic manicures and pedicures; electric filing; wraps; tips; paraffin wax treatments; monomer liquid and polymer powder nail enhancements; UV gels; and creative design as delineated by the WV Board of Barbers and Cosmetologists. Students will utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Students are encouraged to become active members of SkillsUSA. Teachers will provide each student with real world learning opportunities and instruction. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

1719 Nail Technology Clinical Experience

This course provides knowledge and skills as delineated by the WV Board of Barbers and Cosmetologists for the provision of manicures, pedicures, massage, and facials. Students will utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Students are encouraged to become active members of SkillsUSA. Teachers will provide each student with real world learning opportunities and instruction. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

Microsoft Computer Applications Specialist/Information Management
Secondary Program that accepts adults on a space available basis.

Plan of Study

Monday – Friday
9:00am to 3:00pm

1411E1	BUS CMPT 1	BUSINESS COMPUTER APPLICATIONS 1 MICROSOFT WORD, POWERPOINT
1413E1	BUS CMPT 2	BUSINESS COMPUTER APPLICATIONS MICROSOFT EXCEL, ACCESS
1429E1	DSKTP PB	DESKTOP PUBLISHING
1431E1	DGTL IMG/MLT1	DIGITAL IMAGING/MULTIMEDIA

Program is 540 Clock Hours

Total Cost to Student: \$3,455

Program of Study Description:

The Microsoft Computer Applications Specialist/Information Management Program of Study focuses on careers that produce images through hands-on activities and experiences which will include: operating a digital camera, using imaging software, using drawing software, creating simple animations and manipulating video images. Students will incorporate journalistic principles in design and layout of print and Web publications including integration of text and graphics and use of sophisticated hardware and software to develop and create quality materials for business-related tasks. Students will analyze the information and the audience and combine appropriate text, graphics and design to communicate the desired message effectively.

Course Descriptions:

1411 Business Computer Applications I Microsoft IT Word and PowerPoint

This course is designed to develop student understanding and skills in such areas as Microsoft Word and Microsoft PowerPoint. This course prepares students for the Microsoft Word Office Specialist Exam and for the Microsoft PowerPoint Office Specialist Exam. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, DECA or FBLA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and skill sets.

1413 Business Computer Applications II Microsoft IT Excel and Access

This course is designed to develop student understanding and skills in such areas as Microsoft Excel and Microsoft Access. This course is recommended as an **Elective** in the Information Management and Microsoft Computer Applications Specialist (MCAS) Programs of Study. This course prepares students for the Microsoft Excel Office Specialist Exam and for the Microsoft Access Office Specialist Exam. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, DECA or FBLA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and skill sets.

1431 Digital Imaging/Multimedia I

This course is designed to develop student knowledge and skills in such areas as producing images, operating a digital camera, using imaging software, using drawing software, creating simple animations and manipulating video images. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, FBLA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and skill sets.

1429 Desktop Publishing

This course is designed to develop student understanding and skills in such areas as journalistic principles in design and layout of print and Web publications including integration of text and graphics and use of sophisticated hardware and software to develop and create quality materials for business-related tasks. Students will analyze the information and the audience and combine appropriate text, graphics and design to communicate the desired message effectively. Planning and design principles are used to analyze and organize information, set up a design structure and to select or create appropriate visuals. Instructional strategies may include computer/technology applications, teacher demonstrations, collaborative instruction, interdisciplinary and/or culminating projects, problem-solving and critical thinking activities, simulations and project-based learning activities. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, FBLA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and skill sets.

Paralegal Assistant

Plan of Study

Monday – Friday
9:00am to 3:00pm

7780E1	INTRO COURT	INTRODUCTION TO THE COURT SYSTEM AND LEGAL PROCEDURE
7781E1	PAR SKILL	PARALEGAL SKILLS
1413E1	BUS CMPT	BUSINESS COMPUTER APPLICATIONS MICROSOFT EXCEL AND ACCESS
1525E1	COMP LGL SFTW	COMPUTERIZED LEGAL SOFTWARE

Program is 540 Clock Hours

Total Cost to Student: \$3,017

Course Descriptions:

7780 Introduction to the Court Systems and Legal Procedure

This course is designed to provide students with knowledge to assist in the court systems and practices, criminal and civil law procedures. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Students are encouraged to become active members of the student organization SkillsUSA. Teachers should provide each student with real-world learning opportunities and instruction. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and skill sets.

7781 Paralegal Skills

This course is designed to provide students with knowledge and skills to assist in the legal industry with interviewing, investigating, research and preparation techniques and case management. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Students are encouraged to become active members of the student organization SkillsUSA. Teachers should provide each student with real-world learning opportunities and instruction. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

1413 Business Computer Applications II Microsoft IT Excel and Access

This course is designed to develop student understanding and skills in such areas as Microsoft EXCEL and Microsoft Access. This course prepares students for the Microsoft Excel Office Specialist Exam and for the Microsoft Access Office Specialist Exam. Students utilize problem-

solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, DECA or FBLA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and skill sets.

1525 Computerized Legal Office Software

This course is designed to develop student understanding and skills in software areas such as: word processing and PDF file creation; calendaring; meetings and hearings; spreadsheet creation; legal timekeeping and billing; databases, case management and docket control; electronic delivery; litigation support; internet, computer-assisted legal research and electronic mail; and electronic courthouse, automated courthouse, automated courtroom and presentation graphics. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Students are encouraged to become active members of a student organization. Teachers should provide each student with real world learning opportunities and instruction. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skills