

Rustburg Middle School

CAMPBELL COUNTY SCHOOLS



PARENT AND STUDENT HANDBOOK 2016- 2017

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RMS Principal's Message



Dear Parents/Guardians and Students:

On behalf of our faculty, staff and administration, it is my pleasure to welcome you to the 2016-2017 school year at Rustburg Middle School! We are looking forward to working with you as we begin what we know will be a successful and rewarding school year.

Rustburg Middle School will provide our students with a safe, positive, and supportive environment that promotes academic success for all students. We will challenge our students to be the best that they can be, to achieve at their highest level and strive for continuous improvement. We will make every effort to ensure that our students reach their goals as we are committed to the success of every student. In addition, parental involvement plays a key role in influencing student achievement and success and we strongly encourage you to be involved with your child's education at home and at school.

The information contained in this handbook has been developed to help you become familiar with the facilities, activities, and guidelines concerning our school. Please take time to read and discuss each section with your child so that you become aware of important policies and procedures.

We hope that you have a great year at Rustburg Middle School!

Christie Cundiff
Principal

CAMPBELL COUNTY PUBLIC SCHOOLS MISSION STATEMENT

“Campbell County Schools will provide a world-class education that enables every student to choose and pursue any Post K12 endeavor.”

RUSTBURG MIDDLE SCHOOL VISION

Vision: In partnership with teachers, parents, and community, guided by our core values: respect, responsibility, and the promotion of life-long learning, Rustburg Middle School will actively engage all students in the learning process; empowering every student to be critical thinkers, productive and responsible citizens within the global community.

Our Core Values:

Respect

We believe in modeling desired behavior and treating others with dignity and mutual respect.

Responsibility

We believe it is our collective commitment to work together to achieve academic success.

Life-Long Learning

We believe in providing students with the skills necessary to embrace the learning process.

HISTORY

Rustburg Intermediate School was originally housed in what was once the Campbell County High School. All seventh and eighth graders from this part of the county were housed in this facility.

During 1970-71, Rustburg Intermediate School added two sixth grade sections from Bocock Elementary School. With these additional students the enrollment was 600.

By the 1972-73 school year enrollment had increased to 650 students. The name of the school was officially changed to Rustburg Middle School in July, 1974. For the 1975-76 school year, Rustburg Middle School gained 110 sixth grade students from J.J. Fray Elementary School. With the addition of these students, the enrollment was approximately 760.

Rustburg Middle School was closed during the 1978-79 school year. The eighth grade students spent the year, as well as the next two, at Rustburg High School. The sixth grade students were bused to Brookville Middle School. During this time renovations were completed at the old Rustburg High School site, which had been chosen as the new location of Rustburg Middle School. Sixth and seventh graders were housed at the site for the 1979-80 and 1980-81 school years. The building was completely finished for the 1981-82 school year, and the eighth grade was once more included.

Rustburg Middle School housed fifth graders for the first time during the 1986-87 school year. Only fifth graders from Concord currently attend Rustburg Middle School.

The new addition and renovation to Rustburg Middle School was completed in September 1995. The new addition houses 5th grade, band, chorus, music and an additional gym. The renovation has allowed the entire school building to be air-conditioned.

For the 2009-2010 school year, fifth graders from Concord Elementary School will return to a newly renovated school. Rustburg Middle School will house sixth, seventh, and eighth grade students.

RUSTBURG MIDDLE SCHOOL PERSONNEL

Administration

Christie Cundiff	Principal
Kimberly Bradley	Asst. Principal
Suzette Peerman	Asst. Principal

Guidance Department

Tracy Greenway	School Counseling Director
Tracy Scott	School Counselor
Pat Dagenhart	School Counselor Manager
Rachel Ripley	School Psychologist

Office Staff

Georgia Jones	Bookkeeper
Karen Hubbard	Office Manager (Main)
Judy Perrow	Office Manager (Attendance Office)

School Nurse

Tammy Ewing	School Nurse
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Sixth Grade Teachers

Savannah Evans	English
Cindy Godsey	English
Mandy Pugh	Advanced English
Teresa Reynolds	Read 180
Christy Murray	Advanced Math & Math
Christina Carvajal	Advanced Math & Math
Phillip Reynolds	Advanced Math
Joni Brown	Life Science
Doug Deacon	Life Science
Emily Wilson	Social Studies
Amanda Mays	Social Studies

PERSONNEL CONT.

Seventh Grade Teachers

Tracie Sugden	Advanced English
Laura Miller	English
Josh Callum	English
Teresa Reynolds	Read 180
Kim Dinwiddie	Algebra
Kayla Moorman	Math, Pre-Algebra
Phillip Reynolds	Math
Michelle Holland	US History II
David Wheeler	US History II
Tara Campbell	Physical Science
Andrea Rice	Physical Science

Eighth Grade Teachers

Venke Breland	English & Advanced English
Elizabeth Knowles	English & Advanced English
Kim Dinwiddie	Algebra & Geometry
Amanda Hamlette	Pre-Algebra
Kayla Moorman	Pre-Algebra
Amy Sangston	Earth Science
Jeff Neumann	Earth Science
Tara Campbell	Geography
David Dinwiddie	Geography
David Wheeler	Geography
Alyssa Kennan	French
Karen Jo Ibarra	Spanish
Jessica Slusher	Agri-Science
Mary Streeper	Art
Matt Torrence	Basic Technical Drawing
Kelly Watson	Computer Applications

Physical Education Department

Jodi Culpepper	6 th & 7 th
Gerald Mosley	6 th
Krista Champney	7 th & 8 th
Travis Marshall	7 th & 8 th
Dustin Russell	Adaptive PE, 6 th & 7 th

Music Department

Robyn Ramsey	Chorus
Mike Straw	Band

PERSONNEL CONT.

Special Education Department

Gail Campbell-Lane	Resource
Rebecca Comninaki	Resource
Michelle Happs	Resource
Joel Myers	Resource
Ann Burnette	Adapted Curriculum
Laura Kohout	Adapted Curriculum
Elizabeth Rodhe	Adapted Curriculum
Kasey Jamerson	Speech
Judy Marshall	Speech
Jeffrey Hupe	Paraprofessional
Khetacqua Hamlett	Paraprofessional
Emily Ruhland	Paraprofessional
Deadra Williams	Paraprofessional

Library

Kim Arrington	Librarian
Becky Lewis	Library Assistant

ISS

Gary Liggon

School Resource Officer

Robert Layne	Master Deputy
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Custodians

Renee Goodman
Barbara Hancock
Glenn Nowlin
Doris Palmer
Barbara Pannell
Deanna Weeks

RUSTBURG MIDDLE SCHOOL MEAL PRICES

MEAL PRICES*

	Breakfast	Lunch
Middle School Students, Full Price	\$ 1.40	\$2.25
All Students, Approved Reduced Price	\$ 0.00	\$0.40
All Students, Approved Free Meals	Free	Free
Adult	\$2.00	\$3.25

***Prices are subject to change**

RMS DAILY SCHEDULE- Mon., Wed. & Fri. (6TH- 8TH GRADES)

7:30 a.m.	School Opens
7:30 a.m. – 7:50 a.m.	Students report to designated area
8:05 a.m. – 8:57 a.m.	Announcements & 1 st Period (52 minutes)
8:57 a.m. – 9:01 a.m.	<i>Class Change</i>
9:01 a.m. – 9:51 a.m.	2 nd Period (50 minutes)
9:51 a.m. – 9:55 a.m.	<i>Class Change</i>
9:55 a.m. – 10:45 a.m.	3 rd Period (50 minutes)

6th Grade:

10:49 a.m. – 11:14 a.m.	LUNCH (25 minutes)
11:18 a.m. – 12:08 p.m.	4 th Period (50 minutes)
12:12 p.m. – 1:02 p.m.	5 th Period (50 minutes)

7th Grade:

10:49 a.m. – 11:39 a.m.	4 th Period (50 minutes)
11:43 a.m. – 12:08 p.m.	LUNCH (25 minutes)
12:12 p.m. – 1:02 p.m.	5 th Period (50 minutes)

8th Grade:

10:49 a.m. – 11:39 a.m.	4 th Period (50 minutes)
11:43 a.m. – 12:33 p.m.	5 th Period (50 minutes)
12:37 p.m. – 1:02 p.m.	LUNCH (25 minutes)

12:08 p.m.	ISS LUNCH
1:02 p.m. – 1:06 p.m.	<i>Class Change</i>
1:06 p.m. – 1:56 p.m.	6 th Period (50 minutes)
1:56 p.m. – 2:00 p.m.	<i>Class Change</i>
2:00 p.m. – 2:50 p.m.	7 th Period (50 minutes)
2:50 p.m.	1 st Dismissal Bell
3:05 p.m.	2 nd Dismissal Bell (Approximate)

RMS DAILY SCHEDULE- Tues. & Thurs. (6TH- 8TH GRADES)

7:30 a.m.	School Opens
7:30 a.m. – 7:50 a.m.	Students report to designated area
8:05 a.m. – 8:51 a.m.	Announcements & 1 st Period (46 minutes)
8:51 a.m. – 8:55 a.m.	<i>Class Change</i>
8:55 a.m. – 9:39 a.m.	2 nd Period (44 minutes)
9:39 a.m. – 9:43 a.m.	<i>Class Change</i>
9:43 a.m. – 10:27 a.m.	3 rd Period (44 minutes)
10:31 a.m. – 11:09 a.m.	<i>E.N.C.O.R.E. Period (38 minutes)</i>

6th Grade:

11:13 a.m. – 11:38 a.m.	LUNCH (25 minutes)
11:42 a.m. – 12:26 p.m.	4 th Period (44 minutes)
12:30 p.m. – 1:14 p.m.	5 th Period (44 minutes)

7th Grade:

11:13 a.m. – 11:57 a.m.	4 th Period (44 minutes)
12:01 p.m. – 12:26 p.m.	LUNCH (25 minutes)
12:30 p.m. – 1:14 p.m.	5 th Period (44 minutes)

8th Grade:

11:13 a.m. – 11:57 a.m.	4 th Period (44 minutes)
12:01 p.m. – 12:45 p.m.	5 th Period (44 minutes)
12:49 p.m. – 1:14 p.m.	LUNCH (25 minutes)

12:26 p.m.	ISS LUNCH
1:14 p.m. – 1:18 p.m.	<i>Class Change</i>
1:18 p.m. – 2:02 p.m.	6 th Period (44 minutes)
2:02 p.m. – 2:06 p.m.	<i>Class Change</i>
2:06 p.m. – 2:50 p.m.	7 th Period (44 minutes)
2:50 p.m.	1 st Dismissal Bell
3:05 p.m.	2 nd Dismissal Bell (Approximate)

GENERAL INFORMATION

SCHOOL ARRIVAL

The School will be open at 7:30 a.m. each day. All students must report to breakfast or a designated area upon entering the building.

TARDY TO SCHOOL

The instructional day begins at 8:05 a.m. in first period and tardiness is regarded as an interruption and disruption in school. Students arriving to school after 8:05 a.m. will report directly to the attendance officer located outside the office area or Mrs. Perrow in the attendance office to be issued a tardy pass to first period. Repeated unexcused tardiness to school will result in disciplinary action.

EARLY RELEASE FROM CLASS

A student being delivered to school by parents or being picked up should use the Front parking lot parallel to Village Highway. **Walkers and students being picked up by parents will leave after the first dismissal bell (2:50 p.m.).** A signed note from a parent is required before a student will be allowed to leave with anybody other than a parent or guardian. **Using the parking lot area parallel to Village Highway is required to avoid interference with bus traffic.**

ILLNESS AT SCHOOL

Students who become ill at school may report to the nurse's office after obtaining a pass from their teacher. Someone in the office will contact parents.

LOST AND DAMAGED BOOKS

Students are responsible for the care of the textbooks issued to them as well as books checked out from the library. If a book is lost or damaged, it must be paid for by the student before he/she will be issued a replacement. See Mrs. Bradley about any questions relating to lost or damaged books.

LOST AND FOUND

Lost articles should be placed in the box near the commons area. The student will then be given an opportunity to check lost and found articles. All articles found at school will be turned in at the office or placed in the box outside the SRO's office. Questions about articles lost or found in locker rooms should be referred to P.E. teachers. Every nine weeks all unclaimed articles will be disposed of appropriately.

HALL PASSES

Students must have a written pass in order to be in the halls during class time or out of the cafeteria during lunchtime. Written permission from a teacher is required before coming to the main office, the guidance office, or the assistant principal's office.

INSURANCE

Students may purchase insurance at the beginning of the school year. Both twenty-four hour and school day coverage are available. Claims need to be filed within 30 days of accident related treatment.

HALL LOCKERS

Sixth, seventh and eighth grade students will be issued school lockers at the beginning of the school year. Students are expected to keep their lockers clean and **locked at all times**. Lockers are provided to students for the storage of certain personal items. Lockers are not vaults and consequently items of value should not be placed in them. Since lockers are the property of the school, they are subject to inspection at any time. Students are responsible for items stored in their lockers and should ensure that their lockers are kept secure (locked) at all times both in the hallway as well as in the locker room. See Mrs. Peerman, if you are a 6th or 8th grade student or Mrs. Bradley if you are a 7th grade student experiencing locker problems.

LOCKS

Seventh and eighth grade students will also be assigned a gym locker. These locks will be obtained from the gym teacher. If students have problems with their gym lockers they should see their P.E. teachers. A \$5.00 fee will be charged for lost locks.

AFTER SCHOOL ACTIVITIES

Students who participate in after school activities must have a **note from home giving them permission to stay**. Students should make prior arrangements to have transportation home at the immediate conclusion of the activity. Failure to do this may result in restriction from after school activities. They should report to the activity immediately at the end of the regular school day. Should the student forget to bring a note, he/she should plan to go home at the regular time. The telephone in the office may not be used to gain last minute permission. **Attendance at after school activities is a privilege earned by positive behavior throughout the school year. In order to participate in after school activities, the student must be in attendance at school that day.**

TELEPHONE

Student use of the telephone is prohibited unless there is an emergency or the student has written permission from a teacher.

VISITORS

Parents are always welcome to visit the school. Parents/visitors are required to report to the main office to obtain a visitors pass upon arrival on school grounds. Doing so will help insure the protection of RMS students, faculty, and staff.

BUS TRANSPORTATION

Students who use the school transportation system are expected to ride the assigned bus and use the stop assigned by the transportation department. If a student needs to ride a different bus, a note stating the desired change must be presented to the attendance office before 8:00 A.M. Permission will not be accepted over the phone. RMS cannot grant any permission for students to ride the bus to another Campbell County school without prior written consent from the principal of the school. Failure to comply with the school bus conduct will result in loss of bus privileges or other disciplinary action. Parents who transport students to and from school in the morning and afternoon should follow the posted traffic patterns signs at the front entrance and drop off/pick up students at the front of the school.

WALKERS

Students walking to school should plan to arrive at school after 7:30 A.M. Written permission from home is required. For those students who walk each day, one note for the year will suffice. See the secretary in the main office for your permission slips. Walkers must enter and leave the building by the door leading to the front parking lot. Walkers will be dismissed at 2:50 P.M.

CAR RIDERS

Students who are car riders must be picked up and dropped off in the designated front parking lot at RMS.

CLUBS

Clubs will meet both after school hours and during school hours. The club sponsor and administrator will establish meeting dates. Transportation must be arranged by the student.

EMERGENCY INFORMATION

Each student must have on file in the office an up-to-date emergency sheet. These sheets are important so that families may be contacted in the event of illness or emergency. Only those adults listed on the student's emergency sheet will be allowed to pick up that student if he/she becomes sick or is injured. Please advise the office of any changes during the school year.

LUNCH

Students may either bring their lunch from home or purchase a meal in the school cafeteria. All students are required to report immediately to the cafeteria during the time scheduled for their lunch. Loitering in the halls or bathrooms after being dismissed to go to lunch will be subject to disciplinary action.

All students will eat lunch in the cafeteria. Behavior in the cafeteria should be based on courtesy and cleanliness. Students are expected to remain seated during lunch and to clean up their area before dismissal from the cafeteria. No food or drink is to be taken from the cafeteria without an administrator's permission. Food items and beverages brought out of the cafeteria into the middle school building will be confiscated. Students may not order food to be delivered during lunch periods. Parents may drop off lunches in the office. Students may not leave the cafeteria for any reason unless they have a pass from the administrator on duty.

BREAKFAST

Breakfast is available for students to purchase from 7:30 a.m. – 7:50 a.m. Students who eat breakfast must report to the commons area upon arrival to school and report to homeroom immediately following breakfast.

WITHDRAWAL

Students withdrawing from school will obtain a withdrawal slip from the guidance office. All textbooks and library books will be returned to each issuing teacher. The withdrawal slip must be signed by each teacher and the main office secretary then to the school counseling secretary before the student will be cleared.

FIRE DRILLS

Fire drills will be held at least twice during the first twenty days of school and twice during the remainder of the school year. Exit routes are posted in each classroom. Students will follow their teachers' instructions and leave the building as quickly and as quietly as possible while closing windows, turning off lights, and shutting the classroom door behind them. Students should stay in a single file line as they vacate the building. The teacher will call the roll once outside. Upon completion of the drill, a bell will ring which is a signal to return to the building and class. Cooperation is essential and expected.

EMERGENCY DRILLS

Drills will be conducted during the year to familiarize the staff and students with procedures for severe weather and other emergency situations.

STUDENTS' PERSONAL POSSESSIONS

The responsibility for personal possessions has to be accepted by each individual student. It is requested that all students:

- 1) Do not bring large sums of money to school.
- 2) Keep pocketbooks or other valuables with them or locked in lockers at all times.
- 3) Mark coats, jackets, gym suits and shoes for identification.

The school will not be held responsible for loss, theft, or damage of personal items.

FLOWERS AND BALLOONS

The office will not be responsible for the delivery of flowers and balloons to students.

STUDENT DRESS CODE

See RHS & RMS School Dress Code Brochure for specific acceptable and unacceptable clothing. **See the Campbell County School Board Parent Notifications.**

SEX OFFENDER REGISTRY

You may access information in the sex offender and crimes against minor's registry at the following website: <http://sex-offender.vsp.virginia.gov/sor/>?

GRADING

See the Campbell County School Board Policies, Rules, Regulations and Procedures.

STUDENT ATTENDANCE

See the Campbell County Parental Notifications.

EXAMS

End of course exams will be given in Foreign Language, Algebra I, and Geometry. Any student who meets the following criteria will be exempt from the final exam: Received an "A" average in the subject for every nine weeks. A student may choose to be exempt from the final exam for a course in which he or she has taken and passed the SOL test(s) for that course. If the SOL test(s) results are not received by the school prior to the administration of exams, exams for which a student has taken the SOL test(s) will be optional.

MAKE-UP WORK POLICY

Every student that is absent must bring a note to the office stating the reason for that absence. This note is due on the day the student returns to school or no later than the second day back.

The dates excused will be circled on the absentee slip. If no absentee slip is presented to the teacher after the student's second day back, the teacher will record an 'unexcused' in the grade book and no school work will be allowed to be made up for those dates.

The length of an excused absence will determine the amount of time a student is allowed to make up work. The student will have one day to make up work for every day of excused absence. However, any work assigned before a student is absent is due upon their return.

S.C.A.

The Student Cooperative Association is an organization to promote positive relationships between teachers, students and administration. Officers are elected by the student body and one representative is chosen by each homeroom. The S.C.A. sponsors activities that raise funds to provide social entertainment for students and provides services for community and charitable organizations.

LIBRARY

The library is open for student use from 7:50 a.m. until 2:50 p.m. each day. Students are encouraged to make use of this facility. Students must have a pass from their homeroom teacher in order to use the library during homeroom.

SCHOOL COUNSELORS

As society becomes culturally diverse and the economy more global, students will need guidance in making appropriate choices to help them become productive citizens. The school counselor is there to assist with this process.

A major function of the school counselor is to work with students in dealing with personal, social and academic/career issues. Throughout the school year, counselors conduct activities aimed at teaching appropriate social and interpersonal skills. The school counselor also assists students with short and long-term academic and career planning by conducting interest inventories and college searches with students. Counseling with students is done individually or in groups.

In addition to working directly with students and parents, counselors assist in the coordination and implementation of state testing as well as teaching students study skills and test taking strategies.

Another major responsibility of the school counselor is the management of cumulative and confidential records of all students. From the initial registration to graduation, the school counselor is responsible for maintaining student records. A permanent record file is kept for each active student attending Rustburg Middle School in a safe and secure location.

The doors to the school counseling office are always open. Students are encouraged to see their counselor when specific problems arise.

GUIDELINES FOR PUPIL RETENTION

See the Campbell County School Board Policies, Rules, Regulations and Procedures.

HOMEWORK

1. Age of student will be taken into consideration when assigned homework.
2. The homework assignment should serve to reinforce materials that have been introduced and thoroughly explained in the classroom by a classroom teacher.
3. Individual projects, assigned over a period of several days, may serve as a tool to provide enrichment experiences for certain students. (The classroom teacher will make every effort to assure that the students have access to the data necessary for completion of the project.)

STUDENT BEHAVIOR

Students are considered to be under the jurisdiction of school authorities while in school and when going to and from school. The following guidelines are designed to aid in maintaining an orderly and safe school environment and a well-behaved student body. These guidelines will be administered as consistently as possible. Students are expected to demonstrate good conduct at all times.

A. ITEMS NOT TO BE BROUGHT TO SCHOOL

Students are not allowed to bring toys or electronic devices to school. These items may be distractions in the classroom and may hinder the learning experience. Prohibited items include, but are not limited to, IPOD's, mp3 players, walkmans, radios, tape players, CD players, cameras, video games, laser pointers, Kindles, Nook Readers or other electronic devices, toys, card collections, matches, cigarette lighters, pornographic materials, and other items that may cause a disruption. **Also, skateboards are not allowed at school, nor is skateboarding allowed on school grounds at any time.** Possession of these items may result in confiscation and/or disciplinary action.

B. POSSESSION OF WIRELESS COMMUNICATION DEVICES (Cell phones, pagers, PDA's, wireless internet connection devices, or any similar device)

See the Campbell County School Board Parent Notifications.

C. MINOR INFRACTIONS

1. Pushing, running, and "horseplay"
2. Swearing, profane language, screaming, rude gestures, putdowns.
3. Public display of affection (hugging, holding hands and kissing are examples of unacceptable behavior).

4. Unacceptable behavior during lunch (repeated misbehavior may result in loss of privilege of eating lunch in commons area).
5. Students in the hall or other areas of the building during class time without a hall pass.
6. Selling of any items to other students during the school day.
7. Forgery or falsification of notes, passes, excuses, and permission slips within school.
8. Leaving a classroom during a class period without excuse or teacher's permission.
9. Writing or passing notes during school time. A copy of any confiscated notes may be sent to parents.
10. Failure to return discipline notices to teachers or administrators.
11. Skipping class and repeated tardiness to class or school.
12. Disruption of class.
13. Repeated offenses for gum/candy in class that creates a disturbance.
14. Repeated offenses for being unprepared for class.

D. MAJOR INFRACTIONS

1. Fighting - physical confrontation between two students.
2. Flagrant rudeness, disrespect, or insubordination to any faculty member at any time.
3. Willful destruction or severe defacing of school property or property of another (student will be required to pay for damaged property).
4. Leaving school grounds without permission from an administrator.
5. Misbehavior in In-School-Suspension.
6. Stealing
7. Being untruthful to a teacher and administrator.
8. Chronic truancy and repeated violations of less serious infractions
9. Illegal Acts
 - a. Possession, transmission, sale or under influence of drugs, look alike drugs or alcohol
 - b. Possession of weapons or look alike weapons
 - c. Possession of cigarettes and/or tobacco products by students 18 years or younger
 - d. Possession of beepers, pagers or similar portable devices.
 - e. Threatening and/or inflicting bodily harm on teachers or administrators or other students
10. Possession of items that are potentially harmful or dangerous
11. Repeated minor infractions
12. Harassment
13. Assault
14. Racial slurs or comments
15. Bullying
16. Insubordination and failure to follow directions of adults (teachers, counselors, administrators, substitute teachers, and librarian, etc.)

E. ILLEGAL ACTS

1. Violation of Alcohol and Drug Policy
2. Possession of weapons
3. Assault
4. Chronic Truancy
5. Theft
6. Possession of drugs or firearms requires expulsion

Please refer to the *Policies/Rules/Regulations and Procedures and Parent Notifications* for additional information.

CONSEQUENCES OF MISBEHAVIOR

Major and minor infractions will result in the following consequences as deemed appropriate by the administration.

A. LUNCH DETENTION

Students may be assigned to a supervised lunch detention for various minor infractions.

RESTRICTION FROM EXTRA-CURRICULAR ACTIVITIES

Accumulation of days in ISS or out-of-school suspension may result in restriction from extracurricular activities. (Dances, club activities, field trips, assemblies, etc.)

B. AFTER SCHOOL DETENTION (if offered)

Students should report to the assigned area after final dismissal. After-School-Detention will conclude at **3:25 P.M.** Students are expected to utilize this time to complete school assignments. Misbehavior in After-School-Detention may result in further disciplinary action.

C. IN SCHOOL SUSPENSION (ISS/PAD)

On the day a student is assigned ISS/PAD, he/she should go to homeroom. After the announcements the student will report to ISS taking all supplies and books for the day. Students assigned to ISS/PAD are required to complete class assignments. Misbehavior while assigned to ISS/PAD will result in further, more serious, disciplinary action.

Rules for ISS/PAD Students

1. Students in ISS/PAD must follow all rules set by the ISS/PAD teacher. Failure to comply with the following rules may result in additional days in ISS/PAD or suspension from school.
2. Students will report to the ISS/PAD room with all materials necessary to complete the day's assignments. Students will not be permitted to go to lockers for any reason.
3. There will be absolutely no talking, turning around or getting out of seat for any reason. If a student needs to turn in an assignment, sharpen a pencil or get out of their seat, they must raise their hand first.
4. Students will not sleep or pass notes in ISS/PAD.
5. Students will sit facing forward in their desks, square in their chairs, with both feet on the floor under their desks.
6. Students will work on assigned school work sent by their teachers until all assignments are completed. If any work is not completed, the student will return to ISS/ PAD the following day and stay until the work is finished.
7. Students assigned to ISS/PAD are encouraged to bring a book to read when they complete their assignments for the day. Any student without a book will be given written work to complete.
8. Neither food nor drinks are to be bought into the ISS/PAD room (gum and candy included) except during the designated lunch time.
9. No talking will be allowed while in line to get lunch.

D. OUT OF SCHOOL SUSPENSION

Students may be assigned out of school suspension for major infractions or repeated minor infractions. **When suspended from school, a student is not allowed to participate in any school functions nor allowed on any Campbell County school property during the suspension.**

PROGRAM OF STUDIES

SIXTH GRADE

ENGLISH 6

The sixth grade English curriculum seeks to increase students' awareness of the elements of effective group process and provides students practice with speaking and listening skills in group and individual activities. Students read a variety of material, from fiction to poetry to informational texts, and continue to develop skills of literary analysis as well as strategies for comprehension. Students use the writing process to develop narrative, descriptive, and expository writings and learn to use writing as a tool for learning in all subjects. Additionally, students enhance their research skills by developing strategies for using both print and electronic reference sources.

ADVANCED ENGLISH 6

The sixth grade advanced English course begins with the foundation of English Six skills (i.e. speaking and listening, reading, writing, research) and extends student learning through critical thinking, analysis, and problem solving. The course is designed to help students become independent readers, writers, and thinkers as they continue to progressively build the skills necessary for academic success in middle school. Students are challenged to read and compare a variety of genres including fiction, nonfiction, and poetry, with complex vocabulary. Students use writing, in multiple genres, as a tool to communicate, demonstrate, and enhance learning. The course interweaves *Laying the Foundation* English strategies and is a building block for future Pre-AP and AP course offerings at the high school level.

MATH 6

The sixth grade mathematics curriculum strives to increase students' proficiency in basic computations and their ability to identify real-life applications of mathematical principles. Students continue to refine mathematical skills and to develop strategies for solving various types of math problems. Sixth grade mathematics instruction also provides an opportunity for students to enhance their technology skills through the continued use of calculators and computers.

ADVANCED MATH 6

The Advanced Math 6 curriculum provides students with a review of operations using whole numbers, fractions, decimals and percents. Students develop an in-depth knowledge of equations, inequalities, areas and volumes, integers, graphs, and statistics and probability. Advanced Math 6 students continue to identify real-life applications for mathematical principles and to develop technology skills by using calculators and computers.

SCIENCE 6

The seventh grade Life Science curriculum emphasizes a more complex understanding of change, cycles, patterns, and relationships in the living world. Students explore the cellular organization and classification of organisms; the dynamic relationships among organisms, populations, communities, and ecosystems; and change as a result of the transmission of genetic information from generation to generation. Inquiry skills at this level include organization and mathematical analysis of data, manipulating variables in experimentation, and identifying sources of experimental error.

SOCIAL STUDIES 6

The sixth grade social studies curriculum focuses on United States history from 1865 to the present, and students continue to learn fundamental concepts in civics, economics, and geography within this historical context. Students also refine skills necessary for interpreting and using information, skills used for historical thinking, and strategies for interpreting and using information from maps and globes.

HEALTH AND PHYSICAL EDUCATION 6

The sixth grade health curriculum is designed to help students understand and practice habits of safe living. Instruction includes units on mental and physical health, nutrition, growth, and wellness, as well as safety and first aid, alcohol and other drugs, and disease prevention and control. In physical education, students develop an appreciation of the need for physical activity in daily living as they explore sports and leisure activities and participate in activities that promote personal wellness.

BAND 6

Designed for students with no previous instrumental or musical knowledge, the sixth grade band curriculum emphasizes fundamental skills in music theory, reading music, tone production, and proper techniques for performance. In addition, students learn about different styles of music, performance, etiquette, and teamwork.

CHORUS 6

The Chorus 6 class is designed for students to learn basic note reading including note name and note value, basic singing techniques including posture, breathing, vowels and consonants in singing, and correct choral behavior.

RELATED SKILLS 6

The purpose of the program is to extend, expand, and enrich concepts and skills that support the SOL. Students will rotate through a series of mini courses to work on skills in math, art, English, and agriscience.

SOL ENRICHMENT 6

The purpose of the class is to provide enrichment in the SOL area of mathematics.

SEVENTH GRADE

ENGLISH 7

The seventh grade English curriculum strives to make students more knowledgeable about the effects of verbal and nonverbal behaviors in oral communication. Students continue to develop vocabulary skills through the study of figurative language and continue to refine writing skills by developing narrative, expository, persuasive, and technical writings. Students' research skills are enhanced through the use of print and electronic information sources and through practice with documentation for secondary reference sources. In addition, students are given practice with organizing and synthesizing information found in printed materials such as newspapers and magazines. Concentrations on a variety of literature such as fiction, nonfiction, and poetry rounds out the seventh grade English curriculum, allowing students to analyze relationships among author's style, cultural context, and literary form.

ADVANCED ENGLISH 7

The seventh grade advanced English course begins with the foundation of English Seven skills (i.e. speaking and listening, reading, writing, research) and extends student learning through critical thinking, analysis, and problem solving. The course is designed to help students become independent readers, writers, and thinkers as they continue to progressively build the skills necessary for academic success in middle school. Students are challenged to read and compare a variety of genres including fiction, nonfiction, and poetry, with complex vocabulary. Students use writing, in multiple genres, as a tool to communicate, demonstrate, and enhance learning. The course interweaves *Laying the Foundation* English strategies and is a building block for future Pre-AP and AP course offerings at the high school level.

MATH 7

The seventh grade mathematics curriculum extends students' knowledge of mathematical concepts and skills learned in previous grades and emphasizes skills used to solve problems involving consumer applications and proportional reasoning. Students learn to use data analysis to make inferences and predictions. Students also continue to identify real-life applications for mathematical principles and to develop technology skills by using calculators and computers.

PRE-ALGEBRA

The Pre-Algebra curriculum prepares students for high school algebra courses. In addition to extending their knowledge of mathematical concepts and skills learned in previous grades, students develop an in-depth knowledge of skills and concepts related to integers, operations with rational numbers, percentages, graphing, equations, inequalities, and geometry. Students also continue to identify real-life applications for mathematical principles and to develop technology skills by using calculators and computers.

SEVENTH GRADE

SCIENCE 7

The eighth grade Physical Science curriculum builds skills of systematic investigation by focusing on variables, repeated trials, and validation of conclusions through the use of evidence and data. Students acquire an in-depth understanding of the nature and structure of matter and the characteristics of energy. Major areas of study include the periodic table, physical and chemical changes, nuclear reactions, temperature and heat, sound, light, electricity and magnetism, and work, force, and motion.

SOCIAL STUDIES 7

The seventh grade social studies curriculum focuses on Civics and Economics. The students continue to learn fundamental concepts in civics, economics, and geography within this historical context. Students also refine skills necessary for interpreting and using information, skills used for historical thinking, and strategies for interpreting and using information from maps and globes.

HEALTH AND PHYSICAL EDUCATION 7

The health and physical education curriculum for the seventh grade focuses on the physical, mental, social, and emotional growth of seventh grade students. Physical education activities are designed to improve students' motor abilities, strength and coordination, and aerobic fitness. Units in health instruction emphasize mental health, drug awareness, and safety.

BAND 7

Designed for students who have had previous instrumental training, the seventh grade band curriculum continues to focus on the development of music fundamentals and instrumental proficiency as students receive basic ensemble training.

CHORUS 7

In the Chorus 7 class students will be taught basic singing techniques, be exposed to music theory and music history, and explore different composers and their styles.

EXPLORATORY 7

In the Exploratory program, students rotate through a series of offerings to explore a variety of topics. These topics include drama, art, agriscience, computer skills.

EIGHTH GRADE

ENGLISH 8

The eighth grade English curriculum focuses on the oral language skills needed for interviewing. The students continue to refine skills necessary for acquisition and development of vocabulary and to develop strategies for comprehension and analysis of both literary and informational reading. Students use the writing process to develop narrative, expository, and persuasive writings and develop skills necessary for the analysis of persuasive techniques used in mass media.

ADVANCED ENGLISH 8

The eighth grade advanced English course begins with the foundation of English Eight skills (i.e. speaking and listening, reading, writing, research) and extends student learning through critical thinking, analysis, and problem solving. The course is designed to help students become independent readers, writers, and thinkers as they continue to progressively build the skills necessary for academic success in middle school. Students are challenged to read and compare a variety of genres including fiction, nonfiction, and poetry, with complex vocabulary. Students use writing, in multiple genres, as a tool to communicate, demonstrate, and enhance learning. The course interweaves *Laying the Foundation* English strategies and is a building block for future Pre-AP and AP course offerings at the high school level.

PRE-ALGEBRA

The Pre-Algebra curriculum prepares students for high school algebra courses. In addition to extending their knowledge of mathematical concepts and skills learned in previous grades, students develop an in-depth knowledge of skills and concepts related to integers, operations with rational numbers, percentages, graphing, equations, inequalities, and geometry. Students also continue to identify real-life applications for mathematical principles and to develop technology skills by using calculators and computers.

SOCIAL STUDIES 8

The eighth grade World Geography social studies curriculum is the study of the world's people, places, and environments, and emphasizes historical developments in the United States and Canada, Middle and South America, Europe, Russia, Asia, and Africa. The curriculum focuses on the ways in which people in various cultures influence and are influenced by their physical and ecological environments. Topics of study include characteristics of the world's varied populations and cultures, countries and regions, land forms and climates, natural resources and natural hazards, economic and political systems, and migration and settlement patterns. Students use a variety of print and electronic resources to analyze the relationships between people and places.

HEALTH AND PHYSICAL EDUCATION 8

The health and physical education curriculum for the eighth grade focuses on the physical, mental, social, and emotional growth of eighth grade students. Physical

education activities are designed to improve students' motor abilities, strength and coordination, and aerobic fitness. Units in health instruction emphasize mental health, drug awareness, and safety.

BAND 8

The primary emphasis of the eighth grade program is ensemble playing. Designed for students with several years of previous instrumental training, the eighth grade band curriculum also continues to focus on the refinement of music fundamentals and instrumental proficiency.

CHORUS 8

In the Chorus 8 class students will be taught in-depth singing techniques, sight singing, and choral ensemble behavior and responsibility. Standard repertoire composers and styles through music history will be studied. Representative works from each style will be performed.

ELECTIVES

Semester-long electives enable students to explore a variety of topics, including technology systems and computer skills. Additionally, students have an opportunity to explore several types of courses, such as art and agriscience, which will be offered as electives at the high school.

ENRICHMENT 8

The purpose of the class is to provide enrichment in the SOL area of mathematics.

COURSES OFFERED FOR HIGH SCHOOL CREDIT

ALGEBRA I

Offered to seventh and eighth grade students who demonstrate advanced mathematical abilities, Algebra I teaches students to use algebra as a tool for representing and solving a variety of practical problems. Students use tables and graphs to interpret algebraic expressions, equations, and inequalities and to analyze functions. Students' technology skills are refined through the use of calculators, computers, spreadsheets, and graphing utilities.

PRE-AP GEOMETRY

Offered to eighth grade students who demonstrate advanced mathematical abilities. This course offers a more in-depth study of the content of Geometry with more emphasis on abstract concepts and mathematical structure. Students will use graphing calculators, computers, and other appropriate technology. Students taking this course will take an end-of-course SOL test in Geometry. Students must pass both the course and the SOL test to earn a verified credit.

EARTH SCIENCE

This course connects the study of the Earth's composition, structure, processes and history; its atmosphere, fresh water and oceans; and its environment in space. Historical contributions in the development of scientific thought about the Earth and space are emphasized. The course focuses on the interpretation of maps, charts, tables and profiles; the use of technology to collect, analyze and report data; and the utilization of science skills in systematic investigation. Problem solving and decision making are an integral part of the course, especially as they relate to the costs and benefits of utilizing the Earth's resources. Major topics of study include plate tectonics, the rock cycle, Earth history, the oceans, the atmosphere, weather and climate, and the solar system and universe. Students taking this course will take an end-of-course SOL test in Earth Science. Students must pass both the course and SOL test to earn a verified credit.

BASIC TECHNICAL DRAWING

In this course, designed for students with a sound knowledge of math, students experience the basic language of industry and technology. They gain skills and understanding of the broad scope of mechanical drawing and drafting. The course is highly recommended for students who plan to study engineering, architecture, landscaping, or industrial technology in the future. An introduction to Computer Aided Design (CAD) is included in the course.

COMPUTER APPLICATIONS

This course is designed for secondary students to develop and enhance touch skills for entering alphabetic, numeric, and symbol information on a keyboard. Students will develop the correct keyboarding techniques and gain a basic knowledge of word processing, spreadsheet, database, and graphic applications. Students will demonstrate an understanding of computer concepts through applications of knowledge.

EIGHTH GRADE - COURSES OFFERED FOR HIGH SCHOOL CREDIT

FRENCH I

French I is an introduction to the basic elements of spoken and written French and to the cultures in which French is spoken. For each language skill area, students learn to use accurate and culturally appropriate vocabulary and structures.

SPANISH I

Spanish I is an introduction to the basic elements of spoken and written Spanish and to the cultures in which Spanish is spoken. For each language skill area, students learn to use accurate and culturally appropriate vocabulary and structures.