Parent/Student Handbook

Debra Windley, Principal   Chynna Bonner, Counselor

Greetings, Student

The Ed Tech Center would like to extend a warm welcome to you. The Phoenix Program at our high school aims to prepare pupils for a prosperous future. We believe that the program and standards we've established will provide you with the tools and abilities you'll need to finish the requirements for graduation and make the transition to a productive citizen.

By completing our orientation session today, you have taken the first step towards meeting academic and behavioral requirements. This training will help you understand the expectations of Ed Tech students. This handbook will help you learn all of our rules, principles, and procedures. You'll also participate in a few reflection activities and work on goal-setting. The Student Handbook is your first activity.

The Student Handbook is your first activity. This handbook is full of useful information to help you succeed in our program. It covers everything from our school's vision and mission to our expectations for you in terms of behavior. Our graduated behavior system and point sheets are also explained in the guidebook. You'll concentrate on reflection and objectives later today.

We are delighted to meet you and look forward to learning more about you as you achieve your objectives, create goals, and overcome challenges. Thank you for becoming a valuable member of the ETC Team.

Sincerely,

The Staff at Ed Tech

Administrative Staff

Principal: Debra Windley
Bookkeeper/Office Manager: Peggy Norman (Aug – Nov)
Patricia Tetterton (beginning Feb.)
Counselor: Chynna Bonner

Support Staff

School Nurse: Cindy Tipton
Social Worker/Attendance: Sandra Kutkuhn
Mental Health Coordinator: Laurel Miller
Student Attendance Specialist/Math Interventionist: Kristen Baker

Program Faculty

Social Studies/Film Lit: Seth Hobbs
Science/Current Affairs: Althea Clarke/Lynn Rogerson
Math: Sharon Huntington
ELA: Denise Cherry
Middle School: Mr. Williams
Exceptional Children: Laura Duncan
Credit Recovery/Online Electives: Brandy Haywood

The Mission of the Ed Tech Center:

The Ed Tech Center will promote positive academic, social, and behavioral changes so that students can experience future success in their schools and community.

The Vision of the Ed Tech Center:

Ed Tech will assist in developing each student's academic, social, and emotional skills through student engagement in a positive learning environment.

Our Core Beliefs:

- All students will be treated with dignity and respect.

- All students should be taught the skills and behaviors necessary for success. Positive relationships and interactions are essential to student growth.

- Parents, Teachers, students, and the Community must share the responsibility for the development of strong community and personal values.

- Students must take responsibility for their role in the learning process. Students should develop critical thinking skills that will enable them to make sound decisions concerning their future.

MOTTO: "We Will RISE!"

Respect/Responsibility
(you are accountable for you)

Individual Accountability
(make good choices)

Self-Respect
(be respectful toward yourself)

Eager to Succeed
(working toward your goals)

Pathways Program Objectives

For students who have fallen behind in credits toward graduation or who have been administratively reassigned from their home school for behavioral reasons, **Ed Tech** provides an alternative educational setting. Our program's main goal is to provide students with the academic, social, and emotional skills they need to excel not only in school but also in life. The **RISE Program** offers a very controlled environment with very specific rules and processes for our students in order to assist them reach these goals. All of our pupils, we feel, will meet all of these expectations on a daily basis. Our students will be able to attain their full potential as students and people if we do so.

- To provide appropriate instruction in an environment that emphasizes student learning and growth.

- Make behavioral adjustments, stressing that students are held accountable for their actions and the natural consequences of inappropriate behaviors.

- Take part in individual and group discussions that will help students learn to make better decisions, avoid escalating potentially troublesome situations, and equip students with alternative strategies to use in various situations.

- Learn to make short-term and long-range plans and goals. Earn the privilege of returning to the regular school setting.

- Provide a foundation for personal and social growth in order to develop students of exemplary character who become responsible, productive, and caring citizens.

**There is a new process in place for parents and other visitors to the school. All parents, visitors, and guests must come through the main door of Southside High School as of Monday, August 29, 2022. They will be given a guest badge and asked to sign the visitor log. The resource officer will then lead them to Ed Tech's main office. A parent or visitor may not see the principal without a scheduled appointment.

Bell Schedules

HS Bell Schedule			MS Bell Schedule	
Students May Enter the Building	**8:15**		**Students Enter the Building**	**8:15**
Breakfast/LAB	8:15 - 8:30		**Breakfast/SEL**	8:15 - 8:30
RISE	8:30 - 9:04		Reading/Edmentum	8:30 - 9:30
			Math/Edmentum	9:30 - 10:20
1st Period	9:06 - 10:06		Break/Bathroom	10:20 - 10:30
2nd Period	10:08 - 11:08		**ENCORE**	10:30 – 11:30
Lunch	11:10 - 11:35		Lunch (Grab 'n Go)	11:30 - 12:00
Transition/BR	11:35 - 11:41		Break/Bathroom	12:00 - 12:15
3rd Period	11:41 - 12:41		Soc. St/Sci	12:15 - 1:45
4th Period	12:43 - 1:43		Health/PE	1:45 - 2:45
5th Period	1:45 - 2:45			
Dismissal				
	1:50		Northside	
	2:45		Washington	
	3:20		Southside	

I. Student Rights

1. Be respected as an individual human being.

2. Be taught in a knowledgeable and professional manner.

3. Express their opinions and have them heard and respected as long as the opinion is expressed in an appropriate voice, time, and language.

4. Have a positive learning environment including: Meaningful curriculum and materials; explanations and reasons for grading, assignments, behavior requirements consequences, and other actions affecting students' learning and growth.

5. Be instructed according to their ability and achievement level and be evaluated according to their ability and achievement.

6. Receive fair and consistent treatment in class including a clear understanding and explanation of rules and regulations and their consequences.

7. Attend school without having their person or property threatened.

8. Be respected as an individual human being.

9. Be taught in a knowledgeable and professional manner.

10. Express their opinions and have them heard and respected *as long as the opinion is expressed in an appropriate voice, tone, and language.*

11. Be respected as an individual human being.

12. Be taught in a knowledgeable and professional manner.

13. Have a positive learning environment including: Meaningful curriculum and materials; explanations and reasons for grading, assignments, behavior requirements consequences, and other actions affecting students' learning and growth.

14. Be instructed according to their ability and achievement level and be evaluated according to their ability and achievement.

15. Receive fair and consistent treatment in class including a clear understanding and explanation of rules and regulations and their consequences.

16. Attend school without having their person or property threatened.

II. Student Expectations

1. **Attend school on a regular daily basis** unless ill or legally excused.

2. Be on time, prepared and engaged in all classes. Students who are late, unprepared, and disruptive are interfering with the rights of other students. Being punctual and prepared are habits that are crucial to success in life.

3. Complete all assignments and meet all school related deadlines. Take responsibility for your own learning.

4. Follow all school rules, procedures, and directives from school staff, being respectful and courteous.

5. Respect school property, as it is a community investment. Respect the person and property of others.

6. Participate in all assigned activities, including daily RISE sessions.

7. Ensure that all communication from the school to your parents or guardians reach home.

8. Seek assistance from school personnel in matters that concern your education, personal safety, and the safety of others.

9. You can not attend a teacher's class unless he/she is your teacher of record for that class period.

III. Parent/Guardian Expectations

Parents play a critical role in their child's educational and social development. The involvement of the parent or guardian is crucial in Ed Tech. As a school, we will support your efforts as a parent in helping your child to achieve his/her goals. In exchange, we ask that you join us in supporting the school's efforts. The approaches we have adopted, such as establishing a positive relationship with parents, as well as tracking and discussing student successes and areas needing improvement, are priorities for Ed Tech. Our faculty believes that solid connections must be established and maintained for the benefit of all students by ongoing contact and interaction with parents. With that said, parents/guardians are expected to...

1. Encourage your student to **attend school regularly** and to be punctual. Notify the school of a lawful absence **by 9:30 AM.**

2. Encourage your student to take personal responsibility for their education and behavior.

3. Attend conferences with teachers and other school officials when necessary. Agree that you expect your student to follow all school policies, rules, and procedures (including the cell phone policy, dress code, and attendance)

4. Agree that you expect your student will participate fully in all educational programming at Ed Tech.

5. Review and sign all correspondence with the school.

6. Understand that mistakes are opportunities for growth and that staff members are required to enforce consequences so that students may learn from their mistakes.

7. Ensure that all emergency and contact information is up to date at all times.

8. Understand that continued placement may be contingent upon their student's demonstration of commitment to academics, positive behavior, and school rules/regulations.

IV. ETC's Policies and Procedures

Attendance

Attendance is crucial to the success of students in the Phoenix Point Program. Students are expected to attend school on a consistent and regular basis. **In the event of an absence, it is the responsibility of the student to bring a note to the front office upon their return to school.** The school will accept all doctor's notes and court notifications. If the note is from a parent, it should include the student's complete name (first and last), dates of absence(s), reason for absence, and the signature of the parent/guardian. All absences will be coded **UNEXCUSED until a note is presented for an excused absence. Notes must be turned in within 3 days of the absence.**

- **Excused Absences** – Absences for the following reasons shall be classified as excused absences when the indicated documentation or approval is provided.

1. Illness or Injury of the student (more than 3 days requires a doctor's note)
2. Medical or Dental Appointment (verification by doctor required)
3. Quarantine (Health Department verification)
4. Death in the immediate family
5. Court Proceedings (verification by court system required)
6. Religious Observances (prior approval by principal)
7. Educational Opportunity (prior approval by principal)
8. Absences Related to Deployment activities
9. Child Care – (due to illness or medical appointment during school hours of a child of whom the student is the custodial parent)

➢ **Unexcused Absences** –Any willful absence from school with or without the parent/guardian's knowledge which does not meet the requirements of an excused absence.

➢ **After 3 unexcused absences,** the parent will receive written notification and a mandatory Parent-Teacher-Student conference will be held.

➢ **After 6 unexcused absences,** the parent will receive written notification and a mandatory Parent-Teacher-Student conference will be held. The student will be placed on an Attendance Improvement Plan.

➢ **After 10 unexcused absences,** the parent will receive written notification and a mandatory Parent-Teacher-Student conference will be held. At this time, the student will not receive credit unless an appeal is filed. In addition, the student may be required to make up missed time in accordance with **School Board Policies.**

➢ **Absences due to out-of-school suspension** are considered involuntary absences for attendance accounting purposes.

➢ **Make-up work due to absences –** Students are responsible for securing make-up assignments upon returning to school. Students will be given twice the number of days absent to complete all assignments missed.

➢ All students are expected to arrive at school on time and be on time for the start of every class period. Tardies to school and to individual classes will be handled on an individual basis.

Check-In/Check-out Procedures

All students are required to participate in SEL activities via RISE. All students will report to room F135 for RISE from 8:15 - 9:04. Beginning at 9:04, students will report to their assigned class each morning. Any student who arrives after 8:45 AM must check-in through the office manager. **Students not riding the school bus must not be dropped off before 8:30 AM.** Students will only be allowed to be checked out of school by those adults listed on their check out sheet.

Dress Code

In accordance with Beaufort County Schools dress policy, students are expected to adhere to the standards of cleanliness and dress that are compatible with the requirements of a productive and safe school environment. The staff at Ed Tech strictly enforces our district's dress code. The following guidelines must be followed by all students at Ed Tech:

All garments:

● No clothing, belts, jewelry or buttons with letters, initials, symbols, or wording that is obscene, offensive, inflammatory, or detrimental to the instructional process are allowed.

● No gang-related clothing or accessories as defined by law enforcement agencies will be allowed.

- **Headgear, hats, gloves, or sunglasses are not to be worn in the building** except for medical and/or safety reasons (prior approval from principal is required).

- Revealing attire is not acceptable. No sleeveless shirts, spaghetti straps or tube tops allowed. Shirts must completely cover undergarments. Clothing with excessive rips, tears or holes are not allowed. Pants with rips and/or tears, intentional or unintentional, must have leggings under them.

- All apparel must be worn as intended. (ie: watches stay on wrists, necklaces around necks, etc.) Students may not share, trade, give, or sell any personal property, including any attire.

Pants, skirts, skorts, and shorts:

- Pants or shorts must be worn **at the waistline.** No undergarments shall be revealed.
- Short dresses, short skirts, or short shorts will not be allowed. Skirts, shorts and skorts will be worn no shorter than three inches from the knee level.
- No visible tights, leggings, or pajama pants will be worn.

Shirts:
- Shirts should be appropriately fitted covering chest, shoulders, back, and belly.
- Shirts covered by a jacket, sweater, or sweatshirt must still comply with dress-code requirements. Otherwise, the outer garment must be worn, closed, throughout the entire school day.

Shoes:
- Shoes must be worn at all times.
  Bedroom shoes, shower shoes, or spiked heels are not permitted.

Coats and "Hoodies":

- Light jackets, light sweaters, and light "hoodies" may be worn in the classroom as long as they comply with all dress code requirements. Hoods must be removed from over the head when inside the school building.

- Jackets shall be unsnapped, unzipped or unbuttoned inside the school building

*Students in violation of the school dress policy will be required to make necessary changes to comply or parents will be required to arrange for replacement garments to be provided.

When, in the judgment of the principal, a student's appearance violates the intent of this Policy, or the policy of a school which has established a standard dress code, the student will be required to make necessary modifications. Continued violations of the dress code policy shall result in an in-school suspension.

Searches and Surveillance

In accordance with Beaufort County Schools Board Policy, School Administrators at The Ed Tech Center may conduct searches of students and their clothing, including pockets, jackets, hats, and shoes. This is in the interest of safeguarding students, their property, school property, and enforcing school system policies and rules if there is reasonable suspicion that they contain evidence of a crime or violation of school policy or rules. In addition administrators may use detectors and detecting mechanisms as well. Video recorders may also be used by administrators to monitor students as well.

Book bags

Duffel bags, book bags, large purses, oversized coats, such as a long trench coat, are not recommended for use on Ed Tech campus. If necessary, female students can bring a small cosmetic bag with necessities, which may be searched to determine that contents do not contain contraband. Please note that, in accordance with Beaufort County Schools Board Policy, School Administrators may conduct searches of students and their belongings given reasonable suspicion.

ETC's Cell Phone and Personal Electronic Devices

The use of all personal electronic devices (beepers, pagers, walkie-talkies, cell phones, laser pointers, CD players, personal audio devices, ipods, etc.) is strictly **prohibited** during instructional times here at Ed Tech In cases of emergency, students will be allowed to use the office phone, 252-946-5372. Parents may reach their student through the office phone as well. If a student is visibly using their phone (texting, listening to music, surfing) during instructional times, the phone will be confiscated and must be picked up by parent/guardian at the end of the school day. If this behavior is repeated, the student will face disciplinary consequences.

ETC's Policy for Collection and Storage of Cell Phones

- Any cell phone may be turned in upon entry into the building.
- Cell phones will be stored in a locked cabinet with limited personnel assigned to redistribution. Cell phones will be returned from the designated cabinet at dismissal each day. If the phone is not picked up at the end of the school day. It will be stored until the end of the following school day. If a student must leave the building early, the phone will be provided to the parent/guardian at the time of pick up.

Confiscation and Return:

If a student is visibly using their phone during the regular school day, the phone will be confiscated and must be picked up by parent/guardian at the end of the school day. If this behavior is repeated, the student will face disciplinary consequences.

Social and Emotional Learning Program

A key goal of the RISE Program is to assist students in acknowledging and addressing negative behaviors and replacing them with more positive and productive behaviors and skills. In order to meet this goal, the staff at Ed Tech utilizes a comprehensive social and emotional learning program. This program consists of a number of activities that each student will participate in on a weekly basis. Each student is expected to fully participate in each activity. The following are some examples of these activities:

- Restorative practices:
  - group discussions
  - loss of privilege/activity
  - counselor check-ins
  - restitution
  - conferences/home visit
  - behavior contract
  - peer mediation

- Lessons on character and social skill development

I. Behavioral System and Expectations

Students must accept the responsibility to behave properly in all school settings. The Phoenix Program at Ed Tech operates on the **Positive Behavior Intervention and Supports System (PBIS).** PBIS is a school-wide system of support that includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create a positive social culture needed for all students to achieve social, emotional, and academic success in the school. Rather than focusing on reacting to negative behaviors, our program will teach, model, and reinforce positive behaviors.

PBIS utilizes a multi-tiered system of support, which includes school-wide (primary), classroom (secondary), and individual (tertiary) supports. Expectations for behavior will be taught and reinforced consistently throughout the school. (buses, hallways, classrooms, and cafeteria)

Point/Level System

In order to support the PBIS model, the RISE Program uses a level point system to promote positive behavior. Each student's behavior will be monitored and evaluated using our point and level system. The system is designed to shape the student's social, emotional, and academic behavior. Through the use of a variety of interventions and consistent feedback, changes in behavior can take place. Students will have individualized behavior goals that can be monitored using the point/level system. Determination of a student's readiness to return to a less restrictive learning environment will in part depend upon their performance on the point/level system. An additional purpose of the points/level system is to ensure that parents are contacted daily regarding their child's progress.

The primary objective of our point and level system is to promote and increase a student's responsibility for ownership of their behavioral, academic, and social performance. Progression through the levels is determined by measurable behavior and performance. At each level, positive reinforcement, privileges, and behavior expectations are modified. Class Dojo will be used to tally and track student points. At the beginning of each RISE period, Class Dojo will be displayed so that students are aware of their point total from the previous day. Feedback will be provided to students regarding their behavior performance.. If required, an individual meeting with the counselor or student services specialist (SSS) will occur.

FBA/BIP

Any student who fails to progress past level one by the end of the first semester will have a functional behavior assessment (FBA) conducted by Ed Tech staff to pinpoint particular behaviors and triggers to those behaviors. The goal is to provide support to help the student be successful academically and behaviorally.

Incentives

In the spirit of PBIS, the Phoenix Program provides a number of incentives to students as they progress through the level/point system. These incentives include, but are not limited to: school clubs, free time, monthly social outings, and other enrichment activities (see table below).

Level	Points needed	Time Period (earned by the …)	Reinforcements/Acknowledgements/Incentives
Level 0	≥60	1st progress report	Growth mindset bookmark Class dojo post – SSS to parents with praise
Level 1	≥125	1st progress report	Class dojo post – SSS to parents with praise 9-wks celebration – Certificate of Achievement ETCs Facebook posts– Counselor/Haywood ETCs Webpage – Norman Bulletin board recognition – SSS/Counselor Teacher reward: choose a class activity out of a hat, drop lowest classwork grade, call home to parents with praise, computer time, extra credit, play a board game with a Staff, skip an assignment pass, homework pass, etc.
Level 2	≥260	2nd progress report (end of semester 1)	Eligible for on-campus outings Can attend field trips 9-wks celebration – Certificate of Achievement ETCs Facebook posts– Counselor/Haywood ETCs Webpage – Norman Bulletin board recognition – SSS/Counselor
Level 3	≥380	3rd progress report	9-wks celebration – Certificate of Achievement ETCs Facebook posts– Counselor/Haywood ETCs Webpage – Norman Bulletin board recognition – SSS/Counselor Listening to music at designated times Lunch outside Recognition from the Principal on the announcements
Level 4	≥600	4th progress report (end of semester 2)	9-wks celebration w/(pizza party, ice cream party) – Certificate of Achievement ETCs Facebook posts– Counselor/Haywood ETCs Webpage – Norman Bulletin board recognition – SSS/Counselor Give morning announcements

1. **Minor Misbehavior**, such as, but not limited to (if repetitive, any of these can become a major issue):
- Talking without permission
- Chewing gum, candy, etc.
- Rocking or swinging arms or legs in chair
- Feet on desk or table
- Sitting on top of the desk or table
- Inappropriate manners
- Sagging clothes (if repetitive, it becomes a major issue)
- Interrupting staff while addressing another student or talking to another staff member

2. **Moderate Misbehavior**, such as, but not limited to (if repetitive, any of these can become a major issue):
- Making unnecessary noises including; singing, rapping, laughing, talking, etc.
- Using profanity within normal conversation
- Spitting in the building or waste baskets
- Not attempting or completing class work
- Not complying with staffs' request
- Writing or passing notes
- Talking after warned to stop
- Bothering other people's possessions
- Not facing forward in seat or table

3. **Major Misbehavior**, such as, but not limited to:
- Walking out of class without permission
- Calling other's names (students or staff)
- Throwing paper, books, spitballs, etc.
- Graffiti on walls, desk, or other items
- Blatant violation of dress code
- Sleeping or the appearance of sleeping during instruction time.
- Out of seat without permission from staff
- Disrespectful remarks or gestures toward other students, staff or other individuals
- Going on the internet without permission or going to unauthorized sites.
- Violating the computer use regulations
- Repeated minor or moderate offenses
- Use or possession of tobacco on school ground

4. Behavior Non-negotiables:

The following behaviors will result in an automatic suspension. In addition the student could face criminal charges as well:

Fighting/Assault

Disrupting another class or the school environment

Verbal Aggression (cussing, communicating threats)

Leaving Campus without permission

Any illegal activity including gang activity

Consequence Continuum (always document in Educator Handbook under minor)

1. W a r n i ng
2. Phone call home
3. Counselor Referral and phone call home
4. Administrative Referral/conference and phone call home
5. Office Referral (Major) in Educator Handbook and phone call home

Crisis Prevention and Intervention Techniques

In the event a student displays behavior that poses a physical threat to himself or others, Ed Tech staff may utilize Crisis Prevention and Intervention techniques. Staff members have been trained in these techniques and will only use them as a last resort to prevent injury to members of the school community.

1. Locate and read the **Vision** for Ed Tech. Rewrite the **Vision Statement.** Locate and read the **Mission** for Ed Tech. Rewrite the **Mission Statement.**

2. **Core Beliefs are the principles the school operates upon. Who must share the responsibility** of the development of **core beliefs and values?**

3. What are the **student's responsibilities** in these **core beliefs?**

4. The school motto is We Will Rise. Define this idea in your own words.

5. List 3 of the program objectives for our students.

6. If a student is absent, what must they do when they return to school?:

7. What are 3 examples of excused absences?

8. What happens after 10 unexcused absences?

9. Identify 3 clothing items/accessories that should NOT be worn at Ed Tech.

10. The proper way to wear pants is:

11. Why do you think some items are recommended not to bring to ETC?

12. _____ students are allowed in the bathroom at one time.

13. If someone is in the bathroom when you arrive, you will:

14. Explain the cell phone policy, in your words.

15. What happens if you are not following the cell phone policy?

16.   What are some offenses that result in an automatic suspension?

17.   What are the expectations of Level 0, for students who have just arrived to Ed Tech? Explain.

18.   When a student reaches Level 4 what are they able to do?

Ed Tech Center

Weekly Academic Progress Report

Student Name:_____

Date:_____

Directions: Write the name of your classes and teachers in the second column. Preferably on Fridays, give this form to each of your teachers at the beginning of class and pick it up at the end of the class period.

Period	Class / Teacher	Missing Assignments / Tests / Quizzes	Comments	Grade	Teacher Signature
1					
2					
3					
4					
5					