

GARLAND R. QUARLES ELEMENTARY SCHOOL

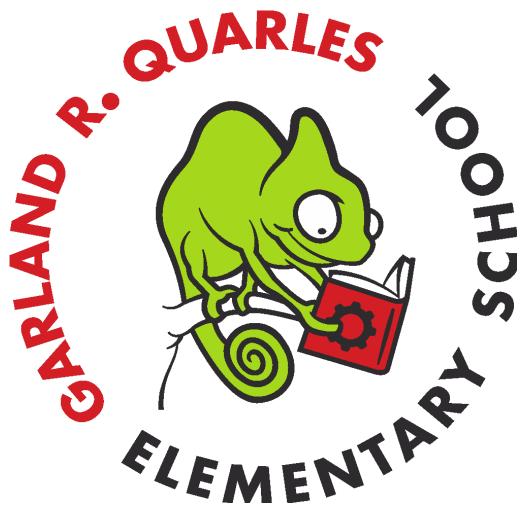
1310 South Loudoun Street
Winchester, Virginia 22601
540-662-3575/ fax: 540-662-8449

2021-2022 PARENT/STUDENT HANDBOOK





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August 12, 2021

Dear GQES Families,

Welcome to an ever evolving, continuously changing, and sincerely sanguine school year at Garland R. Quarles Elementary School (GQES)! While we are still in the Coronavirus (Covid-19) Pandemic, we will adapt, improvise, and overcome together! We are grateful you have chosen to be on this journey with us! It's always important to have a ROADMAP when we are planning on a journey. We want every child to be successful and thrive at GQES!

Our vision at Quarles Elementary is to create a ***thriving, literacy community in a STEM school!*** While we know school may have multiple iterations due to the pandemic, you will see **COVID-19 addendums** throughout this handbook. Please frequently visit the Winchester Public School website <https://www.wps.k12.va.us/> for updates and information.

WE need to bond together through this pandemic. We also need to take time to find JOY and PLAY in this challenging time. The three most important focal areas for 2021-2022 include:

**BONDING
PLAYING
LEARNING**

Moreover, we are a school and not a hospital in a school or a school in a hospital. We will implement evidence based best practices while knowing and understanding educational research such as the *seven correlates of effective schools* along with recommendations from the Center for Disease Control, Virginia Department of Health, Virginia Department of Education, and Winchester City Public Schools. These seven correlates of Effective Schools Research will guide our day to day operations:

- Clear School Mission
- High Expectations for Success
- Instructional Leadership
- Frequent Monitoring of Student Progress
- Opportunity to Learn and Student Time on Task

- Safe and Orderly Environment
- Home-School Relations.



Every year, we have a golden opportunity to help our students develop into competent, confident, and compassionate young people. Virginia has a future-ready plan featuring the 5 C's: Citizenship Skills, Creative Thinking Skills, Communication Skills, Collaboration Skills, and Critical Thinking Skills. All of these skills help students gain life experiences to be good citizens.

We want to extend an invitation to all of our students' parents to maintain frequent communication between home and school. We are here to support and help your child thrive! It is important for our families to know the processes, procedures, and habits we have in place to create a SAFE, ORGANIZED, ACCOUNTABLE, RESPECTFUL and KIND (SOAR) learning environment for your children even with Covid-19 requirements. Masks are required during this pandemic. Physical distancing--- as best we can---is expected during this pandemic. Washing hands will be expected during this pandemic. We ask for your cooperation and effort to make sure your child is at school, on time, and willing to learn every day. As you read our revised PARENT/STUDENT handbook, we want to invite you to ask questions to any of our staff. Like a chameleon, we want to 'evolve' into an even-greater school!

We want to work closely with you to help your child become a successful learner. Parents need to know how their children are doing in school; what the school is doing; what the school expects from parents; and how parents may contribute to the operations and improvements of the school. Our parental involvement program centers on three areas of shared responsibility: READING, STUDY HABITS, and RESPECTFUL/RESPONSIBLE BEHAVIOR. We expect students to read at home and for parents to read with their children. We appreciate parents/guardians' help in encouraging good study habits. Lastly, we expect parents to maintain regular communication with their child's teacher.

Welcome to an exciting and clearly another unforgettable year at Garland R. Quarles Elementary! Thank you! Let's stay safe and stay well! #WeGotThis!

Joanie Hovatter, Principal

Todd Fannin, Assistant Principal



HISTORY OF GARLAND R. QUARLES ELEMENTARY

The Garland R. Quarles Elementary School, built in 1955, was named in honor of Dr. Garland R. Quarles, Superintendent of the WPS from 1930 to 1965. The school was the first new public school to be built in Winchester since 1931. The original building contained 12 classrooms. In 1958, an additional five classrooms were constructed on the south end of the building, bringing its enrollment capacity to approximately 500 students.

Until the later 1960's, Quarles maintained the traditional elementary school organization of self-contained, graded classrooms. From that time, and to an increasing degree in the 1970's, steps were taken to provide a non-graded organization incorporating a more open instructional environment. Student grouping reflected multi-age flexibility and provisions were made for continuous progress based on individual development. The addition of a kindergarten curriculum level in 1974, based on developmental age considerations, was complementary to the developing curricular direction of the school.

A new Frederick Douglas School opened in 1990 which created a need for rezoning of the city. Students from all four elementary schools merged together. In the summer of 1995, Quarles began a renovation project. Staff and students occupied the old Frederick Douglas building at 598 North Kent Street until the summer of 1997.

In June of 1997, the 6.5 million dollar renovation project was completed. It included a library, gym, cafeteria, kitchen, stage, 18 new classrooms, computer lab, science lab, art room, music room, a beautiful courtyard, and an area to allow for an enrollment of nearly 500 students. GQES was above enrollment (500) from 2013 – 2016. In 2016-17, a new JKES was constructed to help eliminate overcrowding. Currently, GQES has an enrollment of 400-420 students in pre-Kindergarten to grade four.

The following individuals served as Principal at Quarles Elementary School with the years of service included:

- Rene M. McNally (1955-1970)
- E. P. Browning, III (1970-1974)
- John W. Penney (1974-1979)
- Mary W. Joyner (1979-1989)
- Barbara M. Johnston, Ed. D (1989-1992)
- Nancy T. Lee, Ed. D (1992-2004)
- Jacqueline C. Ruff (2004-2012)

Mrs. Joanie Hovatter became Principal in July 2012 at Quarles Elementary to the present.

Why is our school named Garland R. Quarles Elementary School?

Dr. Quarles was Superintendent of Winchester Public Schools from 1930-1965. Our school is named for Dr. Garland Reed Quarles, the only school in Winchester named for a person who was still living when it opened in 1956. The Winchester City School Board wanted to honor Dr. Quarles for the many ways he has helped our community.

Dr. Quarles was born on January 27, 1901 in Caroline County, Virginia. He went to a one-room schoolhouse in Caroline County. In 1923, he graduated from Randolph-Macon College with honors. Four years later, he earned a Master of Arts degree from the University of Virginia. In 1952, Randolph-Macon College awarded Dr. Quarles with an honorary degree of Doctor of Laws.

Arriving in Winchester in 1923, Dr. Quarles came to the B & O Railroad Station on Piccadilly Street. He spent the night at the George Washington Hotel. The next morning, he walked into Handley High School. Handley was a new school, then, and he was a beginning English teacher. Soon afterwards, Dr. Quarles became principal of Handley High School. In 1930, he was also named the Superintendent of Winchester Public Schools. He was an excellent teacher and continued to teach one senior English course.

Well-known as a writer of Winchester history, poetry, and the Apple Blossom Pageants, Dr. Quarles truly loved the area! The pageants included Winchester students and were performed outside on the Handley High School steps. The Apple Blossom Pageants are well known in parts of our nation, today.

Dr. Quarles received honors for his work with organizations in Winchester. Dr. Quarles was respected for his leadership ability and "scholarly influence." He was married and had three children. Dr. Quarles died on August 20, 1986. We have artifacts and photographs from Dr. Garland R. Quarles' estate in our conference room, given to us generously by Dr. Quarles' daughter and granddaughter. He is buried in Mt. Hebron Cemetery in Winchester.

Adapted from a biography of Garland R. Quarles, written by Eloise C. Strader, and included in SOME WORTHY LIVES by Garland R. Quarles.

SCHOOL VISION

THRIVING LITERACY COMMUNITY IN A STEM SCHOOL

SCHOOL MISSION

We will monitor our school's highest priorities: *what we teach (coherent curriculum), how we teach (well-designed lessons), and authentic literacy across the curriculum (purposeful reading, writing, and math learning)* on our pursuit to excellence. The implementation of these priorities will be done by staff working in teams---professional learning communities where curriculum, instruction and assessment is monitored and adjusted for student learning and growth.

DAILY SCHEDULES

Lunch Schedules

10:20 – 10:45	Kindergarten
10:50 - 11:15	First Grade
11:20 – 11:45	Second Grade
11:50 – 12:15	Fourth Grade
12:25 – 12:50	Third Grade

Specials

Second Grade	8:00 – 8:55
Fourth Grade	9:00 - 9:55
Third Grade	10:00 – 10:55
Kindergarten	11:00 – 11:55
Pre-Kindergarten	12:30 – 1:15
First Grade	1:25 – 2:20

7:20 - 7:50	Homeroom/Breakfast
7:50 - 8:00	Morning Announcements/Literacy Tasks
8:00 – 2:30	Core Instruction/Specials/Lunch/Recesses
2:35	Dismissal for all students
7:00 – 3:30	Office Hours

QUARLES ELEMENTARY SCHOOL STAFF 2021-2022

*= Team Leader

Principal

Joanie Hovatter

Assistant Principal

Todd Fannin

Secretary

Janice Morgan

Office Clerk

Tiffany Saville

Pre-Kindergarten

*Laine Everhart
Alicia Tucker

Kindergarten Teachers

*Mandy Estep
Jennifer Berry
Haleigh Echard
Jillian O'Connell

First Grade Teachers

* Belinda Miller
Danielle DeChristopher
Stephanie Duvall
Kate Yeates

Second Grade Teachers

* Robert Kilby
Nicole Hobson
Thalia Cornejo
Tara Lockhart

Third Grade Teachers

* Katie Lamb
Tessie Mogle
Sarah Thompson
Lisa Williamson

Fourth Grade Teachers

*Debbie Diner
Brittany Bowers
Kim Grove, LT-sub
Amanda Kresge

Technology Resource Teacher

Kara McDaniel

STEM

*Karan Johnstone

Computer Technician

David Ballon
Brittany Hughes

Content Teachers

*Nina Shaw
Danielle Rollon
Gary Frye
Kaya Rehar

Physical Education Teachers

Eddie Simmons
Tag Grove

Art Teacher

*Rick Edwards

Music Teacher

Lindsay Edwards

Librarian

Athena Michael

School Counselor

Sara Shoemaker

School Psychologist

Erin Kirkland/Michelle Madden

School Nurse

Missi Deuel

Speech Therapist

Eileen Doughterty

Reading Specialists

Heather Campbell
Teresa Cave

Instructional Coach

*Heather Williams

Metrics Coach

*Jenny Ramsey

Student Support

Leslie Stewart

ESL TEACHERS

*Jennifer Dimarco
Allie Lockley
Viviana Daraban

Custodian Team

*Paula Santos
Mike Butler

Custodial (Part Time)

Rosalyn Summers

Gloria Rhodes
Velinda Scott

Jen Sutter

Teaching Assistants

Renee Grove
Sarah Brockenbrough
Jessica McGee
Ryan Smith
Sandy Dorsey
Jocelyn Portillo
Nancy Jenkins
Diane Williams
Kelly Taylor
Karen Gyurisin

Metrics Teaching Assistant

Cafeteria Staff

Libby Anderson
Kay Brill
Carol Funk
Connie Grim
Ava Symons

ESOL Parent Liaison

Anna Santiago

CHAMELEONS SOAR

(Positive Behavior Intervention System)

The Chameleons SOAR & BE KIND is a School-Wide Effective Discipline Program with a Positive Behavior Intervention System focusing on (S): SAFETY, O: (ORGANIZATION), A: (ACCOUNTABILITY), R: (RESPECT), and BE KIND. This program for all students has a set of strategies and systems to increase the capacity of our school to (a) reduce school disruption, and (b) educate all students including those with problem behaviors. Our program has clearly defined outcomes, research-validated practices, supportive administrative systems, and a focus on solving problems. In addition, OUR PROGRAM has a component to help

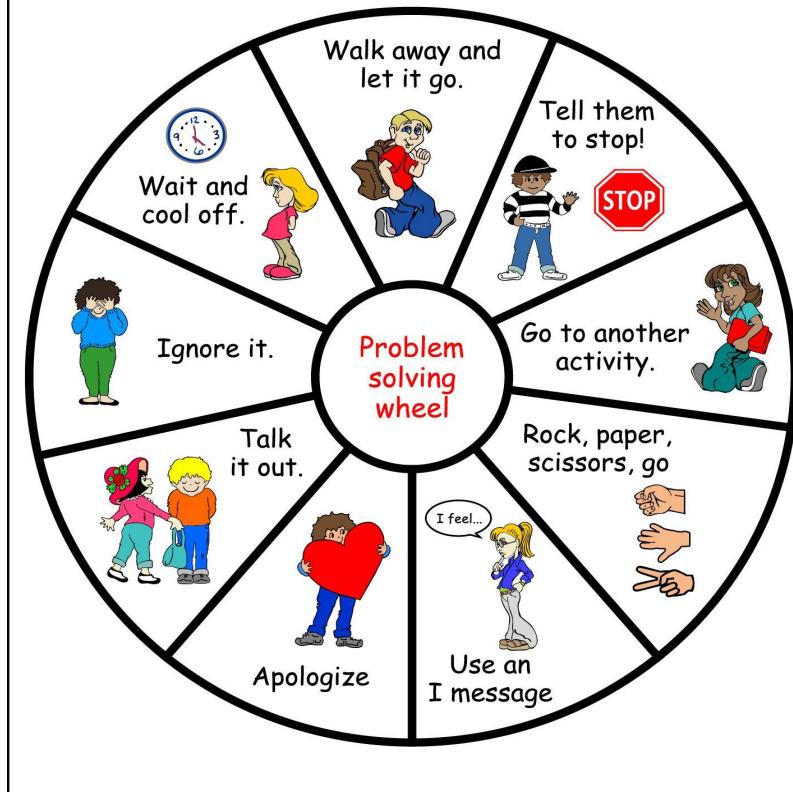
students improve their behaviors in the event they have infractions. **The following procedures are expected and posted at Quarles Elementary:**



CHAMELEONS		<u>S</u> AFE	<u>O</u> RGANIZED	<u>A</u> CCOUNTABLE	<u>R</u> ESPECTFUL
SCHOOL BUS		STAY SEATED	KEEP AISLE CLEAR	BE ON TIME	KEEP HANDS TO SELF
BATHROOM		PLAY FREE ZONE	USE QUICKLY/QUIETLY	1-2-3 PROCEDURE	PLEASE FLUSH
CAFETERIA		RAISE HAND FOR HELP	RESPECT PERSONAL SPACE	USE SOFT VOICE	USE TABLE MANNERS
CLASSROOM		FOLLOW DIRECTIONS	HAVE MATERIALS	CLEAN & PUT THINGS AWAY	PLEASE AND THANK YOU
HALLWAY		WALK ON RIGHT	3 -S LINE	GO STRAIGHT TO DESTINATION	KEEP HANDS TO SELF
PLAYGROUND		KEEP HANDS TO SELF	3-S LINE IN/OUT	STAY IN PLAY AREA	GOOD SPORTSMANSHIP
HOME		FOLLOW DIRECTIONS	DEVELOP STUDY HABITS	MAKE TIME TO READ	PLEASE AND THANK YOU

BE KIND

What can I do?



Ways to Solve Problems

CONFLICT	RUDE	MEAN	BULLYING
Occasional	Occasional	Once or Twice	Is REPEATED
Not planned; in the heat of the moment	Spontaneous: unintentional	Intentional	Is planned and done on purpose
All parties are upset	Can cause hurt feelings; upset	Can hurt others deeply	The target of the bullying is upset
All parties want to work things out	Based in thoughtlessness, poor manners or narcissism	Based in anger; impulsive cruelty	The bully is trying to gain control over the target
All parties will accept responsibility	Rude person accepts responsibility	Behavior often regretted;	The bully blames the target
An effort is made by all parties to solve the problem			The target wants to stop the bully's behavior, the bully does not
Can be resolved through mediation	Social skill building could be of benefit	Needs to be addressed/ should NOT be ignored	CANNOT be resolved through mediation

Source: Jennifer Astles, DASA Newsletter, January 2014, TST BOCES

UNDERSTANDING a Conflict Continuum

The Winchester Public Schools CREDO

We believe that to accomplish “Learning for All” students, parents and educators must be committed to their individual role responsibilities. Each role is unique and critical to effective teaching and learning with our public schools and is necessary to promote consistent and positive development in our students. Further, we believe that positive interactions among us all are essential and must be characterized by:

- Mutual respect and trust
- Pride in our schools and community
- Commitment to high expectations
- Acceptance of personal and public responsibility
- Commitment to quality teaching and learning both in and outside of the classroom
- Active, open and meaningful communication among all participants
- Nurturing and caring relationships for all
- Excellence in our respective roles

- Receptiveness to new ideas
- Confidence gained from the acquisition of knowledge and skills

ARRIVAL AND DISMISSAL PROCEDURES **COVID-19 Addendum**

Arrival and Dismissal Procedures

VALID IDENTIFICATION CARDS (DRIVER'S LICENSES, FEDERAL GOVERNMENT-ISSUED IDENTIFICATION CARDS WITH PHOTOS ARE REQUIRED TO ENSURE STUDENT SAFETY. PLEASE HAVE IDENTIFICATION AND BE COOPERATIVE WITH SCHOOL OFFICIALS DAILY.

ARRIVAL PROCEDURES:

1. **PARENTS/GUARDIANS NEED TO BE VIGILANT AND KEEP AN EYE ON THEIR CHILD(REN) AT ALL TIMES during arrival and dismissal proceedings.**
2. Children may arrive at school from 7:20-7:45 a.m. **All students and staff must have face coverings or masks on.** If parents/guardians bring children by vehicle, please know we ask parents/guardians to safely unload their child(ren) from their own vehicles. Our arrival staff supervision focuses on all arrivals including vehicle riders, walkers, deliveries, and individuals on crosswalks.
3. Children may walk to school. Parents/guardians are to know the 4-way stop sign at Southwerk and Loudoun. We ask parents/guardians to walk their children onto school grounds and make sure the child(ren) enters the school safely.
4. Parents/Guardians need to accompany their children INTO school IF THE CHILD(REN) ARRIVES AFTER 7:50a.m., to sign the child into school.
5. Parents/Guardians need to be very careful when operating vehicles at arrival and dismissal times.

DISMISSAL PROCEDURES:

1. **PARENTS/GUARDIANS NEED TO BE VIGILANT AND KEEP AN EYE ON THEIR CHILD(REN) AT ALL TIMES during arrival and dismissal proceedings.**
2. Daily, we have nearly 400 students leaving on buses, traveling in vehicles with parents/guardians, or walking, so **exercise caution and patience.** It takes cooperation, patience and coordination to ensure everyone's safety. **We need for EVERYONE to be attentive, alert, and aware of his or her surroundings.**
3. Only individuals listed as emergency contacts in PowerSchool (our school data system) may pick up students and must sign children out daily.
4. We ask for parents/guardians to arrive at the close of school (2:30p.m.), present identification, sign out the child(ren), and enter the cafeteria **following our Covid-19 protocols.** School officials will help direct parents/guardians to their children. **All parents/guardians who have**

children who are car riders will await entry into the building, stay physically distanced, wear face coverings and sign out children with proper identification.

5. Any student classified as a 'WALKER' will be escorted by school officials to one of three designated locations:

- a. Southwerk Street pedestrian crosswalk
- b. Southwerk Street and South Loudoun four-way Stop
- c. Whitlock Street side of campus.

****From the above locations, students will walk to their homes.

WE THANK PARENTS/GUARDIANS IN ADVANCE, FOR THEIR COOPERATION AND PATIENCE, AS WE STRIVE TO MAINTAIN SAFETY AS OUR #1 PRIORITY *during the Covid-19 pandemic.*

ASSEMBLIES

Programs are held related to specific units of study, observance of major holidays, and other educational experiences. Students are expected to be polite and demonstrate appropriate behavior during any of these programs.

AUTHORITY OF TEACHERS COVID-19 Addendum

Teachers will establish habits (procedures) for their classrooms and any school-sponsored activity. These habits (procedures) will be consistent with the CHAMELEON SOAR & BE KIND (effective school wide discipline program and positive behavior intervention system) at GQES. In addition, the teachers' habits (procedures) will be in congruence with the Winchester Public Schools Standards of Student Conduct. Students are expected to abide by all habits (procedures) at all times to maintain safety, organization, accountability, respectfulness and kindness. **Currently, all children and staff are required to have face coverings, keep physically distanced--as best as we can, and to wash hands often in this pandemic.**

BACKPACKS

Backpacks are useful for students in grades K-4 (preferably without wheels). . Thank you for helping us maintain a safe environment.

BUILDING EMERGENCY EVACUATION PLANS

Classes will evacuate the building at identified exits and routes posted near the classroom doors. Fire drills and other drills are scheduled regularly. Proper evacuation and emergency procedures are reviewed and followed per drill or event.

CHANGE OF ADDRESS OR TELEPHONE NUMBERS

If a students' address or parental custodianship changes, the students' parent/guardian has the responsibility to notify the office staff as soon as possible. In the event of an emergency, the school staff must have accurate access for parental notification. Proof of residency is always required for registration or residence changes. **In addition, if a student's parents' home's phone numbers, cell phone numbers, work phone numbers change or other pertinent information (custody arrangements, etc.) CHANGES during the school year, the main office staff must be notified.** In the event of an emergency, it helps our office staff to have multiple, accurate phone numbers to make immediate contact with the child's parent/guardian.

CLINIC COVID-19 Addendum

The clinic is located at the back of the main office. Students are to enter the clinic from the hallway; not through the main office, please. Our school nurse, Mrs. Missi Deuel will supervise the clinic. Mrs. Deuel follows protocol on when to send a student home and makes the necessary contacts. **For Covid-19, the need to keep everyone safe is even greater, therefore, if a parent must come pick up a child for any health reason, it will be imperative for the family to have more than one permitted contact to come to school to pick up the child per our school nurse or administration.**

Any student sent to the clinic must have a clinic referral pass. Teachers are asked to be sensitive as to how often and on what occasions children are sent to the clinic. When a child is missing excessive class time for the clinic, the teacher should notify the school counselor or administration for additional problem-solving measures. The school nurse is on duty in the building full time. She is responsible for medical treatment, medication and overseeing student health plans. In her absence, the office staff will administer first aid and medication.

In the event of injury or other medical emergency, the teacher should seek out the staff member closest at hand and, by the most reasonable means available, quickly notify the office staff. Health records for each child are maintained by the school nurse and are stored in the office. These records are available for review by the classroom teacher. Both the health record and the back of the registration card of students with special health problems (extreme allergies, seizures, etc.) are marked and serve as an alert to teachers. It is the responsibility of the classroom teacher to acquaint himself/herself with health issues prior to the first day of school. Additional classroom sanitary procedures include teaching students how to properly wash hands. Moreover, packets of gloves are in the classroom. In case of an injury involving body fluids, gloves must be worn. **According to Virginia's laws, a student must have a physical and have their immunizations up to date in order to enroll in a Virginia public school.**

FIELD TRIPS COVID-19 Addendum

Field trips are recognized as an integral part and privilege of the school educational program. Parents/ Guardians who wish to chaperone a field trip are encouraged to talk to classroom teachers to learn procedures, expectations prior to the field trip. **Fieldtrips will possibly be scheduled during the 2021-2022 school year; as long as the community areas are safe. Any fieldtrip will be**

directly connected to our curriculum. Any adjustments to this plan will be communicated to parents via our Central Administrative Office.

GRADES AND CONFERENCES

At GQES, two-way communication is best between the child's teacher and the child's parents. Student-led conferences are scheduled on Monday, November 1, 2021 and Thursday, April 7, 2022. Per Winchester Public School Board's policy related to grading, please see: (<http://www.wps.k12.va.us/sysinfo/policies/IZB.htm>)

Student progress is evaluated on the report cards (K-2) using MS: (MASTERED SKILL), LS (LEARNING SKILL), AC (AREA OF CONCERN), or NA (NOT ASSESSED). Grades 3 and 4 use the same report card grading profile which is different from K-2 learners.

GRADUATION REQUIREMENTS

Four of the diploma programs that are offered to meet the goals of the individual student are the Advanced Studies Diploma, Advanced Technical Diploma, the Standard Diploma, and the Standard Technical Diploma. The Modified Standard Diploma and the Individual Education Plan Program of Studies are for students with Individual Education Plans (IEP).

STANDARD STUDIES DIPLOMA

Discipline	Credits Required	Verified Credits	Verified Credits
English	4	2	2
Math [Note 1]	3	1	1
Science [Note 2]	3	1	1
Social Studies [Note 3]	3	1	1
Physical Ed./Health	2		
Fine Art or CTE [Note 4]	2		
Econ. & Finance	1		
Electives [Note 5]	4		
Student Selected Test [Note 6]		1	
Total	22	6	5

Note 1:

Courses completed to satisfy this requirement shall include at least two different course selections from: Algebra; Geometry; Algebra Functions and Data Analysis; Algebra II, or other mathematics courses above the level of Algebra II.

Note 2:

Courses completed to satisfy this requirement shall include course selections from at least two different science disciplines: earth science, biology, chemistry, or physics.

Note 3:

Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and one course in either world history or geography or both.

Note 4:

Credits earned for this requirement shall include one credit in fine or performing arts or career and technical education.

Note 5:

Courses to satisfy this requirement shall include at least two sequential electives (such as Art Foundations and Drawing & Painting, or Materials & Processes and Welding)

Note 6:

Students in the classes of 2020 and 2021 may utilize additional tests for earning verified credit in computer science, technology, career or technical education, economics or other areas.

Beginning with students entering ninth grade for the first time in 2013-2014, a student must also: (1) earn a board-approved career and technical education credential to graduate with a Standard Diploma, (2) successfully complete one virtual course, which may be non-credit bearing.

Discipline	Credits Required	Classes of 2021		Class of 2022 & Beyond
		Verified Credits	Verified Credits	Verified Credits
English	4	2	2	2
Math [Note 1]	4	2	1	
Science [Note 2]	4	2	1	
Social Studies [Note 3]	4	2	1	
Physical Ed./Health	2			
Foreign Language [Note 4]	3			
Fine Art or CTE	1			
Econ. & Finance	1			
Electives	3			
Student Selected Test [Note 5]		1		
Total	26	9		5

Note 1:

Courses completed to satisfy this requirement shall include at least three different course selections from among: Algebra I, Geometry, Algebra II or other mathematics courses above the level of Algebra II.

Note 2:

Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth science, biology, chemistry, or physics.

Note 3:

Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government and two courses in either world history or geography or both.

Note 4:

Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.

Note 5:

Students in the classes of 2020 and 2021 may utilize additional tests for earning verified credit in computer science, technology, career or technical education, economics or other areas.

Beginning with students entering ninth grade for the first time in 2013-2014, a student must successfully complete one virtual course, which may be non-credit bearing, to graduate with an Advanced Studies Diploma.

SCHOOL COUNSELOR GUIDELINES

Student counseling services are designed to help the individual student achieve educational, social, and personal goals that are consistent with the child's interests, needs, and abilities. The program is built upon the belief that each student is unique, capable, and deserving of all we can offer at Quarles. The counselor works closely with the students, parents, teachers, and community members. Conferences with the guidance counselor may be arranged at any time upon request.

The school counselor's role is to provide the leadership necessary to manage the school-counseling program and ensure effective strategies to implement counseling standards revised by the Virginia Board of Education in 2004. A professional school counselor is available to collaborate with parents, teachers, administrators, and other school and community members to foster, promote, and improve student success and achievement in the school setting. The Virginia Board of Education counseling standards are comprised of three domains; academic, career, and personal/social. Specific

standards for each domain have been developed by the Virginia Board of Education and are available for review by contacting the school counselor.

School Counseling Activities for Students include classroom developmental guidance lessons, small group counseling opportunities, as well as one on one individual counseling session. The nature of the school counseling services are brief and solution-focused rather than therapeutic. School counseling services are designed to address developmental concerns that have direct relevance to the educational success of students. School counseling services are not designed to provide long-term therapy. Parents or guardians may want to contact the counselor for a list of professionals in private practice settings or in-home service providers to better address and meet the individual student's emotional mental health needs &/or family relationship issues that require more intensive therapy than can be provided in the school setting. The school counseling program's purpose is to serve students in the educational setting. The purpose is not to generate information for court proceedings or to be involved in court litigation.

Students may be referred for counseling services by parents, teachers, and administrators or by self-referring. Written parental consent will be obtained for any student participating in a small group or involved in on-going individual counseling services. Small counseling groups focus on issues such as; family changes, grief & loss issues, self-esteem & confidence building, peer relations & social issues, anger management & positive decision-making skills. Classroom guidance lessons focus on Social Skills; getting better at getting along, dealing with bullying, friendship & peer relation skills, as well as Character Development Traits such as, honesty, respecting self & others, kindness. Parents may contact the school counselor to view materials used in class guidance lessons. Parents may contact the school counselor regarding the "opt out" policy if they do not want their child to participate in counseling or guidance activities.

Parenting Programs are also offered through the year, WE ENCOURAGE PARENTS TO SEEK ANY RESOURCES NEEDED WITH GQES.

The counselor is available to meet and consult with school staff. Materials for staff to use in working with students, managing behaviors, understanding developmental needs, and setting up effective classroom behavior management plans are available for loan in the counseling office. All student information is confidential. Suggestions of ways to work with students may be shared with staff. Ms. Sara Shoemaker serves as our school counselor at GQES.

INCLEMENT WEATHER (NO SCHOOL, DELAYS)

In the event of INCLEMENT weather (snow, ice, etc.), the Winchester Public Schools will:

- Close schools (Announcements are made on local radio or television communications, social media, School Messenger with a strong possibility of having virtual learning at home on those days.)
- Delayed openings (In situations where the Superintendent feels that road conditions may change sufficiently to make travel in the mornings, the Superintendent will announce a delayed opening. Please listen to the radio or television announcements
 - ONE HOUR DELAY: Buses will run exactly one hour later. Dismissal times remain unchanged. Breakfast and lunch will be served.

- o TWO HOUR DELAY: Buses will run exactly two hours later. Dismissal times remain unchanged. Grab and go breakfast will not be served; lunch will be served.
- Early Dismissal: If weather conditions grow steadily worse during the school day, the Superintendent may close the schools early. If conditions are severe early in the day, a 1:00pm dismissal is likely; if the conditions are not serious by mid-morning but worse as the day progresses, children will be dismissed as early in the afternoon as the buses can arrive. Again, please listen for an early dismissal announcement.
- We will use the School Messenger to notify parents along with social media outlets.

LIBRARY COVID-19 Addendum

When school is not occurring in a pandemic with an infectious disease, students are encouraged to use the library during, before, and after school for reading/and or research--- **however, we are still in the pandemic.** The media center provides students access to a wide variety of print and electronic materials and resources. **The library will be used in a different way during the pandemic.**

“Today a reader; tomorrow a leader.” ~ W. Fusselman

LUNCH AND BREAKFAST COVID-19 Addendum

School breakfasts and lunches are available to all students. A student who packs his lunch may purchase milk separately. If parents choose to pack lunches, please pack healthy and nutritious meals.

Parents are invited to join their own children at lunch at the child's class lunch time **when we are not in a pandemic with Covid-19.** Parents are asked to please notify the main office before coming to lunch, so our cafeteria staff will prepare additional portions **under normal operation. However, at this time, all parents are asked to refrain from coming into the schools for lunch due to the pandemic. We need to maintain a safe environment. Therefore, students will not be congregating in our cafeteria. Instead, all students will eat in their classrooms with their teachers.**

Parent Lunch Visitors EXCEPT WHEN WE ARE IN A PANDEMIC:

Below are the guidelines in regard to visiting your child during lunch time (**when we are not in a pandemic**)

- All visitors must check in at the office and get a **visitor's badge via going through our RAPTOR system.**
- Parents are invited to have lunch with their children. (Once a week as a guideline) **when not in a pandemic.** .
- Parents will say their “goodbyes” in the cafeteria and the student will return to class with the assistant or teacher.
- Students are expected to follow the cafeteria expectations at all times.

LOST AND FOUND COVID-19 Addendum

Due to Covid-19, we will not keep items beyond one day to help mitigate the spread of this infectious disease. Please put your child's name on clothing, in the event the item is left at school. Lost and found items may be claimed, if the item is found, by contacting the office staff. Thank you for labeling your child's belongings.

MOMENT OF SILENCE

A Moment of Silence is required before each school day. All staff, students, parents, and visitors are asked to observe a Moment of Silence. The Moment of Silence was enacted into Virginia law on July 1, 2000.

Newsletters

GQES, a monthly newsletter featuring: programs, school notices, PTO events, community news, upcoming events, information from the principals, and 'shout outs' will be sent to parents/students as well as made available online. Teachers will be asked to submit information for the newsletter. The purpose of the monthly newsletter is to inform parents about what is going on at Quarles, stimulate interest in school activities, communicate expectations, celebrate successes, and seek feedback.

PARENT CHECKPOINT STATIONS COVID-19 Addendum

For everyone's safety, GQES now has a vestibule at the front entrance. **VALID IDENTIFICATION CARDS (DRIVER'S LICENSES, FEDERAL GOVERNMENT-ISSUED IDENTIFICATION CARDS WITH PHOTOS) ARE REQUIRED TO ENSURE STUDENT SAFETY. PLEASE HAVE IDENTIFICATION AND BE COOPERATIVE WITH SCHOOL OFFICIALS DAILY.**

We ask for parents to be attentive at our parent checkpoint station outside the main entrance. We ask for parents to say goodbye, give hugs and send their children directly into the school. This helps our school remain safe and secure. If a parent needs any assistance, please seek a school official. **Please do not send your child to school, in this pandemic, if the child is ill.**

PLEDGE OF ALLEGIANCE

The Pledge of Allegiance is recited daily at the start of each day. During the recitation of the Pledge, students are expected to stand and recite the Pledge of Allegiance. (No student shall be compelled to recite the Pledge if a parent/guardian objects in writing on grounds or religious, philosophical, or other grounds.)

PHYSICAL EDUCATION

Students are expected to participate in physical education in grades PREK-4. Only students who have a doctor's note can be exempt from regular physical education activities. Food and drinks are not allowed in the gym area for safety. Proper dress for physical education includes clothing for

students and shoes to be tied in order to move freely. Please contact our office if you need assistance.

RECESSES

All students and teachers will have multiple recesses. The value of recess and unstructured play is quite evident, Researchers like Pasi Sahlberg and William Doyle have studied 700 articles published in peer-reviewed educational, medical, and scientific journals that have formed their basis for their new book, LET THE CHILDREN PLAY where they noticed the rising obesity, declining mental health, increasing stress, growing disengagement in school and lack of life satisfaction, overprescription of drugs to deal with childhood problems that may be caused by a variety of cultural and social stresses, including the lack of intellectual and physical play (Sahblerg, P. & Doyle, 2019, p. 37). Play (recess) is one of the keys to giving our children the skills and habits of mind they need to be successful and happy including being creative, innovative, focused, resilient, empathetic as well as gaining concentration, expressiveness, and executive functioning. Play is the best way to release a child's imagination, innovation, and creative thought. Children and adults will go out daily for recesses.

RECOGNITION OF STUDENTS

Students at GQES are recognized for good citizenship and academic achievement per day, week, month, and grading period. These recognition opportunities may include having work on display in public areas, participating in school wide celebrations for CHAMELEONS SOAR & BE KIND, being asked to make presentations, or additional award ceremonies. Recognizing student effort and achievement frequently is a correlate of a highly effective school. Final award ceremonies will occur at the end of school.

RESOURCES FOR PARENTS (Web-based)

At GQES, we have resources for parents including information from our School Counselor on topics like after school programs, and community sponsored programs, at school. Please contact the main office or school counselor for resources we have at school. Our school website will include additional resources.

REPORT CARDS

Report cards will be issued every 9 weeks. At the end of the 2nd and 4th 9-weeks, report cards are sent directly home. Additional conferences may be requested by parents, teachers, or the principal whenever necessary. Communication between home and school helps ensure optimal student learning performance.

SCHOOL BOARD MEMBERS 2021-2022

Marie Imoh Chairman
Karen Anderson-Holman, Vice Chairman
Michael Birchenough
Bryan Pearce Gonzales
Elyus Wallace
Carmen Crawford
Erica Truban

SCHOOL HOURS

The main office at Quarles Elementary is open from 7:00am-3:30pm. Our main office number is 540-662-3575. In an effort to decrease the wait time for our parents, we have activated an automated answering system. Please listen to the available options and select the appropriate number to be connected to the person/department that you are trying to reach.

SCHOOL PICTURE DAYS COVID-19 Addendum

School pictures will be scheduled following Covid-19 protocols. The dates for 2021-2022 include: 9/30/21 (Fall individual pictures); November 4, 2021 (Make-Ups for individual students); 1/27/22: (Group Pictures); 3/24/22 (Spring Individual pictures).

YEARBOOKS

Orders for the GQES Yearbook will be shared at the beginning of the second semester. Yearbooks are delivered to students/parents by the end of the school year.

SCHOOL SECURITY PLAN

VALID IDENTIFICATION CARDS (DRIVER'S LICENSES, FEDERAL GOVERNMENT-ISSUED IDENTIFICATION CARDS WITH PHOTOS ARE REQUIRED TO ENSURE STUDENT SAFETY. PLEASE HAVE IDENTIFICATION AND BE COOPERATIVE WITH SCHOOL OFFICIALS DAILY

- All visitors are directed to go to the front entrance, safely enter the school vestibule, and be patient while learning the school security plan. Once cleared from the safety vestibule, parents or visitors will be escorted with a school official for safety.
- Teachers and staff have been instructed to inquire of any person who is not wearing identification and direct them to the main office.

- During the school day, all parents/guardians are required to come to the safety vestibule and sign out children safely. Students are not permitted to wait outside the building without supervision.
- All outside doors will be locked during the school day and are only accessible by staff. .
- At no time should a parent or visitor be allowed access to the school without properly following the school security plan.

SNACKS IN CLASS COVID-19 Addendum

At Quarles, it is permissible to allow children to have a snack and/or water in class. **During this Covid-19 pandemic, all water fountains are not accessible. Instead, there will be a touchless water filling station in each building. All students are asked to have their own water bottles to drink at school. Please label your child's water bottle.** Research shows that students who are nourished perform better academically. Parents are asked to cooperate with the classroom teacher's suggestions for healthy snacks for students. Due to food allergy issues, no homemade treats or food will be permitted to be brought in. Any edible items will need to be store bought and contain an ingredient list on the packaging.

STANDARDS OF LEARNING TESTS COVID-19 Addendum

Students in grades three and four usually take the Virginia Standards of Learning (SOL) tests at the end of the school year. **However, in the Pandemic for school year 2021-2022, all students in grades 3 and 4 will take the SOL tests two times (Fall 2021) and (Spring 2022). During the pandemic, the Virginia Department of Education (VDOE) will issue guidelines on how schools will measure student performance.** Student performances on SOL tests are used to determine which students are in need of additional assistance as well as awarding our school's accreditation status with the State of Virginia. The following grades and SOL tests are as follows:

- Grade 3: Reading, Math,
- Grade 4: Reading, Math
 - o Virginia Studies at grade 4 is being determined by the VDOE

Winchester Public Schools

Policy Summaries

Attendance Reporting

Excused and unexcused absences shall be counted for each individual student and shall be reported to the Virginia Department of Education.

Dismissal Precautions

Principals shall not release a student during the school day to any person not authorized by the student's parent/guardian to assume responsibility for the pupil. Students shall be released only on request and authorization of the parent/guardian. The Superintendent shall provide procedures for release of pupils who are not residing with or under the supervision of a parent/guardian. The burden of proof on the authority of the person to receive the student is on the requesting party. A formal checkout system shall be maintained in each school.

Tardy

If excessive tardies continue then the following could occur:

1. *If an elementary student arrives at school late, then a parent/guardian must accompany him/her to the office to be signed in.*
 1. *Excessive tardies may be referred to an administrator for disciplinary action.*
 2. *If a student is on a school zone variance, that variance can be revoked due to excessive tardies or absences.*
 3. *If a student has moved out of the city during a school semester the student may continue in attendance without payment of tuition until the end of the semester. In the event of excessive absences, tardies, and/or discipline issues the administration may review this privilege on a case by case basis.*

Boundaries Policy – GM

MAINTAINING PROFESSIONAL STAFF/STUDENT BOUNDARIES –

Winchester Public Schools ("WPS" or the "Division") provides its students with a safe and supportive learning environment and protects its students from sexual misconduct and abuse. The responsibility to protect students from sexual misconduct and abuse is shared by the Winchester Public School Board ("School Board"), Superintendent, administrators, teachers, other School Board employees, volunteers, parents, state agencies and law enforcement.

Although the Division has dedicated, professional staff members, it is important to be certain that proper boundaries between staff members and students are maintained at all times in order to ensure respect for the ethical and legal duties in the staff/student relationship and the essential duty of a staff member to serve as a role model to the student. In doing so, staff members will demonstrate a focus on job duties, a commitment to promote educational purposes, and an unconditional dedication to professionalism in conduct and interactions with students.

For the purposes of this Policy, a "staff member" is defined to include all School Board employees, including without limitation all administrators, counselors, teachers, nurses, student support specialists, support staff, coaches, employees of virtual school programs (to include but not be limited to distance learning, online programs) and vendors providing instructional services to students, as well as all student teachers, interns, practicum students, volunteers and community members. In addition, the term "immediately" is defined as reporting a situation that may constitute a violation of this Policy, including without limitation an appearance of impropriety, within 24 hours of the first suspicion of the violation.

All staff members are to maintain a professional, moral, and ethical relationship in their conduct with students and shall serve as role models for students at all times, whether on or off School property, both during and outside of school hours. The Division encourages healthy relationships between students and staff members that promote student achievement and success. At the same time, clear and reasonable boundaries for interactions between students and staff members are necessary to protect students from sexual misconduct and abuse and to protect staff members from misunderstandings and false accusations.

All staff members have a responsibility to provide an atmosphere conducive to learning through consistent and fairly applied discipline and the maintenance of professional physical and emotional boundaries with students. These boundaries shall be maintained regardless of the student's age, the perceived consensual nature of the relationship or activity, the location of the activity, and whether the staff member directly supervises the student. For staff members whose children are students of WPS, this policy is not intended to violate or otherwise intrude upon the usual parent/child relationship.

Personal contact between students and staff members must always be professional, non-sexual, appropriate

to the circumstances, and unambiguous in meaning. A boundary invasion is an act, omission, or pattern of behavior by a staff member that does not have an educational purpose and either abuses or compromises the staff/student professional relationship or has the potential to abuse or compromise the staff/student professional relationship.

Unacceptable Conduct

Examples of boundary invasions by staff members include but are not limited to the following:

- *Any type of inappropriate physical contact with a student or any other conduct that might be considered harassment under Policies GBA/JFHA Prohibition Against Harassment and Retaliation.*
- *Showing inappropriate images to a student, including pornography;*
- *Dating a student, or discussing or planning a future romantic or sexual relationship with a student;*
- *Making sexual advances toward a student;*
- *A flirtatious, romantic or sexual relationship with a student;*
- *Unnecessarily invading a student's personal privacy;*
- *Singling out a particular student or students for personal attention and friendship beyond the professional staff/student relationship;*
- *Socializing where students are consuming alcohol, drugs or tobacco;*
- *Providing or offering to provide alcohol, drugs or tobacco to students;*
- *For non-guidance/counseling staff, excessively encouraging students to confide their personal or family problems and/or relationships. If a student initiates such discussions, staff members are expected to use their professional judgment and refer the student to appropriate guidance/counseling staff when appropriate;*
- *Sending students on personal errands unrelated to any educational, non-curricular or extracurricular purpose;*
- *Banter, allusions, jokes or innuendoes of a sexual nature with students;*
- *Asking a student to keep a secret;*
- *Disclosing inappropriate personal, sexual, family, employment concerns, or other*

inappropriate private matters to one or more students;

- *Addressing students with personalized terms of endearment or pet names that would suggest the staff member feels love or affection for the student. As a staff member, permitting students to address you by your first name, nickname, with personalized terms of endearment, pet names, or otherwise in an overly familiar manner;*
- *Maintaining personal contact with a student outside of school by telephone, text message, email, Instant Messenger, Internet chat rooms, social networking websites or letters (beyond homework or other legitimate school business) without the prior express permission of the student's parent/guardian;*
- *Exchanging gifts cards or letters that are personal or extravagant in nature with a student (beyond customary student-teacher gifts);*
- *Socializing or spending time with students outside of school related or school sponsored curricular or extracurricular activities or organized community activities (including but not limited to activities such as going out for beverages, meals or movies, shopping, traveling and recreational activities) and/or*
- *Giving a student a ride alone in a vehicle in a non-emergency situation or a situation that can be avoided. If a staff member must give a student a ride, the student shall ride in the back seat of the vehicle when possible and staff member must attempt to gain prior permission from the parent for the transportation arrangement.*

Appearances of Impropriety

The following activities are boundary invasions and can create an actual impropriety or the appearance of impropriety. Whenever possible, staff members should avoid these situations. If unavoidable, these activities must be pre-approved by the appropriate administrator. If not pre-approved, the staff member must immediately report the occurrence to the appropriate administrator.

- *Conducting ongoing, private conversations with individual students that do not have an educational purpose, are unrelated to school activities or the well-being of the student, and that take place in locations inaccessible to others;*
- *Being alone with an individual student out of the view of others or in an inaccessible location, except for in the context of school counselors providing professional counseling support services, teachers working with students in an afterschool setting or during testing, or a school nurse providing medical services to a student;*
- *Driving students home or to other locations without the prior knowledge and express permission of the parent/guardian;*
- *Inviting or allowing individual students to visit the staff member's home without the prior*

knowledge and express permission of the parent/guardian;

- *Inviting students for social contact off school grounds without the prior knowledge and express permission of the parent/guardian;*
- *Visiting a student's home in the absence of the student's parent/guardian or without the prior knowledge and express permission of the parent/guardian; and/or*
- *Social networking with students for non-educational purposes.*

Staff members are expected to be sensitive to the appearance of impropriety in their conduct

with students. Staff members are encouraged to discuss issues with the appropriate administrator whenever they are unsure whether particular conduct may constitute a violation of this Policy.

Electronic Communication

Digital technology and social networking provide multiple means for staff members to communicate appropriately with students and personalize learning. Electronic and online communications between staff members and students must be transparent, contemporaneously accessible to supervisors and parents/guardians, and professional in content and tone. Such communication must be professional, non-sexual, appropriate to the circumstances, and unambiguous in meaning. Staff members must restrict one-on-one electronic communications with individual students to accounts, systems, and platforms that are provided by and accessible to the Division or with the prior express permission of the principal or supervisor and the parent/guardian.

As with in-person communications, staff members shall avoid appearances of impropriety and refrain from inappropriate electronic communications with students. Factors that may be considered in determining whether an electronic communication is inappropriate include, but are not limited to:

- *The subject, content, purpose, authorization, timing and frequency of the communication;*
- *Whether there was an attempt to conceal, shield or misportray the communication from supervisors and/or parents/guardians;*
- *Whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship; and*
- *Whether the communication contained sexual innuendo, such as for purposes of grooming the student.*

Parents are encouraged to have access to their children's social networking and digital communications and to supervise their children's use of these methods of communication.

Reporting Violations

Students and their parents/guardians are strongly encouraged to notify the principal, an administrator, the lead supervisor, or division superintendent if they believe a staff member may be engaging in conduct that violates this Policy.

Staff members are required to immediately notify the principal, an administrator, the lead supervisor, or the division superintendent if they become aware of a situation that may constitute a violation of this Policy. This obligation is in addition to the statutory responsibility to report suspected abuse and neglect under Policy JHG Child Abuse Neglect and Reporting.

Anonymous complaints involving inappropriate boundary invasions by staff members with students will be investigated as if a student, parent, or staff member reported the violation.

Investigation

Investigations of allegations concerning improper staff/student relations shall follow the procedures utilized for complaints under Policies GBA/JFHA Prohibition Against Harassment and Retaliation and GBA-R1/JFHA-R1 Harassment: Complaint Procedure.

Disciplinary Action

A violation of this Policy by a staff member may result in disciplinary action up to and including dismissal. In the case of termination of employment for sexual misconduct or abuse, the Division will notify the State Superintendent of Instruction. Consistent with the Virginia Department of Education Guidelines, the Division will disclose to school divisions seeking references any formal reprimands or dismissals for violating this Policy.

Retaliation

Retaliation against students or staff members who report an improper staff/student relationship or participate in any related proceedings is prohibited. Appropriate action will be taken against students or staff members who retaliate against any student or staff member who reports alleged harassment or participates in related proceedings.

Inappropriate Behavior Initiated by a Student

In the event that a student initiates inappropriate behavior toward a staff member, the staff member must document the incident and report it to the principal, an administrator, counselor, or the lead supervisor. If appropriate, the principal, administrator, counselor, or lead supervisor will intervene and speak with the student and the student's parent/guardian about the alleged inappropriate behavior.

Training

The Division will provide its employees and volunteers with training on the prevention of sexual misconduct and abuse, including providing them with this Policy. All teachers are required to be trained during their recertification process. Contracts with virtual school programs and other vendors providing instructional services to students will include a requirement that those staff members will comply with this Policy.

Dissemination of Policy and Reporting Protocols

This Policy will be included on the Division's website and in all employee, student and volunteer handbooks.

Career and Technical Education - Annual Public Notice

The Winchester Public School Division provides a program of career and technical programs incorporated into the kindergarten through twelfth grade curricula that include:

- *knowledge of careers and all types of employment opportunities including, but not limited to, apprenticeships, entrepreneurship and small business ownership, the military, and the teaching profession, and emphasize the advantages of completing school with marketable skills*

- career exploration opportunities in the middle school grades
- competency-based career and technical education programs are implemented which integrate academic outcomes, career guidance and job-seeking skills for all secondary students based on labor market needs, career guidance and student interest. Career guidance includes counseling about available employment opportunities to all students and placement service information for students exiting school; and
- Annual notice on its website to enrolled high school students and their parents/guardians of (i) the availability of the postsecondary education and employment data published by the State Council of Higher Education on its website and (ii) the opportunity for such students to obtain a nationally recognized career readiness certificate at a local public high school, comprehensive community college or workforce.

Emergency Procedures – Standard Response Protocol

STUDENT SAFETY - A critical ingredient in the safe school recipe is the classroom response to an incident at school. Weather events, fire, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by students, teachers, staff and administration.

SRP - Our school is expanding the safety program to include the Standard Response Protocol (SRP). The SRP is based on these four actions. Lockout, Lockdown, Evacuate and Shelter. In the event of an emergency, the action and appropriate direction will be called on the PA.

LOCKOUT - “Secure the Perimeter”

LOCKDOWN - “Locks, Lights, Out of Sight”

EVACUATE - “To the Announced Location”

SHELTER - “For a Hazard Using a Safety Strategy”

Please take a moment to review these actions. Students and staff will be trained and the school will drill these actions over the course of the school year. More information can be found at <http://iloveuguys.org>.

LOCKOUT - SECURE THE PERIMETER

Lockout is called when there is a threat or hazard outside of the school building.

STUDENTS:

- Return to inside of building
- Do business as usual

TEACHERS

- *Recover students and staff from outside building*
- *Increased situational awareness*
- *Do business as usual*
- *Take roll, account for students*

LOCKDOWN - LOCKS, LIGHTS, OUT OF SIGHT

Lockdown is called when there is a threat or hazard inside the school building.

STUDENTS:

- *Move away from sight*
- *Maintain silence*

TEACHERS:

- *Lock classroom door*
- *Lights out*
- *Move away from sight*
- *Maintain silence*
- *Wait for First Responders to open door*
- *Take roll, account for students*

EVACUATE - TO A LOCATION

Evacuate is called to move students and staff from one location to another.

STUDENTS:

- *Bring your phone*
- *Leave your stuff behind*
- *Form a single file line*
- *Show your hands*

- Be prepared for alternatives during response.

TEACHERS:

- Grab roll sheet if possible
- Lead students to Evacuation Location
- Take roll, account for students

SHELTER - FOR A HAZARD USING SAFETY STRATEGY

Shelter is called when the need for personal protection is necessary.

SAMPLE HAZARDS:

- Tornado
- Hazmat

SAMPLE SAFETY STRATEGIES:

- Evacuate to shelter area
- Seal the room

STUDENTS:

- Appropriate hazards and safety strategies

TEACHERS:

- Appropriate hazards and safety strategies
- Take roll, account for students

English Learners (EL)

The School Board accepts and provides programs for students for whom English is a second language who entered school in Virginia for the first time after reaching their 12th birthday, and who have not reached age 22 on or before August 1 of the school year. No tuition is charged such students, if state funding is provided for such programs.

The School Board will, not later than 30 days after the beginning of the school year, inform a parent or the parents of a limited English proficient child identified for participation in, or participating in, a program for limited English proficient students of

- the reasons for the identification of their child as limited English proficient and in need of

placement in a language instruction education program;

- *the child's level of English proficiency, how that level was assessed, and the status of the child's academic achievement;*
- *the method of instruction used in the program in which their child is, or will be, participating, and the methods of instruction used in other available programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;*
- *how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;*
- *how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;*
- *the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program;*
- *in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; and*
- *information pertaining to parental rights that includes written guidance
 - *detailing the right that parents have to have their child immediately removed from such program upon their request and the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available, and*
 - *assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the school division.**

Graduation Requirements

NOTE: Full descriptions of graduation requirements and courses can be found in the High School Program of Studies found at <https://www.wps.k12.va.us/domain/1670>.

Standard Diploma Course Requirements (8VAC20-131-51) for Students Entering Ninth Grade for the First Time in 2018-2019 and Beyond (mostly Grades 9-11)

<i>Discipline Area</i>	<i>Standard Units of Credit</i>	<i>Verified Credits</i>

	<i>Required</i>	<i>Required</i>
<i>English (reading and writing)</i>	4	2
<i>Mathematics</i>	3	1
<i>Laboratory Science</i>	3	1
<i>History and Social Science</i>	3	1
<i>Health and Physical Education</i>	2	
<i>World Language, Fine Arts or CTE</i>	2	
<i>Economics and Personal Finance</i>	1	
<i>Electives</i>	4	
<i>Total</i>	22	5

Advanced Studies Diploma Course Requirements (8VAC20-131-51) for Students Entering the Ninth Grade for the First Time in 2018-2019 and Beyond (mostly Grades 9-11)

<i>Discipline Area</i>	<i>Standard Units of Credit Required</i>	<i>Verified Credits Required</i>
<i>English (reading and writing)</i>	4	2
<i>Mathematics</i>	4	1
<i>Laboratory Science</i>	4	1

<i>History and Social Science</i>	4	1
<i>World Language</i>	3	
<i>Health and Physical Education</i>	2	
<i>Fine Arts or CTE</i>	1	
<i>Economics and Personal Finance</i>	1	
<i>Electives</i>	3	
Total	26	5

Standard Diploma Course Requirements (8VAC20-131-50) for Students Entering Ninth Grade for the First Time in 2011-2012 through 2017-2018 (mostly current 12th Graders)

<i>Discipline Area</i>	<i>Standard Units of Credit Required</i>	<i>SOL Verified Credits Required</i>
<i>English</i>	4	2
<i>Mathematics</i>	3	1
<i>Laboratory Science</i>	3	1
<i>History and Social Sciences</i>	3	1
<i>Health and Physical Education</i>	2	
<i>Foreign Language, Fine Arts or Career and Technical Education</i>	2	
<i>Economics and Personal Finance</i>	1	

<i>Electives</i>	4	
<i>Student Selected Tests</i>		1
<i>Career and Technical Education Credential</i>		
<i>Total</i>	22	6

Advanced Studies Diploma Course Requirements (8VAC20-131-50) for Students Entering the Ninth Grade for the First Time in 2011-2012 through 2017-2018 (mostly current 12th Graders)

<i>Discipline Area</i>	<i>Standard Units of Credit Required</i>	<i>SOL Verified Credits Required</i>
<i>English</i>	4	2
<i>Mathematics</i>	4	2
<i>Laboratory Science</i>	4	2
<i>History and Social Sciences</i>	4	2
<i>Foreign Language</i>	3	
<i>Health and Physical Education</i>	2	
<i>Fine Arts or Career & Technical Education</i>	1	
<i>Economics and Personal Finance</i>	1	
<i>Electives</i>	3	
<i>Student Selected Test</i>		1

Total	26	9
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Note: Athletes should work closely with their school counselor to ensure courses meet NCAA/ NAIA requirements. All potential college student-athletes must register with the NCAA Initial-Eligibility Clearinghouse and meet NCAA academic requirements. Information is in the High School Program of Studies found at <https://www.wps.k12.va.us/domain/1670>.

APPLIED STUDIES DIPLOMA

Students identified with disabilities who complete the requirements of their individualized education programs shall be awarded special diplomas by local school boards if they do not fulfill any other diploma requirements.

LOCALLY AWARDED VERIFIED CREDIT

A verified credit is received when a student passes a high school course and the associated Standards of Learning (SOL) end-of-course state test. A Locally Awarded Verified Credit (LAVC) is an option available for some students who pass a class but do not pass the associated SOL test and do not have enough verified credits to graduate.

The criteria for the award of locally-awarded verified credit is summarized below:

- **To qualify for locally-awarded verified credits, a student must:**
 - **Pass the high school course;**
 - **Score within a 375-399 scale score range on any administration of the Standards of Learning test after taking the test at least twice; and**
 - **Demonstrate achievement in the academic content through an appeal process administered at the local level (submit evidence of mastery to the Director of Secondary Education).**
- **Students with disabilities who have credit accommodations are not subject to the limit on the number of locally-awarded verified credits.**

For students entering the ninth grade for the first time prior to the 2018-2019 academic year:

- **No more than three locally-awarded verified credits may be awarded.**
- **Locally-awarded verified credits cannot be applied toward an Advanced Studies diploma.**

- *Students that are no longer in school who would now be eligible for a locally-awarded verified credit in English or mathematics may now earn a locally-awarded verified credit, provided that all criteria is met. These students could be upgraded to a diploma if they meet the criteria.*

For students entering the ninth grade for the first time in the 2018-2019 academic year and beyond:

- *No more than one locally-awarded verified credit may be awarded.*
- *Locally-awarded verified credits can be applied toward either a Standard or an Advanced Studies diploma.*

NOTE: Emergency COVID-19 Guidelines from the Virginia Department of Education may be in place if SOL testing cannot take place.

Gifted Program

COVID-19 Disclaimer: Due to temporary changes, identification and programming might be modified.

The Winchester Public Schools EXCEL Program (emphasizing: Excellence, Creativity, “En”dividuality, and Leadership) offers a continuum of services and options which provide appropriate learning pathways for gifted students. Learning opportunities are designed to be open-ended so that they may be tailored to the talents and interests of students.

The goal is to engage students in comprehensive study for which the rate of learning, the content, and high level processing skills are adjusted to provide a program commensurate with the needs of each intellectually gifted student. To ensure successful learning for all children, Winchester Public Schools affirm the need and the right of each child to appropriate and equitable educational experiences of consistently high quality.

Identification at all levels is based on multiple criteria which focus on a variety of information sources concerning potential candidates for services. Careful review of the many perspectives of each child ensures identification that draws from all segments of the population and provides a diverse gifted community in which interaction and exchange have heightened and enriched meaning. Referrals and screening of students for gifted services occur in September (students new to WPS) and Feb/March. Any of the following discrete sources may place students in the referral process for EXCEL services: referral by parent, professional school staff, community member or student. The division gifted instructional specialists may be contacted for procedures and forms.

Gifted students are identified with specific aptitudes in the academic areas of mathematics and/or English, as demonstrated by advanced skills, performance and creative expression in those areas. Students identified for gifted services at the elementary level (K-4) are cluster grouped in classes with teachers who have received specialized training in gifted education. Students receive differentiated classroom instruction, acceleration and enrichment linked to the regular curriculum and additional research opportunities. In grades 3 and 4, students may apply for admission to a center-based program, A.C.E. (Accelerated Curriculum through Enrichment), which offers an integrated model of language arts, science, and math and exposure to content and concepts beyond the general education curriculum.

Middle school students (5-8) are provided sequential differentiated instruction within the regular classroom. Services may include: acceleration (content or grade level), cluster/flexible grouping, independent study, compaction, or enrichment. Course electives and pull-out seminars are designed to challenge the ability of the highly committed gifted child and are offered several times a year to all middle school EXCEL students. Gifted middle school students are also afforded an opportunity each year to apply for admission into the summer regional Blue Ridge Environmental Governor's School.

Students in grades 9-12 are provided with subject area options and advanced placement courses. Services can include any of the following: opportunities to develop higher level thinking skills, independent study, curriculum differentiation, acceleration, compacting, enrichment activities within the student's aptitude area(s), and an opportunity for admission into the regional [Mountain Vista Governor's School](#).

Counseling Program

The Winchester School Board supports the provision of a comprehensive program of guidance and counseling services for all students.

1. *Academic guidance which assists students and their parents to acquire knowledge of the curricula choices available to students, to plan a program of studies, to arrange and interpret academic testing, and to seek post-secondary academic opportunities.*
2. *Career guidance which helps students to acquire information and plan action about work, jobs, apprenticeships, and post-secondary educational and career opportunities;*
3. *Personal/Social Counseling which assists a student develop an understanding of themselves, the rights and needs of others, how to resolve conflict, and to define individual goals which reflect their interest, abilities and aptitudes. Information and records of personal/social counseling will be kept confidential and separate from a student's educational records and not disclosed to third parties without the prior parental consent or as otherwise provided by law. Parents may elect, by notifying their child's school in writing, to have their child not participate in personal/social counseling.*
4. *No student is required to participate in any counseling program to which the student's parents object. The guidance and counseling program does not include the use of counseling techniques, which are beyond the scope of the professional certification or training of counselors, including hypnosis, or other psychotherapeutic techniques that are normally employed in medical or clinical setting and focus on mental*

illness or psychopathology.

Parents are notified about the counseling programs which are available to students within the school division. Parents shall be advised concerning the purpose and general description of the programs, information regarding ways parents may review materials to be used in guidance and counseling programs at their child's school and information about the procedures by which parents may limit' their child's participation in such programs.

Employment Counseling and Placement Services

The School Board provides to secondary students employment counseling and placement services to furnish information relating to the employment opportunities available to students graduating from or leaving the school division. Such information includes all types of employment opportunities, including, but not limited to, apprenticeships, the military, career education schools, and the teaching profession. In providing such services, the School Board consults and cooperates with the Virginia Employment Commission, the Department of Labor and Industry, local business, labor organizations, and career schools.

Interrogation of Students by Law Enforcement Officials

Although Winchester Public Schools wishes to cooperate fully with law enforcement agencies, it has a responsibility to protect the constitutional rights of the students entrusted to its care. The interrogation of students by law enforcement officers regarding acts committed beyond school jurisdiction shall be held outside of the school day and off school property whenever possible. However, if this restriction would impede swift law enforcement or endanger others, the interrogation of a student or students may be permitted on school property with the permission of the parents or guardian or if the parents or guardian cannot be contacted, the principal or a designee may authorize such interrogations. The interrogation shall be held in a private place designated by school officials and in the presence of school officials.

McKinney-Vento Act - Rights of Homeless Students

The federal McKinney-Vento Act guarantees school enrollment for anyone who, due to a lack of permanent housing, lives in inadequate or temporary settings, such as:

- *In emergency or transitional shelters*
- *In motels, hotels, or campgrounds*
- *In cars, parks, public places, bus or train stations, or abandoned buildings*
- *Doubled up with relatives or friends*
- *In these conditions and is a migratory child or youth*
- *Unaccompanied Youth*

All Homeless Students Have the Right to:

- *Enroll or remain in school without a permanent address.*
- *Attend and enroll immediately in school even if unable to provide records required for enrollment.*
- *Remain in the same school (school of origin) even if you move.*
- *Go to school where last attended or school where temporarily living.*
- *Transportation (to the extent feasible).*
- *Automatically qualify for free lunch programs.*
- *Participate in extracurricular activities and/or special education services if eligible*
- *Written explanation and appeal is given if educational placement is denied. Information regarding the dispute resolution process can be obtained upon request.*

Determination of homelessness is made by the Homeless Liaison or Director of Student Services

Every Student Succeeds Act of 2015 (ESSA)

On December 10, 2015, President Obama signed the Every Student Succeeds Act of 2015 (ESSA), which reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA) and replaces the No Child Left Behind Act of 2001 (NCLB). There are significant differences between these two laws regarding accountability, teacher qualifications and parents' right to know. The U.S. Department of Education and the Virginia Department of Education have revised regulations. The Virginia Board of Education approved its plan to implement ESSA at its July 2018 business meeting.

Teacher Qualifications

Parents may request information regarding the professional qualifications of students' classroom teachers, which will include, at a minimum, the following:

- *whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas*
- *in which the teacher provides instruction whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived*
- *the baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher*

- *the field of discipline of the certification or degree*
- *whether the child is provided services by paraprofessionals and, if so, their qualifications*

Schools receiving Title I funds must also give timely notice that the parent's child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified, as defined by federal law.

Non-Discrimination Notice

Winchester Public Schools does not discriminate on the basis of sex, gender, race, color, national origin, disability, political affiliation, religion, ancestry, age, marital status, veteran status, genetic information or any other characteristic protected by law or based on a belief that such characteristic exists, in the education program and activities, or employment. Equal access is provided to the Boy Scouts and other designated youth groups. In addition, arrangements will be made to assure that the lack of English language skills will not be a barrier to admission and participation in our educational programs, including our vocational education programs.

The following individuals have been designated to handle inquiries regarding the non-discrimination policies:

TITLE IX COORDINATOR

SECTION 504 COORDINATORS

Judy McKiernan

Judy McKiernan

Director of Student Services

Director of Student Services

Washington St., Winchester, VA 22601

12 N. Washington St., Winchester, VA 22601

(540) 667-4253

(540) 667-4253

For further information on notice of non-discrimination, visit see list of OCR enforcement offices for the address and phone number of the office that serves your area, or call 1-800-421-3481.

Notice of Directory Information

The Winchester Public School Board notifies parents and eligible students at the beginning of each school

year what information, if any, it has designated as directory information, the right to refuse to let the division designate any or all of such information as directory information, and the period of time to notify the division, in writing, that he or she does not want any or all of those types of information designated as directory information. The notice may specify that disclosure of directory information will be limited to specific parties, for specific purposes, or both. If the School Board specifies that disclosure of directory information will be so limited, the disclosure of directory information will be limited to those specified in the public notice.

No school discloses the address, telephone number, or email address of a student pursuant to the Virginia Freedom of Information Act unless the parent or eligible student affirmatively consents in writing to such disclosure. Except as required by state or federal law, no school discloses the address, telephone number, or email address of a student pursuant to 34 C.F.R. Section 99.31 (a)(11) unless (a) the disclosure is to students enrolled in the school or to school board employees for educational purposes or school business and the parent or eligible student has not opted out of such disclosure in accordance with Virginia law and this policy or (b) the parent or eligible student has affirmatively consented in writing to such disclosure.

Parents and eligible students may not use the right to opt out of directory information disclosures to 1) prevent disclosure of the student's name, identifier or institutional email address in a class in which the student is enrolled; or 2) prevent an educational agency or institution from requiring the student to wear, to display publicly or to disclose a student ID card or badge that exhibits information designated as directory information and that has been properly designated as directory information.

Winchester Public Schools has designated the following information as directory:

- *Student's name*
- *Participation in officially recognized activities and sports*
- *Address*
- *Telephone listings*
- *Weight and height of members of athletic teams*
- *Electronic mail address*
- *Photograph*
- *Degrees, honors and awards received*
- *Date and place of birth*

- *Major field of study*
- *Dates of attendance*
- *Grade level*
- *The most recent educational agency or institution attended*

Parental Responsibility and Involvement Requirements

A. *Each parent of a student enrolled in a public school has a duty to assist the school in enforcing the stands of student conduct and compulsory school attendance in order that education may be conducted in an atmosphere free of disruption and threat to persons or property, and supportive of individual rights.*

B. *A school board shall provide opportunities for parental and community involvement in every school in the school division.*

C. *Within one calendar month of the opening of school, each school board shall, simultaneously with any other materials customarily distributed at that time, send to the parents of each enrolled student (i) a notice of the requirements for this section; (ii) a copy of the school board's standards of student conduct; and (iii) a copy of the compulsory school attendance law.*

These materials shall include a notice to the parents that by signing the statement of receipt, parents shall not be deemed to waive, but to expressly reserve, their rights protected by the constitutions or laws of the United States or the Commonwealth and that a parent shall have the right to express disagreement with a school's or school division's policies and decisions.

Each parent of a student shall sign and return to the school in which the student is enrolled a statement acknowledging the receipt of the school board's standards of student conduct, the notice of the requirements of this section, and the compulsory school attendance law. Each school shall maintain records of such signed statements.

D. *The school principal may request the student's parent or parents, if both parents have legal and physical custody of such student, to meet with the principal or his designee to review the school board's standards of student conduct and the parent's or parents' responsibility to participate with the school in disciplining the student and maintaining order, to ensure the student's compliance with compulsory school attendance law, and to discuss improvement of the child's behavior, school*

attendance, and educational process.

E. In accordance with the due process procedures set forth in this article and the guidelines required by § 22.1-279.6, the school principal may notify the parents of any student who violates a school board policy or the compulsory school attendance requirements when such violation could result in the student's suspension or the filing of a court petition, whether or not the school administration has imposed such disciplinary action or filed a petition. The notice shall state (i) the date and particulars of the violation; (ii) the obligation of the parent to take actions to assist the school in improving the student's behavior and ensuring compulsory school attendance compliance; (iii) that, if the student is suspended, the parent may be required to accompany the student to meet with school officials; and (iv) that a petition with the juvenile and domestic relations court may be filed under certain circumstances to declare the student a child in need of supervision.

F. No suspended student shall be admitted to the regular school program until such student and his parent have met with school officials to discuss improvement of the student's behavior, unless the school principal or his designee determines that readmission, without parent conference, is appropriate for the student.

G. Upon the failure of a parent to comply with the provisions of this section, the school board may, by petition to the juvenile and domestic relations court , proceed against such parent for willful and unreasonable refusal to participate in efforts to improve the student's behavior or school attendance, as follows:

1. If the court finds that the parent has willfully and unreasonably failed to meet, pursuant to a request of the principal as set forth in subsection D of this section, to review the school board's standards of student and maintaining order, and to discuss improvement of the child's behavior and educational progress, it may order the parent to so meet; or

2. If the court finds that a parent has willfully and unreasonably failed to accompany a suspended student to meet with school officials pursuant to subsection F, or upon the student's receiving a second suspension or being expelled, it may order the student or his parent, or both, to participate in such programs or such treatment, including, but not limited to, extended day programs, summer school, other educational programs and counseling, as the court deems appropriate to improve the student's behavior or school attendance. The order may also require participation in a parenting, counseling or a mentoring program, as appropriate or that the student or his parent, or both, shall be subject to such conditions and limitations as the court deems appropriate for the supervision, care, and rehabilitation of the student or his parent. In addition, the court may order the parent to pay a civil penalty not to exceed \$500.

H. The civil penalties established pursuant to this section shall be enforceable in the juvenile and domestic relations court in which the student's school is located and shall be paid into a fund maintained by the appropriate local governing body to support programs or treatments designed to improve the behavior of students as described in subdivision G2. Upon the failure to pay the civil penalties imposed by this section, the attorney for the appropriate county, city, or town shall enforce the collection of such civil penalties.

I. All references in this section to the juvenile and domestic relations court shall be also deemed to mean any successor in interest of such court.

Prohibition against Harassment and Retaliation

The Winchester Public School Board is committed to maintaining an educational environment and workplace that is free from harassment. In accordance with law, the Board prohibits harassment against students, employees, or others on the basis of sex, sexual orientation, gender, gender identity, race, color, national origin, disability, religion, ancestry, age, marital status, pregnancy, childbirth or related medical conditions, status as a veteran, genetic information or any other characteristic protected by law or based on a belief that such characteristic exists hereinafter referred to as protected group status, at school or any school sponsored activity.

It is a violation of this policy for any student or school personnel to harass a student or school personnel based on protected group status at school or any school sponsored activity. Further it is a violation of this policy for any school personnel to tolerate harassment based on a student's or employee's protected group status at school or any school sponsored activity, by students, school personnel or third parties participating in, observing or otherwise engaged in school sponsored activities.

For additional information, review the following Winchester School Board Policies and Regulations located on the Winchester Public Schools website:

- *JB Equal Educational Opportunities/Nondiscrimination*
- *GB- Equal Employment Opportunity/Non-Discrimination.*
- *GBA/JFHA Prohibition Against Harassment and Retaliation*
- *GBA-R1/JFHA-R1 Harassment Complaint Procedure*

- *GBA-R2/JFHA-R2 – Report of Harassment*

Students guilty of harassment may be subject to suspension/restriction. Any person who believes they may have been harassed or has knowledge of conduct/behavior which may constitute discrimination or harassment shall immediately report such conduct/behavior to the compliance officer or any member of the school staff.

The designated Compliance Officer and Alternate Compliance Officer are as follows:

Compliance Officer

Judy McKiernan

Director of Student Services

Winchester Public Schools

12 N. Washington Street

Winchester, VA 22601

(540) 667-4253

Alternate Compliance Officer

Sarah Kish

Director of Special Education & Related Services

Winchester Public Schools

12 N. Washington Street

Winchester, VA 22601

(540) 667-4253

See Winchester School Board regulations JBA-R Section 504 Non-Discrimination Grievance Procedures and GBA/JFHA-R1 Harassment: Complaint Procedure for more information.

Promotion/Retention

The Winchester School Board believes in an academic program that sets “high expectations” and continuous growth for all its students. We believe that continuous academic growth and improvement are achieved through focused academic instruction. The foundation of this philosophy is based on the Instructional Goals and Objectives (IA) and Effective Schools correlate of “time.” Through focused remediation, increased length of the school day, and extended learning opportunities (e.g. summer school academy) more time for learning will be provided to meet the needs of all students as they progress toward high school graduation. Consequently, there will be an increase in the number of high school graduates, number of post-secondary education graduates, and number of career certifications earned.

Teachers will confer with the parents/guardians of a child making unsatisfactory progress as soon as problems arise and will develop plans to help the child reach an acceptable level of performance. Ongoing

communication should be maintained between the teacher and the parents/guardians to assure that intervention procedures are being employed to assist the child in attaining vital academic skills.

When a teacher has reason to believe that a child needs a change in his/her instructional program, the teacher will consult with the principal and additional school personnel who have worked with the child. The parents/guardians of pupils being considered will be informed of the impending program changes and/or possible retention. The final decision relative to program changes and/or possible retention is the responsibility of the building principal.

Principles

- 1. It is important to challenge all students to pursue a high level of performance;*
- 2. In evaluating student achievement, each teacher shall make use of all available information, including results of teacher-made tests and other measures of skill and content mastery, writing assignments, and teacher observation of student performance;*
- 3. For students with disabilities, attainment of the promotion benchmarks is determined after consideration of the goals, accommodations, and impact of the disability;*
- 4. For students with a primary language other than English (ESL), attainment of the promotion benchmarks is determined after consideration of the goals and accommodations for language acquisition as defined by the ESL placement;*
- 5. Changes in a program or possible retention of students shall be in effect only after prior notification of and explanation to the student's parents/guardians; however, the decision shall rest with the base school principal;*
- 6. At the time program changes and/or possible retention is considered a possibility, comments on the Report Card shall reflect the student's academic problems. The possibility of retention or placement shall be communicated to parents/guardians via the end of quarter Report Card no later than the end of the third quarter;*

- 7. Promotion/retention requirements will be subject to an annual review of the data to be completed by the Assistant Superintendent of Instruction with the cooperation of the school principals.*

Elementary and Middle School Students (Grades K-7)

Elementary and middle school students will be promoted when, in the professional judgment of the school-based instructional personnel, competency in the appropriate grade level has been demonstrated. Promotion is the assignment to the next grade level. Students will be retained only when, in the professional judgment of the school-based instructional personnel, the student has not demonstrated appropriate grade level competencies, or the action of retention would be in the best interest of the student. Retention is the reassignment to the current grade level. In all cases of promotion or retention, the parent/guardian is to be fully involved and informed throughout the promotion/retention decision making process, but the ultimate decision will be made by the professional staff.

Eighth Grade Students (Grade 8)

In order to be promoted to ninth grade, students will be required to pass English, math, social studies, and science. A school-based Retention Committee will consider other promotion criteria, if a student has failed one or more of these courses, and will recommend retention or promotion with interventions.

Secondary School Students (Grades 9-12)

- 1. Secondary assignment of students in grades 9 through 12 earning a Standard or Advanced diploma is normally based on the following schedule of accumulated credits.*

Grade 10 **Promoted** **5 credits**

Grade 11 **Promoted** **11 credits**

- 2. Upon the Superintendent's recommendation and subject to School Board approval, credit may be*

awarded for courses having less than one hundred forty (140) hours per course upon demonstration of mastery of the course content and objectives. Having received credit for the course, the student will be permitted to sit for the relevant Standards of Learning assessment and, upon receiving a passing score, will earn a verified credit. (§ 8 VAC 20-131-110B).

Protection of Pupil Rights Amendment – Administration of Surveys, Questionnaires

I. Instructional Materials and Surveys

A. Inspection of Instructional Materials

All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used as part of the educational curriculum for a student or which will be used in connection with any survey, analysis, or evaluation as part of any federally funded program shall be available for inspection by the parents/legal guardians of the student in accordance with Policy KBA Requests for Information.

B. Participation in Surveys and Evaluations

No student shall be required, as part of any federally funded program, to submit to a survey, analysis, or evaluation that reveals information concerning

- (1) political affiliations or beliefs of the student or the student's parent/legal guardian,*
- (2) mental or psychological problems of the student or the student's family,*
- (3) sex behavior or attitudes,*
- (4) illegal, anti-social, self-incriminating, or demeaning behavior,*
- (5) critical appraisals of other individuals with whom respondents have close family relationships,*
- (6) legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers,*
- (7) religious practices, affiliations, or beliefs of the student or student's parent/legal guardian, or*
- (8) income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program), without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of an unemancipated minor, without the prior written consent of the parent/legal guardian.*

C. Surveys Requesting Sexual Information

In any case in which a questionnaire or survey requesting that students provide sexual information, mental health information, medical information, information on student health risk behaviors pursuant to Va. Code Section 32.1-73.8, other information on controlled substance use, or any other information that the School Board deems to be sensitive in nature is to be administered, the school board shall notify the parent/legal guardian concerning the administration of such questionnaire or survey in writing at least 30 days prior to its administration. The notice will inform the parent/legal guardian of the nature and types of questions included in the questionnaire or survey, the purposes and age-appropriateness of the questionnaire or survey, how information collected by the questionnaire or survey will be used, who will have access to such information, the steps that will be taken to protect student privacy, and whether and how any findings or results will be disclosed. In any case in which a questionnaire or survey is required by state law or is requested by a state agency, the relevant state agency shall provide the School Board will all information required to be included in the notice to parents/legal guardians. The parent/legal guardian has the right to review the questionnaire or survey in a manner mutually agreed upon by the school and the parent/legal guardian and exempt the parent's/legal guardian's child from participating in the questionnaire or survey. Unless required by federal or state law or regulation, school personnel administering any such questionnaire or survey shall not disclose personally identifiable information. No questionnaire or survey requesting that students provide sexual information shall be administered to any student in kindergarten through grade six.

D. Additional Protections

A parent/legal guardian or emancipated student may, upon request, inspect any instructional material used as part of the educational curriculum of the student and any survey created by a third party before the survey is administered or distributed to a student. Any inspection shall be in accordance with Policy KBA Requests for Information. In addition, in the event of the administration or distribution of a survey containing one or more of the subjects listed in subsection I.B. above, the privacy of students to whom the survey is administered will be protected by setting procedural guidelines and providing adequate instruction to survey handlers relating to handling survey information in a manner to protect student privacy.

II. Physical Examinations and Screenings

If the Winchester Public School Division administers any physical examinations or screenings other than those required by Virginia law, and surveys administered to a student in accordance with the Individuals with Disabilities Education Act, policies regarding those examinations or screenings will be developed and adopted in consultation with parents/legal guardians.

III. Commercial Use of Information

Questionnaires and surveys shall not be administered to public school students during the regular school day or at school-sponsored events without written, informed parental/legal guardian consent when participation in such questionnaire or survey may subsequently result in the sale for commercial purposes of personal information regarding the individual student.

This subsection does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as the following:

- college or other postsecondary education recruitment, or military recruitment;*
- book clubs, magazines, and programs providing access to low-cost literary products;*
- curriculum and instructional materials used by elementary schools and secondary schools;*
- tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;*
- the sale by students of products or services to raise funds for school-related or education-related activities; and*
- student recognition programs.*

IV. Notification

The Board shall provide notice of this policy directly to parents/legal guardians of students annually at the beginning of the school year and within a reasonable period of time after any substantive change in the policy. The Board will also offer an opportunity for the parent/legal guardian (or emancipated student) to opt the student out of participation in

- activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose);*

- *the administration of any survey containing one or more items listed in subsection I.B. above; or*
- *any nonemergency, invasive physical examination or screening that is required as a condition of attendance;*
- *administered by the school and scheduled by the school in advance; and*
- *not necessary to protect the immediate health and safety of the student, or of other students.*

Notification of Specific Events

The Board will directly notify the parent/legal guardian of a student, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when the following activities are scheduled, or expected to be scheduled:

- *activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose);*
- *the administration of any survey containing one or more items listed in subsection I.B. above;*
- *any nonemergency, invasive physical examination or screening that is required as a condition of attendance;*
- *administered by the school and scheduled by the school in advance; and*
- *not necessary to protect the immediate health and safety of the student, or of other students.*

V. Definitions

Instructional material: the term "instructional material" means instructional content that is provided to a student, regardless of its format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Invasive physical examination: the term "invasive physical examination" means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision,

insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

Parent/legal guardian: the term "parent/legal guardian" includes a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child).

Personal information: the term "personal information" means individually identifiable information including

- a student or parent's/legal guardian's first and last name;
- a home or other physical address (including street name and the name of the city or town);
- a telephone number; or
- a Social Security identification number.

Survey: the term "survey" includes an evaluation.

Records: Access To Records

Winchester Public Schools officials may review an education record for legitimate educational interest to fulfill his or her professional responsibility. Parents have the following rights with respect to access to scholastic records:

1. *The right to an explanation and interpretation of records;*
2. *The right to inspect and review records of their children without unnecessary delay and before any meeting regarding an IEP or hearing involving identification, evaluation or placement. Parents may also extend the rights of inspection and review to a designated representative;*
3. *The right to request copies of records when fees for duplication are paid. These fees must not effectively prevent parents or their designee from exercising their rights to inspect and review records and does not include a fee for search and retrieval;*
4. *The right to inspect and review only information pertaining to their child in cases where records contain information on more than one child;*
5. *The right to request that information within the scholastic record be amended when it is believed that such information is inaccurate or misleading. School officials will, upon written request, respond within 15 administrative working days after receipt of such request of the decision to*

amend the record or to deny the request. Any amendment will be in writing and will be inserted in the student's record. If the request is denied, the parent or eligible student will be advised for the right to a hearing;

6. The right to a hearing if school officials refuse to amend information in records per parent request;

7. The right to challenge the content of scholastic records and to file with the Family Educational Rights and Privacy Act Office a complaint concerning an alleged failure by Winchester Public Schools to comply with 20 U.S.C. 1232g. Central Administrative Offices, Winchester Public Schools, 12 N. Washington St., Winchester, VA.

In addition, a copy of the document, Management of the Student's Scholastic Record in the Public Schools of Virginia, is available for review by parents at the Central Administrative Office of Winchester Public Schools.

Records: Scholastic Records Maintenance Policy

This information is being given to you to inform you of the rights accorded students and parents regarding records kept by Winchester Public Schools. Each school in Winchester maintains scholastic records which are official school records.

Scholastic records are records directly related to a student and are maintained by the school division. These include, but are not limited to, documentation pertinent to the educational growth and development of students as they progress through school, student disciplinary records, achievement and test data, cumulative health records, reports of assessments for eligibility for special education services and Individualized Educational Programs.

Scholastic records do not include records of instructional, supervisory, administrative and ancillary educational personnel that are kept in the sole possession of the maker and the record and are not accessible or revealed to any other person except a temporary substitute for the maker of the record.

Whenever a pupil transfers from one school division to another, the scholastic record or a copy of the scholastic record shall be transferred to the school division to which the pupil transfers upon request from such school division. Permission of the parent, guardian or other person having control or charge of the student shall not be required for transfer of such scholastic record to another school or school division within or outside the Commonwealth of Virginia.

Search and Seizure Policy

In order to promote a safe learning environment, and to protect the safety and welfare of all students and

school personnel as well as maintain order and discipline in the schools, authorized school personnel are permitted to conduct searches of students, their belongings and personal effects, motor vehicles, lockers and desks whenever there is a reasonable suspicion of wrongdoing based on all the circumstances. Any and all searches of students shall be conducted in conformity with applicable state and federal laws and Winchester Public School Board Policy. Searches must balance the student's expectation of privacy against the need to maintain a safe learning environment.

Winchester Public Schools may employ appropriately trained canines for use on school property in the search for illegal narcotics, drugs, marijuana and other illegal contraband or evidence of other criminal activity that may be located or have occurred on school property. Authorized school officials may confiscate any contraband discovered in the course of a student search.

Sex Offender Registry Notification

The Winchester Public School Division recognizes the danger sex offenders pose to student safety. Therefore, to protect students while they travel to and from school, attend school or are at school-related activities, each school in the Winchester Public School Division shall request electronic notification of the registration or reregistration of any sex offenders in the same or contiguous zip codes as the school. Such requests and notifications shall be made according to the procedure established by the Virginia Department of State Police (State Police).

Special Education

Winchester Public Schools provides special education services to student ages two to 21 inclusive, in categories of disability as established through the Virginia regulations. Students must be found eligible to receive special education services under the provisions of the federal Individuals with Disabilities Education Act (IDEA) or under Section 504 of the Americans with Disabilities Act. Eligible students will receive a free appropriate education in the least restrictive environment. Should you feel that your child might need and be eligible for such services, you should contact your child's principal or the Director of Special Education to make a referral to Child Find.

The rights and responsibilities for students with disabilities are contained in a booklet called "A Parent's Guide to Special Education." You may receive a copy of this document from your child's school or from the Director of Special Education.

Standards of Student Conduct

The following are standards of student conduct established by the School Board for all students under its jurisdiction. Consequences shall be determined on the basis of the facts presented in each instance of misconduct in the reasonable discretion of the School Board, its designated committees and other

appropriate school officials.

Prohibited Conduct

The following conduct is prohibited. Students engaging in such conduct are subject to disciplinary action.

Assault and Battery

A student shall not assault or commit battery upon another person on school property, on school buses or during school activities on or off school property.

An assault is a threat of bodily injury.

A battery is any bodily hurt, however slight, done to another in an angry, rude or vengeful manner.

Bomb Threats

Students shall not engage in any illegal conduct involving firebombs, explosive or incendiary materials or devices or hoax explosive devices or chemical bombs as defined in the Code of Virginia. Moreover, students shall not make any threats or false threats to bomb school personnel or school property.

Bullying and Use of Electronic Means for Bullying

Bullying is prohibited. "Bullying" means any aggressive and unwanted behavior that is intended to harm, intimidate, or humiliate the victim; involves a real or perceived power imbalance between the aggressor or aggressors and victim; and is repeated over time or causes severe emotional trauma. "Bullying" includes cyber bullying. "Bullying" does not include ordinary teasing, horseplay, argument or peer conflict.

Bus-Related Offenses

Students shall not behave in a disruptive manner or otherwise violate these Standards of Conduct while waiting for a school bus, while on a school bus or after being discharged from a school bus.

Defiance of the Authority of School Personnel

Students shall comply with any oral or written instructions made by school personnel within the scope of their authority as provided by Board policies and regulations.

Extortion

No student may obtain or attempt to obtain anything of value from another by using a threat of any kind.

Felony Charges

Students charged with any offense, wherever committed, that would be a felony if committed by an

adult may be disciplined and/or required to participate in prevention/ intervention activities.

Fighting

Exchanging mutual physical contact between two or more persons by pushing, shoving or hitting with or without injury is prohibited.

Whether a student acted in self-defense during the fight is considered when the student's conduct is evaluated for disciplinary action.

Gambling

A student shall not bet money or other things of value, or knowingly play or participate in any game involving such a bet, on school property, on school buses or during any school related activity.

Gang Activity

Gang activity, as defined in Policy JFCE Gang Activity or Association, is prohibited.

Harassment

As provided in Policy JFHA/GBA Prohibition Against Harassment and Retaliation, students are prohibited from harassing other students, school staff, volunteers, student teachers or any other person present in school facilities or at school functions.

Hazing

Hazing is prohibited.

Hazing means to recklessly or intentionally endanger the health or safety of a student or students or to inflict bodily harm on a student or students in connection with or for the purpose of initiation, admission into or affiliation with or as a condition for continued membership in a club, organization, association, fraternity, sorority, or student body regardless of whether the student or students so endangered or injured participated voluntarily in the relevant activity.

Intentional Injury of Others

Students are prohibited from intentionally injuring others.

Other Conduct

In addition to these specific standards, students shall not engage in any conduct which materially and substantially disrupts the ongoing educational process or which is otherwise a violation of federal, state or local law.

Possession or Use of Weapons or Other Dangerous Articles

Students shall not have in their possession any type of unauthorized firearm or other dangerous weapon or device (See Policy JFCD Weapons in School.)

Stalking

Students shall not engage in a pattern of behavior that places another person in fear of serious harm.

Theft

A student shall not intentionally take or attempt to take the personal property of another person by force, fear or other means.

Threats: Intimidation

Students are prohibited from making any verbal, written or physical threat of bodily injury to another person.

Trespassing

Students, including students who have been suspended or expelled, are subject to disciplinary action for trespassing on school property

Use and/or Possession of Alcohol, Tobacco Products, Nicotine Vapor Products, Anabolic Steroids, and Other Drugs

Students are prohibited from possessing, using, or distributing any of the restricted substances listed below on school property, on school buses or during school activities, on or off school property.

Students are prohibited from attempting to possess, use, consume, procure and/or purchase, any of the restricted substances listed below or what is represented by or to the student to be any of the restricted substances listed below or what the student believes is any of the restricted substances listed below.

Students are prohibited from being under the influence of any of the restricted substances listed below, regardless of whether the student's condition amounts to legal intoxication.

Restricted substances include but are not limited to alcohol, tobacco products as defined in Policy JFCH Tobacco Products and Nicotine Vapor Products, nicotine vapor products as defined in Policy JFCH Tobacco Products and Nicotine Vapor Products, inhalant products, and other controlled substances defined in the Drug Control Act, Chapter 15.1 of Title 54 of the Code of Virginia, such as anabolic steroids, stimulants, depressants, hallucinogens, marijuana, imitation and look-alike drugs, drug paraphernalia and any prescription or non-prescription drug possessed in violation of School Board policy.

In addition to any other consequences which may result, a student who is a member of a school athletic team will be ineligible for two school years to compete in interscholastic athletic competition if the school principal and the superintendent determine that the student used anabolic steroids during the training period immediately preceding or during the sport season of the athletic team, unless such steroid was prescribed by a licensed physician for a medical condition.

Use of Derogatory or Discriminatory Language and Conduct

Students are prohibited from using derogatory or discriminatory language or engaging in profane or obscene conduct.

Vandalism

Students are prohibited from vandalizing school property and the property of any School Board staff member or any other person.

The School Board may recover damages sustained because of the willful or malicious destruction or, or damage to, public property pursuant to Policy ECAB Vandalism.

Corrective Actions

The following corrective actions are among those available to the school administration for violation of the Student Code of Conduct. The facts and circumstances of each offense are considered fully in determining reasonable corrective actions.

Counseling

Admonition

Reprimand

Loss of privileges, including access to the School Division's computer system

Parental conferences

Modification of student classroom assignment or schedule

Student behavior contract

Referral to student assistance services

Removal from class

Initiation of child study process

Referral to in-school intervention, mediation, or community service programs

Tasks or restrictions assigned by the principal or his designee

Detention after school or before school

Suspension from school-sponsored activities or events prior to, during, or after the regular school day

In-school suspension

Off-site restriction (served at Alternative Education Center)

Out-of-school suspension

Referral to an alternative education program

Notification of legal authority where appropriate

Recommendation for expulsion including recommendation for expulsion for possessing a firearm, destructive device, firearm muffler, firearm silencer or pneumatic gun on school property or at a school–sponsored event and recommendation for expulsion for having brought a controlled substance, imitation controlled substance or marijuana, synthetic cannabinoids, onto school property or to a school sponsored activity

Evaluation for alcohol or drug abuse

Participation in a drug, alcohol or violence intervention, prevention or treatment program

Dress Code

Although student dress and grooming are the personal responsibility of the student and his/her parents/guardians, students are expected to dress appropriately for a K-12 educational environment. Any clothing that interferes with, disrupts, or has the potential to disrupt the educational environment, is unacceptable. Secondary students are expected to attend school with appropriate attire for school reflecting the adolescent workplace standard.

Students are permitted to wear the following:

- *shorts, skirts and dresses of an appropriate length and that meets or exceeds the mid-thigh with no midriff/navel showing.*
- *sleeveless tops that cover to the top of the armpit for both male and female students.*
- *religiously and ethnically specific, or significant head covering or hairstyle, including but not limited to hijabs, yarmulkes, headwraps, braids, locs, and cornrows.*

Students are prohibited from wearing the following:

- *any apparel, jewelry, accessory, tattoo, or manner of grooming that, by virtue of its color, arrangement, trademark, or any other attribute, denotes membership in a gang that advocates illegal or disruptive behavior.*
- *clothing or article with language or images that are lewd, vulgar, discriminatory, or obscene, or clothing that promotes illegal or violent conduct, such as the unlawful use of*

weapons, drugs, alcohol, tobacco products, nicotine vapor products, or drug paraphernalia.

- *any clothing or article that is racially divisive at school, on school property, or at school sponsored activities. Examples include but not limited to clothing that denotes Ku Klux Klan, Aryan Nation-White Supremacy, Neo-Nazi, racial hate groups, or Confederate flags.*
- *any clothing or article any attire that exposes undergarments, excessive skin, or inappropriate areas of the anatomy.*
- *hats or hoodies with the hood up while in the school building.*
- *slippers, pajamas or lounge wear unless approved by the school's administration for a special event.*
- *sunglasses while in the school building.*
- *no shoes in and around the building.*
- *any clothing deemed inappropriate for the educational setting by the administration.*

Accommodations and Compliance:

- *Parents of students requiring accommodation for religious beliefs, disabilities, or other appropriate causes should contact the principal.*
- *Students not complying with this policy will be asked to modify the non-complying clothing, change clothes, or return home to change into compliant clothing.*
- *Students who are not in compliance with the dress code will have dress code expectations re-taught to them. Additionally, students are subject to various progressive, corrective actions for non-compliance including but not limited to reteaching expectations, counseling, and parental contact.*
- *The dress code will be enforced to maintain gender neutrality by subjecting any student to the same set of standards regardless of gender.*
- *School board employees are prohibited from enforcing the dress code by direct physical contact with the student or the student's attire.*
- *School board employees are prohibited from requiring a student to undress in front of another individual, including the enforcing school board employee, to comply with the dress code.*

Transportation

Winchester Public Schools provides dependable and safe transportation to and from school daily for students. Buses are equipped with video cameras to address safety concerns. Bus routes, stops and times of departures will be available from your child's school in August prior to the start of school and will be

available on the school system web site (www.wps.k12.va.us) by mid-August. Students should be at their stop five minutes prior to the morning departure time. We request parents of kindergarten students be at their stop five minutes prior to the afternoon arrival time.

Safe transportation to and from school is dependent upon children conducting themselves properly on the bus. Students are expected to follow the directions listed below:

- *Listen to the drivers at all times*
- *Remain seated while the bus is in motion*
- *Speak only at conversational levels*
- *Keep arms, legs and heads in the bus at all times*
- *Do not use vulgar language*
- *Be respectful to drivers or classmates*
- *Students must not engage in any type of roughhousing, fighting or any behavior that may distract the driver and create a safety hazard*
- *Students may have in their possession a beeper, cellular telephone, personal digital assistant (PDA) or other communications device on school buses, provided that the device must remain off and out of sight unless the bus driver is notified of a declared emergency by school officials*
- *Do not deface or damage the bus. Violators will be assessed repair costs and will be subject to disciplinary action*

Students who violate these rules lose their privilege to ride the bus.

Visiting Our Schools

***COVID-19 Disclaimer:** Visitors to our buildings will be strictly limited in order to provide for the safety of our students and staff.*

We encourage you as a parent to visit your child's school as often as possible. However, in today's world, building safety and security must be a strong component of keeping our children safe at school. All visitors are asked to enter a school through the designated entrance, go directly to the office (show identification), register as being in the building and receive a visitor's badge. Upon completion of the visit, please return the badge to the office and sign out.

CHAMELEONS



SAFE

ORGANIZED

ACCOUNTABLE

RESPECTFUL

SCHOOL BUS



STAY SEATED

KEEP AISLE CLEAR

BE ON TIME

KEEP HANDS TO SELF

BATHROOM



PLAY FREE ZONE

USE QUICKLY/QUIETLY

1-2-3 PROCEDURE

PLEASE FLUSH

CAFETERIA



RAISE HAND FOR HELP

RESPECT PERSONAL SPACE

USE SOFT VOICE

USE TABLE MANNERS

CLASSROOM



FOLLOW DIRECTIONS

HAVE MATERIALS

CLEAN & PUT THINGS AWAY

PLEASE AND THANK YOU

HALLWAY



WALK ON RIGHT

3-SLNE

GO STRAIGHT TO DESTINATION

KEEP HANDS TO SELF

PLAYGROUND



KEEP HANDS TO SELF

3-SLNE IN/OUT

STAY IN PLAY AREA

GOOD SPORTSMANSHIP

HOME



FOLLOW DIRECTIONS

DEVELOP STUDY HABITS

MAKE TIME TO READ

PLEASE AND THANK YOU