Parent/Student Handbook

Mission Statement

By identifying and using our community resources, we will develop and inspire a sense of purpose through knowledge creation and empowering connections.

Vision Statement

To add value to the lives of our citizens by providing dynamic educational programming and personalized pathways to cultivate wellness in our students, staff, and community.

301 Pine Avenue, Waynesboro, Virginia 22980
Phone (540) 946-4600 Fax (540) 569-9926
www.waynesboro.k12.va.us

WPS 7/2025

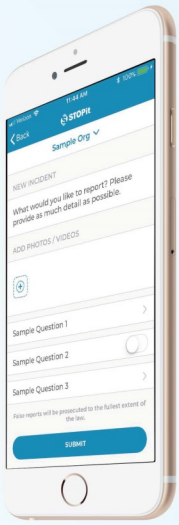
With STOPit, You have the power to protect yourself and others from harmful, inappropriate, or unsafe behavior.



STOPit provides you with:

An anonymous comfortable way for you to share information so that you can provide or get help as quickly and efficiently as possible.

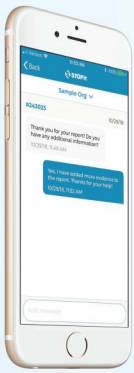
Report



Use the STOPit mobile app to anonymously report incidents to your school. **Reporting is completely anonymous.** You can include text,images or video. It only takes a few seconds.

Report incidents such as:

- Bullying
- Cyberbullying or cyber abuse
- Harassment
- Violence, threats, or weapons possession
- Alcohol or drug related issues
- Hazing
- Discrimination
- Ethics violations such as cheating or plagiarism



STOPit makes it easy to do the right thing.

STOPit Messenger

With STOPit Messenger, you can have a **real-time, two-way, anonymous dialog** with your school. This allows your school to ask you questions about your report and **conduct an effective investigation.**

WATCH

Welcome to STOPit Video:



Use the Unique Code for Your Child's School:

STOPit Access Code:

Berkeley Glenn– Roadrunner
Westwood– BulldogsRock
KCMS– Badgers
Valley Academy– Valley Academy
Wenonah– WenonahElem
William Perry– PanthersRock
WHS– LittleGiants
River Ridge– RRLC

Now YOU have the power to protect yourself and stand up for others.
Empower a culture of acceptance and safety throughout your school community with STOPit.

Download STOPit for free from **iTunes** or **Google Play** using your Access Code

Download on the App Store

GET IT ON Google Play

Dear Waynesboro Families:

The Waynesboro School Board and I are pleased to welcome students and parents to the school year with Waynesboro Public Schools. The opportunity for our school division to provide quality educational services to the families of Waynesboro is a responsibility the entire staff takes very seriously. Our team is dedicated to a rigorous academic program and safe schools for our community. We believe that the success of our students is best achieved through strong relationships and ongoing communication between home and school.

An important part of this relationship is a clear understanding of expectations and responsibilities, including legal and procedural requirements. This handbook provides important information in a clear and concise manner to help guide our parents and students toward a successful school year. Our hope is that parents and students will review this handbook together early in the school year and keep it readily available for reference throughout the school year.

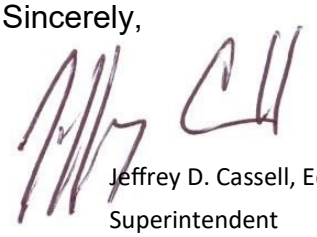
I encourage you to contact your child's principal or teacher at any time he/she can be of assistance in clarifying or discussing the information in this handbook. Also, if I can be of assistance, please call my office at 540-946-4600 or email me at jcassell@waynesboro.k12.va.us.

Today's classrooms, curriculum, and technology are rapidly changing and are very different than they were just a few years ago. In order to prepare our students for a variety of opportunities when they graduate, our schools are constantly reflecting on the experiences and instruction that will best set our students up for success. In order for children to learn, they must come to school everyday, arrive to school on time, stay the entire day, and review assignments with a family member in the evening. Working together, we provide the best opportunity for success for your child.

The first page of this handbook presents the Mission and Vision Statement of Waynesboro Public Schools which articulates the commitment of the School Board and school division to support all students in their learning experiences. Parents are always welcome to visit our schools and to contact us to discuss their child's educational experience.

We are excited, pleased, and honored to work with students and parents to ensure a successful school year.

Sincerely,



Jeffrey D. Cassell, Ed.D.
Superintendent

PARENT/STUDENT HANDBOOK

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WAYNESBORO SCHOOL BOARD

Diana Williams — Ward A
185 S. Delphine Ave
Waynesboro, Virginia 22980

Erika B Smith — Ward B
1109 Jefferson Avenue
Waynesboro, Virginia 22980

Debra Freeman — Ward C
241 Willowshire Court
Waynesboro, VA 22980

Amber Lipscomb, Chair — Ward D
1628 Monroe Street
Waynesboro, Virginia 22980

Nigel Stewart, Vice-Chair — At-Large
2514 Cortland Street
Waynesboro, Virginia 22980

SCHOOL ADMINISTRATION

Dr. Jeffrey Cassell, Superintendent

Dr. Ryan Barber, Assistant Superintendent

Vonda Hutchinson
Executive Director of Finance

William “Tim” Teachey
Executive Director of Instruction

DeWayne Moore
Executive Director of Operations
Transportation & Maintenance

Leola Burks
Director of Special Education

Jennifer Sturm
Director of Elementary Instruction

Dr. India Harris
Director of Secondary Instruction/CTE

Melissa Cobb
Director of Talent Development

Kendra Jones
Director of Diversity, Equity, and Inclusion
Division Communications

Kelly Shomo
School Nutrition Supervisor

OUR SCHOOLS

Wayne Hills Preschool Center
937 Fir Street
Waynesboro, Virginia 22980
(540) 946-4626
Principal: Sarah Ross

Berkeley Glenn Elementary School (K-5)
1020 Jefferson Avenue
Waynesboro, Virginia 22980
(540) 946-4680
Principal: Michael Perry
Assistant Principal: Erin Shiflett

Wenonah Elementary School (K-5)
125 N. Bayard Avenue
Waynesboro, Virginia 22980
(540) 946-4660
Principal: Abby Arey

Westwood Hills Elementary School (K-5)
548 Rosser Avenue
Waynesboro, Virginia 22980
(540) 946-4670
Principal: Dr. Greg Harris
Assistant Principal: Heather Craddock

William Perry Elementary School (K-5)
840 King Avenue
Waynesboro, Virginia 22980
(540) 946-4650
Principal: Dr. Sharon Barker
Assistant Principal: Dr. Michelle Shiflett

Kate Collins Middle School (6-8)
1625 Ivy Street
Waynesboro, Virginia 22980
(540) 946-4635
Principal: Marcia Nester
Assistant Principals: Dana Folks, Ryan McLaughlin, Jennifer Chance

Waynesboro High School (9-12)
1200 W. Main Street
Waynesboro, Virginia 22980
(540) 946-4616
Principal: Bryan Stamm
Assistant Principals: Katrina Lassiter, Joshua Herndon, Megan Fitzgerald
Athletic/Activities Director: Jake Peeling

Valley Academy Regional Alternative School (6-12)
59 John Lewis Road, Suite 101
Fishersville, VA 22939
540-886-0573
Director: Wayne “C.J.” Van Devander

River Ridge Learning Center (9-12)
801 Hopeman Parkway
Waynesboro, VA 22980
540-673-0480
Director: Amy Christian

GENERAL INFORMATION

OVERVIEW

Waynesboro Public Schools is operated for the city by the School Board and School Administration. The School Board is a policy making body made up of five (5) members elected from the city population at large to serve a four year term. Each ward is represented with a fifth member who can reside in any ward. Administration of the school system is vested in the superintendent, who is appointed by the School Board on a contractual basis.

Waynesboro Public Schools operates Wayne Hills Preschool Center and four elementary schools, a middle school, and a high school. Additionally, we participate in regional programs including operation of Valley Academy, our alternative education school, and the Center for Advanced Learning which provides vocational education, and Governor's School programs for science, technology, engineering, math, art, drama, and the humanities. Additionally, River Ridge Learning Center is a regional program that serves high school students who want to be in recovery from substance misuse.

STUDENT POPULATION

Elementary School Enrollment	1,324
Middle School Enrollment	624
High School Enrollment	917
TOTAL	**2,865**

SCHOOL BOARD

The Board meets the second Tuesday of every month at 7:00 p.m. in the School Board Conference Room at 301 Pine Avenue in Waynesboro or at other announced locations. School Board members regularly visit school sites and converse with parents, citizens, teachers, administrators, and students. Participation in local, state and national workshops and other conferences helps each member to keep abreast of local school initiatives and national trends.

The School Board develops policies that govern the operations of schools. Meetings are open to the public and the community is always welcome to attend.

BUDGET

The Waynesboro Public Schools' budget is a public document that outlines, by categories, funds needed to operate schools. It is prepared annually by the Superintendent with assistance from the Executive Director of Finance and represents the input of staff, parents, and citizens of the Waynesboro community.

All budget managers, including school principals, submit requests with input from staff, parents, and citizens. These initial requests are given priority designations by the submitting administration with the assistance of their staffs. The Finance Department consolidates these requests with input from the Superintendent and Assistant Superintendent.

The Superintendent then presents the proposed budget to the School Board. Work sessions are held by the Board and possibly a citizen review committee to evaluate the submitted budget. Finally, a public hearing is held for further input into the budget. The budget is then adopted by the School Board.

After adoption by the Board, the budget is presented to City Council who appropriates the funds to support the School Board budget.

SCHOOL BOARD CITIZEN COMMITTEES

In an effort to involve the community in the local public school system, the School Board appoints citizens

to the following committees:
Talented and Gifted Advisory Committee
Special Education Advisory Committee

To meet division goals and objectives, community members may be requested to serve on other committees for various purposes or as directed by the School Board in areas such as strategic planning, budget review, etc.

AGE/ENTRANCE REQUIREMENTS

Virginia school law, 22.1.254, states that children are of school age if they have reached their fifth birthday on or before September 30 of any year. All eligible children must register for school. Parents may request a one-year delay in enrollment for five year olds.

Students who will enter kindergarten and any child selected to attend the pre-kindergarten program, must register. There are **four (4) documents** that must be presented to school officials when registering a pupil. They are: **an original certificate of birth, a proof of address, a school entrance health form, and an immunization record.**

Original Certificate of Birth

Except as provided in § 22.1-3.1 of the *Code of Virginia*, no student shall be admitted for the first time to any public school in any school division in Virginia unless the person enrolling the student shall present, upon admission, a certified copy of the student's birth record. A photocopy of the child's birth certificate will not meet this requirement. If a certified copy of the child's birth certificate cannot be obtained, the person enrolling the child must submit a sworn statement setting forth the child's age and explaining the inability to present a certified copy.

A certified copy of a birth record for a person born in Virginia may be obtained from the Virginia Department of Health – Division of Vital Records and Health Statistics. Click on obtaining a certified copy of a birth record for information about that process.

School Entrance Health Form

Section 22.1-270 of the *Code* precludes the admission of students for the first time to any public kindergarten or elementary school in a school division unless the student furnishes, prior to admission, either a report of a comprehensive physical examination from a qualified licensed physician, or a licensed nurse practitioner or licensed physician assistant acting under the supervision of a licensed physician. The examination must be of the scope prescribed by the State Health Commissioner and must have been performed within 12 months before the date the student first enters the public school. In the alternative, students may provide records showing that they furnished such a report upon admission to another school or school division and provide the information that was contained in that report. Section 22.1-270 also includes special provisions for homeless students as well as an exemption from the physical examination for students whose parents object for religious reasons. Additionally, § 22.1-3.4 of the *Code* provides specific requirements for the immediate enrollment of children in foster care who do not have the requisite physical examination report. Children of military families, without documentation of immunizations, should be immediately enrolled and shall have up to 30 days from the date of enrollment to obtain any immunizations required by the receiving state. (§ 22.1-360) The Compact does not waive the physical examination requirement for these children. Such physical examination is not required of any child whose parent objects on religious grounds and who shows no visual evidence of sickness, provided that such parent shall state in writing that, to the best of his knowledge, the child is in good health and free from any communicable or contagious disease.

Immunization

State law requires that parents have their children immunized against a variety of diseases and documentation must be provided to the schools before school begins. Children, who have incomplete immunization records, may be admitted conditionally as long as documentation is provided to the schools stating the child has received at least one dose of the required vaccines and there is a written schedule for completing the remaining doses within 90 calendar days of the opening of school.

The immunization requirements are as follows:
Diphtheria, Tetanus, & Pertussis (DTaP, DTP, or Tdap)- A minimum of 4 properly spaced doses. A child must have at least one dose of DTaP or DTP vaccine on or after the fourth birthday. DT (Diphtheria, Tetanus) vaccine is required for children who are medically exempt from the pertussis-containing vaccine (DTaP or DTP). Adult Td is required for children 7 years of age and older who do not meet the minimum requirements for tetanus and diphtheria. Effective A booster dose of the Tdap vaccine is required for all children entering the 7th grade.

Meningococcal Conjugate (MenACWY) Vaccine- Effective July 1, 2021, a minimum of 2 doses of MenACWY vaccine. The first dose should be administered prior to entering 7th grade. The final dose should be administered prior to entering 12th grade.

Human Papillomavirus (HPV) Vaccine- Effective July 1, 2021, a complete series of 2 doses of HPV vaccine is required for students entering the 7th grade. The first dose shall be administered before the child enters the 7th grade. After reviewing educational materials approved by the Board of Health, the parent or guardian, at the parent's or guardian's sole discretion, may elect for the child not to receive the HPV vaccine.

Hepatitis B Vaccine- A complete series of 3 properly spaced doses of hepatitis B vaccine are required for all children. However, the FDA has approved a 2-dose schedule *ONLY* for adolescents 11-15 years of age AND *ONLY when the Merck Brand* (RECOMBIVAX *HB) Adult Formulation Hepatitis B Vaccine* is used. If the 2-dose schedule is used for adolescents 11-15 years of age it must be clearly documented on the school form.

Measles, Mumps, & Rubella (MMR) Vaccine- A minimum of 2 measles, 2 mumps, and 1 rubella. (Most children receive 2 doses of each because the vaccine usually administered is the combination vaccine MMR). The first dose must be administered at age 12 months or older. The second dose of vaccine must be administered prior to entering kindergarten but can be administered at any time after the minimum interval between dose 1 and dose 2.

Haemophilus Influenzae Type b (Hib) Vaccine- This vaccine is required ONLY for children up to 60 months of age. A primary series consists of either 2 or 3 doses (depending on the manufacturer). However, the child's current age and not the number of prior doses received govern the number of doses required. Unvaccinated children between the ages of 15 and 60 months are only required to have one dose of vaccine.

Pneumococcal (PCV) Vaccine- This vaccine is required ONLY for children less than 60 months of age. One to four doses, dependent on age at first dose, of the pneumococcal conjugate vaccine, are required.

Rotavirus Vaccine- This vaccine is required ONLY for children less than 8 months of age. Effective July 1, 2021, 2 or 3 doses of Rotavirus Vaccine (dependent upon the manufacturer) is required.

Polio (IPV) Vaccine- A minimum of 4 doses of polio vaccine. One dose must be administered on or after the fourth birthday. *See supplemental guidance document for additional information.*

Varicella (Chickenpox) Vaccine- All children born on and after January 1, 1997, shall be required to have one dose of chickenpox vaccine administered at age 12 months or older. Effective March 3, 2010, a second dose must be administered prior to entering kindergarten but can be administered at any time after the minimum interval between dose 1 and dose 2.

Hepatitis A (HAV) Vaccine- Effective July 1, 2021, a minimum of 2 doses of Hepatitis A vaccine. The first dose should be administered at age 12 months or older.

For further information, please call the Division of Immunization at 1-800-568-1929 (in-state only) or 804-864-8055 at the Virginia Department of Health. Our school nurses are also able to help with any questions.

Proof of Street Address
Acceptable documentation of residence (Example: utility bill statement, lease agreement, etc. A driver's license is not acceptable proof of address. Must be presented upon registration for enrollment.

ANNUAL REQUIRED NOTIFICATIONS

Asbestos Management

The Asbestos Hazard Emergency Response Act of 1986 (referred to as AHERA), was enacted by Congress to determine the extent of asbestos and to develop solutions for any problems. Asbestos is a mineral that was used as a building material for many years. Asbestos is a naturally occurring mineral that has properties which made it an ideal building material for insulating, sound absorption, decorative plasters, fireproofing, and a variety of miscellaneous uses. There have been over 3,000 different products made using asbestos materials. EPA began action to limit the uses of asbestos products in 1973 and most use of asbestos products as building materials were banned in 1978 due to hazardous health issues.

We have currently had our facilities inspected by a certified asbestos inspector/management planner, as required by AHERA. The inspector located, sampled, and rated the condition and hazard potential of all materials in our facilities suspected of containing asbestos. The inspector has developed an asbestos management plan for our facilities which includes: this notification letter; education and training of our employees; and, a set of plans and procedures designed to minimize regular surveillance of the asbestos-containing materials.

A copy of the Asbestos Management Plan is available for your inspection in our administrative offices, 301 Pine Avenue, during regular office hours. We have begun implementing the Asbestos Management Plan. We are intent on not only complying with, but also exceeding federal, state, and local regulations in this area. We plan on taking whatever steps are necessary to insure that your children and our employees have a healthy, safe environment in which to learn and work.

Lead Use Notification

In compliance with state mandates, all water resources in this school have been sampled and analyzed. Results indicate lead content to be within acceptable ranges established by the E.P.A. Test results are on file in the administrative offices, 301 Pine Avenue, during regular office hours.

Sex Offender Registry

The Waynesboro 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 at school-related activities, the Waynesboro Public Schools shall request automatic electronic notification of registered sex offenders in the same or contiguous zip codes as any school within the division. Such request and notification shall be made according to the procedure established by the Virginia Department of State Police (State Police). The Superintendent or designee shall serve as the contact person with the State Police for receipt of registered sex offender information. Additional information about Virginia sex offender registry can be found at http://sexoffender.vsp.virginia.gov.

Eating Disorders

Eating disorders are real, complex, and devastating conditions that can have serious consequences for health, productivity, and relationships. They are not a fad, phase, or lifestyle choice. They are potentially life-threatening conditions affecting every aspect of the person's functioning, including school performance, brain development, emotional, social, and physical well-being. The school division provides parent educational information regarding eating disorders on its website.

Location of the Policy Manual

A current copy of all division policies and regulations approved by the School Board are posted on the division's website (www.waynesboro.k12.va.us) and are available to employees and the public. Printed copies of the policies and regulations are available as needed to citizens who do not have online access.

HOW TO STAY CONNECTED TO YOUR CHILD'S SCHOOL

ATTENDANCE

The Code of Virginia §22.1-254 requires that the parent/guardian of any child between the ages of 5 and 18 by September 30 of the new school year shall send that child to school "for the same number of days and hours per day" that school is in session. Waynesboro Public Schools requests that parents notify schools in a timely manner when a student must be absent due to illness, medical appointments, family emergencies, and/or other extenuating circumstances. Parents are also asked to provide a written excuse upon return to school for purposes of documentation and encouraged to see that all make-up work is completed. Parents are asked to comply with the opening and closing times of each respective school by getting children to school on time and avoiding early dismissals.

As required by §22.1-258 of the Code of Virginia, Waynesboro Public Schools has appointed attendance officers and follows established procedures outlined by the state for monitoring student attendance. Whenever any pupil fails to report to school on a regularly scheduled school day and no indication has been received by school personnel that the pupil's parent is aware of and supports the pupil's absence, a reasonable effort to notify by telephone the parent to obtain an explanation of the pupil's absence shall be made by school personnel. When any pupil is absent for a total of five (5) days with no notification from the parent/guardian the school must make a reasonable effort to contact parent/guardian directly to obtain an explanation for the student's absence and to explain the consequences of continued nonattendance. Under §22.1-262 of the Code of Virginia, the attendance officer, with knowledge and approval of the division superintendent, is required to report to the juvenile and domestic relations court any parent/guardian who fails to comply with compulsory school attendance laws and enforcement procedures. It is sincerely hoped that by working together to resolve whatever problems may arise that implementation of these will not be necessary.

SCHOOL VISITATION

The Waynesboro School Board welcomes and encourages parent/guardian interest and involvement in its instructional program. At the same time, we are mindful of our responsibility to create and maintain a focused environment with minimal distractions. The principal may at his/her discretion limit the number of classroom visitors at any given time.

Parents are encouraged to visit the schools especially on scheduled meeting days for conferences with teachers, assemblies, parent-teacher organization meetings, and other school programs, and at other times with the consent of the classroom teacher or school principal. *All school visitors must report to the school office upon arrival and must receive a visitor's pass.*

SCHOOL VOLUNTEERS

All volunteers must complete an annual application on the Waynesboro Public Schools website (www.waynesboro.k12.va.us). As a part of this application, volunteers shall sign a volunteer certificate agreeing to abide by the rules and regulations of the Waynesboro Public Schools. Volunteers will be subject to a background check at any time during the time that they provide volunteer services to the school division. (Reference Policy IICB/IICC)

INTERPRETATION SERVICES

Our responsibility is to provide information in a language that families can understand. If you have a need for an interpreter please call LEP Call-in Line at following numbers:

Central Office: 540-456-9357
Westwood: 540-712-6828
Kate Collins: 540-712-6732
Adult Basic Ed: 540-202-2092
Berkeley Glenn: 540-712-6826
William Perry: 540-712-6196
Waynesboro High: 540-712-6817
Wenonah: 540-712-6631
Wayne Hills: 540-712-6763
Valley Academy: 540-712-6817
River Ridge: 540-712-6817

Families who speak a language other than English can call the following phone numbers if they need to share a message about their child with a school. They will be prompted to press "1" for Spanish and for all other languages press "2." For additional information regarding translation services, contact the Office of Student Services at 540-946-4600, Ext. 8131.

HOMEWORK

Monitoring your child doing homework allows you to see how well your child is progressing and if your child is experiencing any particular difficulties. You may want to check with your child's school regarding the homework policy.

Homework should:

- be appropriate for the skill level of the child,
- reinforce skills already taught and not used to teach new skills,
- be regularly assigned throughout the school year,
- be done independently by your child or with some support from you or another adult,
- be checked promptly by the teacher and returned to the child.

Help Your Child Learn A Study Method: Questions - Read questions at the end or beginning of the chapter and/ or make-up your own.

Read - Concentrate. Listen to your "inner voice". Use your dictionary to look up difficult words.

Review - After your assignment is complete, review the entire section. Have you answered all the questions? Do you know the important facts?

Helpful Homework Tips-

- Have a regular place for your child to do homework.
- Use a desk or a table in a quiet room with plenty of light.
- Find a regular time for homework. You may want to make a rule like, "No television until homework is done."
- Minimize distractions during homework time.
- Do the most difficult assignment first. (Save "easy" subjects for when the child is tired.)
- Do the most important assignments first.
- If time runs out, the priorities will be finished.
- Do what's required first. Finish optional items last.
- Provide direction and encouragement for your child.
- Check to see that directions are being followed and praise your child when he/she finishes an assignment.
- Encourage your child to study a little each night rather than just the night before a test.
- Divide homework into small units.
- Have your child take short breaks. Concentration will be better.
- Contact the teacher if your child cannot do the homework or you feel your child does not understand the assignment.

This study method has been used successfully by students for years. If you sincerely practice it you will be a successful student.

EDUCATIONAL PROGRAMMING

EDUCATIONAL GOALS

Waynesboro's curriculum and instructional programs are aimed at preparing students to succeed as productive, engaged, and knowledgeable citizens. Central to this effort is our academic program, which includes the core areas of reading/ language arts, mathematics, science, and social studies; as well as strong programs in health and physical education, fine arts, practical arts, and career and technical training.

Our school division's plan for continuous improvement of student learning has three focus areas:

- Academic achievement that exceeds the benchmarks for state accreditation and the federal Every Student Succeeds Act.
- Daily student engagement in critical thinking and productive interaction with subject matter, teachers, and peers.
- Daily involvement in literacy activities to strengthen reading, writing, and oral communication.

SPECIALIZED PROGRAMMING

Waynesboro Public Schools are committed to providing a free, appropriate public education for all students. A wide variety of special programs and services are available to children with special needs.

Section 504 of the Rehabilitation Act of 1973

Section 504 prohibits discrimination based upon disability. Section 504 is an anti-discrimination, civil rights statute that requires the needs of students with disabilities to be met as adequately as the needs of the non-disabled are met.

Section 504 states that: "No otherwise qualified individual with a disability in the United States, as defined in section 706 (8) of this title, shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. For more information about Section 504 and educational programs in our schools, please contact your child's principal.

Special Education

Many different special education programs are available to identified students, ages 2-21 inclusive, throughout the school division. They include preschool programs, resource programs, self-contained classes, public and private separate school placements and temporary homebound instruction, when appropriate.

After the child has been assessed and determined eligible for services, an IEP (Individualized Education Program) is designed to meet the specific needs of the student. Each student's progress is reviewed annually by school staff and parents and future goals are determined. For more information regarding specific disabilities and educational programs, contact your child's principal.

Language Instruction Education Program (LIEP)

Our school division employs Teachers of English Learners who provide instruction to identified students who are learning English as a second language. Our programs are designed to facilitate proficiency in all aspects of English as well as support academic success in core academic areas. For additional information, contact your child's school.

Gifted Education

In compliance with Federal and State programs, education programs are available for students who have been identified as gifted and talented. At the elementary level, consultative and resource services are available. At the middle school services are provided through seminars, extra curricular activities and special classes. At the high school level Advanced Placement classes, dual enrollment, honors classes and a regional governor's school are available for students.

Student Support Team

All Waynesboro Public Schools have a team of concerned and caring individuals who have specialized training to assist parents and teachers when students experience academic or behavioral difficulties.

Counseling

School counselors can answer your questions on schedules, classes, and career planning and will help with personal issues. The materials used for school counseling programs are open for review. School counselors strive to assure all students a successful future as a result of their educational experiences. The Waynesboro Public Schools Counseling Program involves: Counseling with individual students, developmental groups, and issue-centered groups, as well as classroom guidance. Consulting with teachers, parents, specialists, and administrators, as well as classroom guidance.

PREP (Family Life Education)
PREP (Family Life Education) will be taught in our fourth, fifth, sixth, seventh, eighth, ninth, and tenth grade classes throughout the school year. Concerned parents, educators, medical professionals and religious leaders from our community prepared Waynesboro's PREP Curriculum. It contains age appropriate objectives and activities, which are used by our teachers to provide lessons on healthy lifestyles. Students will be encouraged to discuss objectives with you as they are presented in class.

The PREP objectives for fourth, fifth, sixth, seventh, eighth, ninth, and tenth grade will be available on the Waynesboro Public Schools website if you wish to review them.

There will be an opportunity for parents to review the curriculum that is used in PREP classes in early fall. All materials and videotapes will be available for your review. If, after reviewing the objectives of your child's grade level, you wish to exclude him or her from any or all of curriculum, you may do so by completing the "Opt-Out Statement" available in your child's school office. This written request must be returned before the start of class.

Preschool Program
The Waynesboro Schools offer preschool programs for eligible three and four year-old children. Younger children may be able to participate in the Early Head Start Program located at Wayne Hills Preschool Center. Applications and information on these programs may be obtained from the Office of Instruction or the Wayne Hills Preschool Center at 937 Fir Street.

General K-12 Program
Elementary
The philosophy for elementary education in Waynesboro is that every child is important as an individual and arrives in the classroom bringing with him the results of his environment, maturation, and previous experience. It is the teacher's responsibility to move the student on a continuum of skills, both social and academic, at a pace commensurate with his abilities.

Each elementary school shall provide instruction in the following subjects:

Art	Music	Mathematics	Health/Family Life
Physical Education	Social Studies	Language Arts	Science

Virginia Standards of Accreditation require 75% of the school day be devoted to the four core areas of: Reading/Language Arts, Math, Science, and Social Studies.

Middle School
Middle school programs are designed to facilitate and coordinate each student's physical, emotional, and intellectual growth, keeping in mind the broad range of abilities by offering a variety of both academic and non -academic courses. In order that a student be placed on his achievement level, test scores, teacher recommendations, and student progress are considered.

Some courses are offered for high school credit. The content of courses for which high school credit is awarded will be comparable to courses taught at Waynesboro High School.

High School
The program of studies at Waynesboro High School includes a wide variety of offerings in core and elective areas. Numerous subjects are available at Waynesboro High School, and additional courses are offered in conjunction with the Center for Advanced Learning. Valley Career and Technical Center, Blue Ridge Community College's Passport Program, and the Shenandoah Valley Regional Governors School are partners in creating additional learning opportunities for our students. Students are scheduled according to their selected programs, achievement, and academic interests. Please consult the Waynesboro High School Program of Studies for complete information on course offerings and programs.

STANDARD DIPLOMA COURSE REQUIREMENTS

Discipline Area	Standard Credits	Verified Credits
English	4	2
Mathematics (Note 1)	3	1
Laboratory Science (Notes 2 & 6)	3	1
History and Social Sciences (Notes 3 and 6)	3	1
Health & Physical Education	2	
World Language, Fine Arts or Career and Technical Education (Note 7)	2	
Economics and Personal Finance	1	
Electives (Note 4)	4	
Total	22	5

NOTE 1. Courses completed to satisfy this requirement shall include at least two different course selections from among: Algebra I, 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 sciences, 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. Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.

NOTE 5. A student may utilize additional tests for earning verified credit in computer science, technology, career and technical education, economics or other areas as prescribed by the board in 8VAC20-131-110.

NOTE 6. Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association, or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for (i) the student-selected verified credit and (ii) either a science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational

competency assessment must be approved by the Board of Education as an additional test to verify student achievement.

NOTE 7. Pursuant to § 22.1-253.13:4 of the Code of Virginia, credits earned for this requirement shall include one credit in fine or performing arts or career and technical education.

ADVANCED STUDIES DIPLOMA COURSE REQUIREMENTS

Discipline Area	Standard Credits: effective with first time ninth graders in 2018-19 and beyond	Verified Credits: effective for first time ninth graders in 2018-19 and beyond
English	4	2
Mathematics (Note 1)	4	1
Laboratory Science (Note 2)	4	1
History and Social Sciences (Note 3)	4	1
World Languages (Note 4)	3	
Health and Physical Education	2	
Fine Arts or Career & Technical Education (Note 5)	1	
Economics and Personal Finance	1	
Electives	3	
Total	26	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. The board shall approve courses to satisfy this requirement. An approved computer science course credit earned by students may be considered a mathematics course credit.

NOTE 2. Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics or completion of the sequence of science courses required for the International Baccalaureate Diploma and shall include interdisciplinary courses that incorporate Standards of Learning content from multiple academic areas. The board shall approve additional courses to satisfy this requirement. An approved computer science course credit earned by students may be considered a science course credit.

NOTE 3. Courses completed to satisfy this requirement shall include Virginia and U.S. history, Virginia and U.S. government, and two courses in either world history or geography or both. The board shall approve additional courses to satisfy this requirement.

NOTE 4. Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.

NOTE 5. An approved computer science course credit earned by students may be considered a career and technical credit.

NOTE 6. Courses to satisfy this requirement shall include at least two sequential electives. More information is provided in the Guidance Document Governing Certain Provisions of the SOA (8VAC-20-131) (Word).

GRADING/EVALUATION

The following grading scale has been established for students in Waynesboro Public Schools: (Policy IAB-R)

Letter Grades	Numerical Grades
A+	97-100
A	94-96
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
D-	60-63
F	0-59

In kindergarten through eighth grade, promotion and retention of students is determined using a variety of information documenting student progress. In grades where Standards of Learning (SOL) tests are administered, SOL scores are one source of this information. Students in these grades will not be retained based on SOL scores alone.

In high school courses, students earn standard credits by satisfactorily completing course requirements and verified credits by also passing their end-of-course SOL tests. High school students' grade placements are determined by the number of credits completed.

REPORT CARDS/REPORTING STUDENT PROGRESS

Waynesboro Schools are continually trying to enhance communication between home and school. We strongly encourage all families to utilize the Parent Portal system accessed through the Waynesboro Public Schools' webpage. By making this information available in an electronic format, we hope to provide parents easy access to student grades in a comprehensive format and timely manner. In addition to online access, paper copies of report cards will be made available for elementary students. Middle and high school report cards can be printed by request. Requests must be submitted every school year. For information or assistance, please contact the school office.

FIELD TRIPS

Field trips are an extension of learning and instructional activities of the classroom. A parent/guardian permission slip is required for each child participating. The teacher will provide the parents/guardians with information concerning the purpose and destination of the trip, transportation, eating arrangements, date and time of departure, estimated time of return, cost, and a detailed itinerary when the trip will extend beyond the normal school day.

Completed emergency contact information, signed medication permission forms and health care plans, and current medications must be turned in at three days prior to scheduled field trips. Field trips can be denied if the above requirements are not fulfilled. If a child normally receives medication during the school day, his/her teacher will administer it during the field trip.

NUTRITION, HEALTH, AND WELLNESS

SCHOOL NUTRITION

Waynesboro Public Schools participate in both the Federal School Breakfast and School Lunch Programs.

Meals are FREE for the school year. All students are offered free breakfast and free lunch at no charge each day of the school year. There are no applications, and no further action is required of parents.

On days when schools are opened late due to inclement weather, breakfast is served. Lunch will be available on early dismissal days.

Parents wishing to have lunch with their child are asked to notify the school cafeteria prior to arrival so an adequate number of lunches can be prepared. Lunch prices for adults are as follows:

Adult Breakfast	**$3.00**
Adult lunch	**$5.00**
Milk	**$0.50**

Students may purchase extra items such as milk, water bottles, an extra entree, or snacks when they are offered.

Meal accounts can be managed through our portal, and money can be added to your student's account by using the link below. You may also send cash with your student. Click on the Linq Connect online payment button to create your account: www.linqconnect.com.

WELLNESS POLICY

Federal Public Law (PL108.265 Section 204) requires all schools in the nation to have a Wellness Policy. Waynesboro Public Schools are committed to providing a school environment that enhances learning and development of lifelong wellness practices that promote student health, prevent childhood obesity, and combat problems associated with poor nutrition. A copy of the Waynesboro Public Schools Wellness Policy Guidelines/Regulations can be obtained at any school office, the central office, or through the Policy Manual posted on the school division's website.

What does this mean for you as parents and students in the Waynesboro Public Schools?

1. Child Nutrition Programs will comply with federal, state and local requirements, and will be accessible to all children.
2. Sequential and interdisciplinary nutrition education will be provided and promoted.
3. Physical Education programs will promote life-long participation in physical activity.
4. Foods and beverages made available on school grounds during the school day will be consistent with the current Healthy Hungry-Free Kids Act Standards and will adhere to food safety and security guidelines.
5. The school environment will be safe, comfortable, pleasing, and allow ample time and space for eating meals.
6. Reward systems that include food and physical activity will promote student health.
7. School-based activities will be consistent with division wellness goals.

We look forward to partnering with you in facing the battle of obesity that is affecting Virginia and the nation. In addition to individual and group/family participation in wholesome physical activity, we encourage you to choose nutritious and healthy snacks from a list provided by your child's school. Waynesboro Public Schools is encouraging all students to choose from healthy nutritious food served by the school food program. **We discourage fast food breakfasts, lunches, and snacks in our schools.** All foods and beverages sold to students during the school day will meet the "Smart Snacks in Schools" guidelines.

STUDENT HEALTH SCREENINGS

Health screenings for students in Waynesboro Public Schools are an important component of the School Health Services program provided by our school health providers.

Vision and hearing screenings are provided to kindergarten, third, seventh, and tenth grade students as mandated by the Code of Virginia. In addition, within 60 days of initial enrollment, all new students are required to receive vision and hearing screening, and all new kindergarten through third grade students are also required to receive speech and motor screenings.

MEDICATION IN SCHOOLS

Elementary Schools - Prescription medications will be dispensed with a physician's order and a parent's signed request. Over the counter medications will be dispensed with a parent's written request as long as it meets FDA recommendations as interpreted by the school nurse. Medication request forms are available in school clinics and offices.

Middle School and High School - Any student may carry one day's worth of over the counter medication as long as they have a parent's note giving permission and the medication is in its original container. Please note that it is a serious violation for students to share medication. All prescription medication requires a physician and parent signed consent. The prescription medication will be dispensed by the school nurse unless student is authorized to carry the medication by a physician.

Nonprescription Medications - Employees of Waynesboro Public Schools may give nonprescription medication to students only with the written permission of the parent or guardian. Such permission shall include the name of the medication, the required dosage, and the time the medicine is to be given. Such medicine must be in the original container and delivered to the principal, school nurse, or school division designee by the parent or guardian of the student.

The following are highlights of the medication regulations and must be followed:

- A separate consent form is required for each medication.
- A consent form must be renewed at the start of each school year.
- No prescription medication may be carried by any student without physician and parental consent on record in the school office. This includes inhalers for asthma and epi-pens for allergies.
- Elementary students may not carry any non-prescription medications (including cough drops and topical lotions.) Chapstick may be self-carry for grades 3-12. No sharing is allowed.
- Medicines must be brought to the school office by a parent. The medication will be placed in a locked, secured storage area.
- Medicines must be in their original containers.
- Narcotics will not be administered by school personnel.
- It is not the responsibility of school personnel to remind each student to take his/her medicine.
- It is the parent/guardian's responsibility to be aware of when prescriptions are getting low and to renew them in a timely manner.
- Medications (unless self carry) and signed medication permission forms must be turned in to the School Nurse/Clinic Aide at least 3 days prior to scheduled field trips or field trips can be denied.
- All medications must be picked up by a parent or guardian within two weeks from the end of the school year or by the second week of August for summer school. All medications not picked up will be destroyed.
- Over the counter medications may be administered if they meet FDA regulations.
- If students are without medications for longer than 21 days and there has been no contact with the parent or guardian, the MD order will be considered discontinued and the medication permission form and process will need to be completed again. The nurse will send correspondence to the physician notifying that the medication has not been received.

Full copies of the medication regulations are available in the school office.

HEAD LICE

If head lice is identified, the school nurse or designee will notify the student's parent or guardian. The school nurse will collaborate with families in identifying resources that are available, affordable, and evidence-based.

No student will be excluded from school due to nits or live lice. The student will be treated with discretion and respect. Classroom screenings will be conducted as the school's discretion; however, student specific information will not be shared. Information that can be shared broadly is current evidence-based ways to prevent the spread of nits and lice.

GUIDELINES FOR KEEPING ILL CHILDREN HOME FROM SCHOOL

Early in the morning, it is often difficult to decide whether or not your sick child can attend school. Often, the way a child looks and acts can make the decision for you. Two major considerations are whether the child is comfortable enough to be able to participate fully in the school day and whether the child might spread a contagious condition to other children and staff. Please consider these guidelines:

- Fever - Any child with a temperature of 100 degrees or more should remain home until they have been without a fever for 24 hours without the use of fever reducing medicine.
- Diarrhea/Vomiting - Students should remain home until 24 hours since their last episode of vomiting or diarrhea.
- Cough/Cold/Runny nose - Colds are usually self limiting and children may attend school if they have a normal temperature and are feeling well enough to attend and participate. The child should not have ear pain, severe sore throat or difficulty breathing. Coughing or runny nose associated with seasonal allergies or mild colds are not reasons to miss school.
- Conjunctivitis - A child with conjunctivitis or "pink eye" should not return to school until the drainage and redness have resolved or they have started treatment with antibiotic eye drops.
- Rashes - The source of a rash is often difficult to determine. Many common infectious diseases are most contagious in the early stages. A child with a serious rash should be evaluated by the primary health provider before returning to school. Mild rashes associated with contact allergies, eczema, or other chronic skin conditions should not prevent the child from attending school. Rashes that are blistered or draining should be evaluated by the child's primary physician.
- Strep - The child may return to school when they feel able to participate, are free of fever and have been on antibiotics for at least 24 hours.
- COVID-19– The child may return to school based on the current guidance from the Virginia Department of Health, Centers for Disease Control and Prevention, and/or the child's licensed physician.

Some tips to keep you and your child healthy and to manage those occasional illnesses that occur:

- Wash hands frequently with soap and warm water for 20 seconds before eating and after sneezing or coughing
- Cover your mouth or nose with a tissue when you cough or cough into your elbow or sleeve.
- Develop good health habits in regard to hygiene, diet and sleep.
- Dress child appropriately for weather.
- Make sure that the school has parent contact information during the school day.

SAFETY AND SECURITY

Each school has a specific plan and established routines that deals with student safety. Parents are urged to comply with these routines by assisting school personnel with the following:

- Acquaint children with relevant personal information and familiar areas in the neighborhood (bus stop, address, phone number, parent/guardian full name, etc.)
- Keep emergency contact information updated at the school.
- Notify the school immediately when changes in student transportation are necessary.
- Provide the school with information about student health-related concerns.
- Insist that children report directly home or to the location identified by you at the close of the school day.
- Review the parent/student handbook.
- Notify the school about absences and provide a written excuse upon return.
- Provide the school with court documents related to custodial issues (THESE WILL REMAIN CONFIDENTIAL).

TRANSPORTATION

Transportation is provided as a service to students. Schedules and bus stops are publicized at the beginning of each school year and remain posted on the school division's website during the year. Safety and the general well-being of students is of utmost importance to all personnel.

The school division maintains and enforces strict guidelines regarding bus safety matters. In general, parents, and guardians can provide assistance by supporting the following guidelines and general safety rules:

- Students must ride an assigned bus each day and should get on and off the bus at the assigned stop.
- Students must be seated while being transported.
- Loud talking, fighting, and disruptive behavior will not be tolerated.
- Throwing paper and other objects on the bus is not permitted.
- Head and arms must be kept inside the bus at all times.
- Students are not to tamper with the safety exits on the bus.
- Marking, puncturing, and otherwise destroying the inside or outside of the bus or other School Board property is a serious offense. Restitution may be required for damages.
- Repeated violations of general safety rules will result in the loss of riding privileges.
- Students who knowingly make false claims against bus drivers, verified by video recordings, will be subject to discipline; including removal from the bus.
- Students who need to ride a different bus other than their assigned bus, must present a note from home to be approved by the administration, which is given to the bus driver before he/she will be allowed to ride another bus. Without a note the student will be directed to their regular bus or back into the school.

Parents of students in preschool and kindergarten are **required** to be at the bus stop for pick up and drop off. Bus drivers are instructed to make this verification before they will let students off of the bus. Supervision is also required for younger students up to second grade during pick up and drop off. In the event there is not adequate supervision to ensure the safety of your child at the bus stop for drop off, the bus driver will return your child back to school.

SCHOOL CLOSING INFORMATION

Thrillshare - The school division is excited to offer the Thrillshare Service to all of our families. This service is an effective tool in providing parents, staff, and students with timely, relevant information about our school division via phone calls, emails, and/or SMS text messaging. In order to participate in this service, you must

be willing to receive text messages to your phone. Data messaging rates may apply and are not the responsibility of the school division.

The following radio and television stations will announce school closing and delayed opening information whenever the weather conditions indicate an alteration to the regular school day.

Radio Stations	**TV Stations**
WBOP 106.3 FM, Staunton	WVIR-TV29, Charlottesville
STAR 94.3 FM, Staunton	WHSV-TV3, Harrisonburg
WQPO 101.7 FM, Harrisonburg	

Parents and students are requested not to call schools, officials, or radio and/or television stations to find out if schools are being closed. It is essential that these telephone lines be kept open to enable schools and radio stations to receive notification about school closings. Information regarding school closing may also be obtained by calling the Central Office at 540-946-4600.

In the event of snow or ice, parents have the responsibility to keep children home or pick them up early if they (the parents) feel that conditions warrant such action. With a proper excuse, such an absence would be excused and the student would be allowed to make up work missed. Waynesboro Public Schools encourages parents to take appropriate individual action.

We will try to make a public announcement at least one hour before releasing children early from school in emergency situations. The school administration will not contact the media on days it is decided to open schools at the regular time.

STUDENT CODE OF CONDUCT

Parent or Guardian Responsibilities

- To cooperate with school authorities for the benefit of the child.
- To be familiar with Waynesboro Public Schools Code of Conduct, Standards of Student Conduct, Responsibilities, and to discuss these policies with the student.
- To notify the school of any unusual behavior pattern or medical problem that might lead to serious difficulty.
- To provide the school with a current telephone number through which he/she can be reached during the school day.

Student Responsibilities

- To behave in a manner which will not interfere with the educational process.
- To know and conform to the rules and regulations within the school and to the provisions of the Student Code of Conduct.
- To seek clarification from school personnel concerning the appropriateness of any action or behavior.
- To respect the rights of other students, staff, teachers, and administrators.

Standards of Student Conduct

Waynesboro School Board policy explicitly states the following:

1. Standards of student conduct apply to all students under the jurisdiction of a school board.
2. Disciplinary action will be determined based on the facts of each incident in the reasonable discretion of the school board and other appropriate school officials.
3. Disciplinary responses to student behavior will be aligned with the levels established by the school board.
4. Students are subject to disciplinary action for misconduct that occurs:
   - In school or on school property,

- On a school vehicle,
- While participating in or attending any school-sponsored activity or trip,
- On the way to and from school, and
- Off school property, when the acts lead to
    - an adjudication of delinquency or a conviction for an offense listed in § 16.1-305.1. of the *Code of Virginia* (unlawful purchase, possession or use of a weapon, homicide, felonious assault and bodily wounding, criminal sexual assault, manufacture, sale, gift, distribution or possession of Schedule I or II controlled substances or marijuana, arson, and related crimes, and burglary and related offenses), criminal street gang activity or recruitment for such activity, or an act of violence by a mob, or
    - a charge that would be a felony if committed by an adult.

Equity through Leveled Responses to Student Behavior

The Waynesboro School Board has a vested interest in the consistent and the equitable implementation of policy across school sites and varying demographics. To ensure greater consistency, the school board has developed descriptors of student behaviors and prescribed certain minimum and maximum disciplinary actions. The leveled system for administrators enables equitable disciplinary responses to student behaviors, they increase the fidelity of implementation of a school division's discipline policy and therefore improve equity.

Categories of Behavior Descriptors

The following lists bring together the Categories of Student Behavior Descriptors to facilitate the equitable, responsive application of standards of student conduct. Behaviors that a report to law enforcement should be considered are marked with "LE."

Category A: Behaviors that Impede the Academic Progress (BAP)- Behaviors in this category impede the academic progress of the student or of other students. For elementary students, level one responses are recommended for these behaviors. For secondary students, level one or level two responses are recommended. These behaviors should not involve or be reported to law enforcement.

(BAP1) Interfering with learning in the classroom (examples include talking, excessive noise, off-task, out of seat, possessing items that distract)

(BAP2) Interfering with learning outside of the classroom (examples include excessive noise, interrupting a class)

(BAP3) Scholastic dishonesty (such as cheating, plagiarism)

(BAP4) Unexcused tardiness to class

(BAP5) Unexcused tardiness to school

Category B: Behaviors related to School Operations (BSO)- These behaviors interfere with the daily operation of school procedures. Recommended responses to these behaviors for elementary and secondary students range from level one to level three. These behaviors should not involve or be reported to law enforcement.

(BSO1) Altering an official document or record

(BSO2) Giving false information, misrepresentation

(BSO3) Refusal to comply with requests of staff in a way that interferes with the operation of school

(BSO4) Failure to be in one's assigned place

(BSO5) Failure to attend assigned disciplinary setting (detention, in-school suspension, Saturday school)

(BSO6) Bringing unauthorized persons to school or allowing unauthorized persons to enter the school building

(BSO7) Dress Code Violation

(BSO8) Gambling (games of chance for money or profit)

(BSO9) Possessing items that are inappropriate for school (examples include toys, literature, electronics)

(BSO10) Possession of stolen items

(BSO11) Unauthorized use of school electronic or other equipment

(BSO12) Violation of the Acceptable Use of Technology/internet policy

(BSO13) Violation of school board policy regarding the possession or use of portable communication devices

(BSO14) Vandalism, graffiti, or other damage to school or personal property

Category C: Relationship Behaviors (RB)- Behaviors in this category create a negative relationship between two or more members of the school community (No physical harm is done). For elementary and secondary students, recommended responses to these behaviors range from level one to level three. These behaviors should not involve or be reported to law enforcement.

(RB1) Bullying with no physical injury (See the Model Policy to Addressing Bullying in Virginia's Public Schools)

(RB2) Cyberbullying (See the Model Policy to Addressing Bullying in Virginia's Public Schools)

(RB3) Posting, distributing, displaying, or sharing inappropriate material or literature, including using electronic means

(RB4) Saying or writing, either directly or through electronic communication, sexually suggestive comments, innuendos, propositions, or other remarks of a sexual nature

(RB5) Stealing money or property without physical force

(RB6) Speaking to another in an uncivil, discourteous manner

(RB7) Teasing, taunting, engaging in a verbal confrontation, verbally inciting a fight

(RB8) Using profane or vulgar language or gestures (swearing, cursing, hate speech, gang signs or gestures)

(RB9) Using slurs based upon the actual or perceived race, ethnicity, color, national origin, citizenship/

immigration status, weight, gender, gender identity, gender expression, sexual orientation, or disability

(RB10) Failure to respond to questions or requests by staff

(RB11) Unwanted or inappropriate physical contact

Category D: Behaviors of a Safety Concern (BSC)- Behaviors in this category create unsafe conditions for students, staff, and/or visitors to the school. The range of recommended responses is based on the age and development of the student and the harm caused by the behavior.

(BSC1) Alcohol: Possessing or using alcohol (LE)

(BSC2) Alcohol: Distributing alcohol to other students (LE)

(BSC3) Drugs: Possessing drug paraphernalia

(BSC4) Drugs: Violating school board non-prescription (Over the counter) medication policy or look-alike drug policy

(BSC5) Tobacco: Possessing/Using/Distributing tobacco products, possessing tobacco paraphernalia, electronic cigarettes, vaping equipment

(BSC6) Bullying Behavior without physical injury that continues after intervention (Model Policy to Addressing Bullying in Virginia's Public Schools). Bullying that leads to physical injury should be classified as Assault and Battery.

(BSC7) Cyberbullying that continues after intervention (Model Policy to Addressing Bullying in Virginia's Public Schools) Cyberbullying that relates a threat to the safety of students and staff should be treated with a higher level of intervention and consequences.

(BSC8) Harassment: Repeatedly annoying or attacking a student or a group of students or personnel creating an intimidating or hostile educational or work environment

(BSC9) Bus: Distracting the bus driver

(BSC10) Bus: Endangering the safety of others on the bus

(BSC11) Fire alarm: Falsely activating or other disaster alarm

(BSC12) Fire related: Possessing items that could be used to set or cause a fire or produce large amounts of smoke

(BSC13) Engaging in reckless behavior the creates a risk of injury to self or others

(BSC14) Fighting that results in no injury as determined by the school administration

(BSC15) Inciting or causing a substantial disturbance to the operation of school or the safety of staff and/or students

(BSC16) Throwing an object that has the potential to cause a disturbance, injury, or property damage

(BSC17) Shoving, pushing, striking a student with no visible injury

(BSC18) Exposing body parts, lewd or indecent public behavior (LE)

(BSC19) Physical contact of a sexual nature – patting body parts, pinching, tugging clothing

(BSC20) Physical sexual aggression and/or forcing another to engage in sexual activity

(BSC21) Stalking as described in the *Code of Virginia* section § 18.2-60.3

(BSC22) Stealing money or property using physical force; no weapon involved

(BSC23) Stealing money or property or attempting to steal money or property using weapons or dangerous instruments

(BSC24) Leaving school grounds without permission

(BSC25) Trespassing

(BSC26) Possessing dangerous instruments/substances that could be used to inflict harm upon another

(BSC27) Weapons: Possessing any weapon (other than firearm) as defined by the *Code of Virginia* §18.2-308.1

Category E: Behaviors that Endanger Self or Others (BESO)- Behaviors in this category endanger the health, safety, and/or welfare of either the student or others in the school community. Recommended responses for all students range from level one to level five depending upon the age and development of the student and the danger caused by the behavior.

(BESO1) Assault: Intending to cause physical injury to another person

(BESO2) Assault and Battery: Causing physical injury to another person (LE)

(BESO3) Fighting: The use of physical violence between students or on another person where there is minor injury as determined by the school administration

(BESO4) Striking Staff: The use of force against a staff member when no injury is caused

(BESO5) Drugs: Possessing controlled substances, illegal drugs or synthetic hallucinogens or unauthorized prescription medications (LE)

(BESO6) Drugs: Being under the influence of controlled substances, illegal drugs, or synthetic hallucinogens or unauthorized prescription medications

(BESO7) Drugs: Using controlled substances or using illegal drugs or synthetic hallucinogens or unauthorized prescription medications (LE)

(BESO8) Drugs: Distributing controlled substances or prescription medications or illegal drugs or synthetic hallucinogens or alcohol to another student(s) (LE)

(BESO9) Fire: Attempting to set, aiding in setting, or setting a fire

(BESO10) Gang-Related Behavior: Engaging in threatening or dangerous behavior that is gang-related as defined in §18.2-46.1.

(BESO11) Hazing as defined in §18.2-56. and noted in § 22.1-279.6.

(BESO12) Threatening, intimidating, or instigating violence, injury or harm to a staff member or members

(BESO13) Threatening, intimidating, or instigating violence, injury, or harm to another student(s) or other(s)

(BESO14) Possession of a firearm or destructive device as defined in § 22.1-277.07. (LE)

(BESO15) Using any weapon to threaten or attempt to injure school personnel (LE)

(BESO16) Using any weapon to threaten or attempt to injure student(s) or other(s) (LE)

(BESO17) Bomb threat- Making a bomb threat

Leveled Administrative Responses to Student Behavior

Administrators and leadership teams should engage in a data driven decision-making process to determine appropriate responses for behaviors at all levels. Consequent actions or punishment should always be addressed with instruction and intervention. Instruction should focus on helping students develop social-emotional competencies needed to change the behavior.

As a part of the administrative decision-making process, the Waynesboro School Board has developed an investigation process. The process helps ensure the students' rights are respected and that all student behavior is addressed in an equitable manner. All referrals to an administrator should include communication with the family. Family involvement is critical to addressing student behavior.

Investigative Decision-Making Process

The administrator will:

Determine if the behavior is an office-managed behavior. If it is a teacher-managed behavior, consult with the teacher, team, school counselor, or other personnel on appropriate next steps.

Gather information to determine the complete picture of the situation, including statements from the student (s).

Identify contributing factors and existing data and/or previous interventions.

Consult the regulations for students with disabilities if the student is identified as having a disability.

Communicate with the family to inform and gather information.

Consider whether contributing factors, data, or previous interventions indicate that a support or intervention is appropriate for the student.

Refer the student to the support services or restorative justice intervention, if supports are indicated.

Label the behavior according to the behavior descriptors; assign the appropriate level of consequence, if disciplinary consequences are indicated.

Inform families of results of the investigation, the discipline consequence, and the academic and behavioral interventions that will be provided.

Document all interventions and consequences.

Notify the Assistant Superintendent and Law Enforcement as required by policy.

Initiate a Threat Assessment, as indicated or required.

Follow through on the recommendations from the Threat Assessment Team.

Develop an action plan to provide for the student's academic and behavioral needs during the suspension or expulsion if the student is long-term suspended or expelled.

Administrative responses and interventions should be designed to address student behavior, reinforce school and classroom expectations for appropriate behavior, and prevent further behavioral issues. The following levels of administrator responses go hand-in-hand with tiered supports, which are more fully described in the *Guidelines for the Reduction of Exclusionary Practices*. Neither is intended to be the sole response to student

discipline incidents. The following lists of leveled administrative responses to student behavior are provided as an example of a leveled system of discipline responses. The Waynesboro School Board has developed leveled responses based on local data and resources.

Level 1 Responses: Level 1 responses are intended to prevent further behavioral issues while keeping the student in school.

- Re-teaching or modeling of desired behavior
- Recognize/Reward appropriate behavior
- Administrator/Student conference and/or Administrator/Student/Teacher conference
- Written reflection or letter of apology
- Peer mediation or conflict resolution
- Behavior progress chart
- Restorative justice practices
- Restitution
- Seat change
- Loss of school privileges
- Confiscation by the administration
- Administrator/Teacher/Parent/Guardian conference
- Detention (before school, at lunch, after school)
- Consultation with other school division professionals

Level 2 Responses: Administrative responses and interventions at this level are designed prevent further behavior issues and keep the student in school. Depending upon the severity of the behavior, short-term removal of the student from the classroom may be appropriate.

- Student conference
- Administrator/Teacher/Counselor/Student conference (includes re-teaching of expected behavior)
- Administrator/Teacher/Parent/Guardian conference
- Check-In/Check-Out
- Mediation or conflict resolution
- Detention (before school, at lunch, after school)
- Referral to support services (e.g., School Counselor, Behavior Interventionist, Mentor Program, and Problem-Solving Team (ex. VTSS), Substance Use and Intervention Program)
- Referral to Individualized Education Plan (IEP) Team
- Administrative review of student schedule
- Restorative justice practices
- Referral for community-based services
- Saturday school
- Restitution
- Confiscation

- Temporary loss of privileges
- In-school suspension with behavioral interventions and/or restorative practices (up to one day)

Level 3 Responses: Dependent upon the severity, chronic nature of the behavior and/or safety concerns, Level 3 behaviors may result in the student's short-term removal from school.

- Administrator/Teacher/Parent/Guardian Conference
- Detention
- In-school suspension with restorative practices (more than one day, not to exceed five days)
- Referral to support services (e.g., School Counselor, Behavior Interventionist, Mentor Program, Problem Solving Team, Therapeutic Day Treatment (TDT), Substance Use and Intervention Program)
- Referral for community-based services
- Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP) Development (Special Education Students)
- Functional Behavioral Assessment (FBA) and Behavior Support Plan (BSP) Development (General Education Students)
- Restorative justice practices
- Revocation of privileges
- Restitution
- Referral to alternative education programs
- Short-term out-of-school suspension (one-three days for elementary students/one-five days for secondary students) with restorative circle or conference upon return
- Behavior contract (developed with and signed by the student, parent/guardian, and school officials)
- Notification to law enforcement where required
- Administrative review of student schedule

Level 4 Responses: Some Level 4 behaviors require a report to the superintendent or superintendent's designee as outlined in the *Code of Virginia* § 22.1-279.3:1. Local school board policy may require additional reporting. A referral to the superintendent or superintendent's designee does not automatically result in a long-term suspension, change of placement or expulsion. After a review of the incident in context, the superintendent or designee may return students to the comprehensive setting with additional supports and/or responses to be implemented.

- Threat Assessment as indicated by the behavior
- Notification to law enforcement as required
- Parent-Administrator-Teacher-Student behavior contract
- Long-term revocation of privileges
- Restitution via written contract
- Referral for community-based services
- Administrative review of student schedule
- Short-term out-of-school suspension (for preschool to grade three students one to three days, four to ten days for fourth- to sixth-grade students, or five to ten days for seventh- to twelfth-grade students)
- Recommendation for a long-term suspension as determined by local policy or by *Code of Virginia* § 22.1-

276.01)

Level 5 responses: Level 5 responses are reserved for those behaviors that require a referral to the superintendent or designee. For preschool to grade three students, any suspension beyond three days must be referred to the superintendent. A referral to the superintendent or designee may not automatically result in an expulsion, alternative placement, school reassignment, or long-term suspension.

Required School-based Administrative Responses to Level 5 Behaviors

- Threat Assessment as indicated by the behavior
- Notification to law enforcement as required
- Referral to Superintendent or designee
- Administrative review of student schedule

Examples of superintendent or designee responses to Level 5 behavior

- Long term suspension
- Alternative placement
- Expulsion
- School reassignment: Students may be assigned to another school within the division. Board policy should establish the procedures for assigning any student to another school. Those policies and procedures should ensure equity.
- Return the student to the school setting with appropriate supports and interventions.

Use of Exclusionary Practices including Suspension and Expulsion

Research has shown that the use of exclusionary practices, like suspension and expulsion, as a response to code of conduct violations are ineffective for changing student behavior. “There is no evidence that suspension produces positive outcomes in students, schools, districts, or communities, though there is evidence that suspension produces negative outcomes among all four populations.”

Substantial research indicates that exclusionary practices have considerable negative consequences for students and for schools including:

Negative school environments of distrust and alienation

Higher risk of retention in grade

Higher rates of misbehavior

Lower academic achievement

Chronic Absenteeism

Higher dropout rates

Restricted access to school services that might improve behavior

Harm to healthy adult relationships

Unsupervised time and increased opportunity for delinquency for suspended students

Higher risk of involvement with the juvenile justice system

The detrimental effect of suspensions and expulsions on students and on school climates led the General

Assembly to enact Senate Bill *829,* amending *the Code of Virginia § 22.1-16-1* and directing the Board of Education to "establish guidelines for alternatives to short-term and long-term suspension for consideration by local school boards." In response, the Board has developed *Guidelines for the Reduction of Exclusionary Practices in Virginia Schools*, which is the next section of this document. The purpose of the guidelines is to provide a framework for school divisions to develop and implement evidence-based methods that reduce exclusionary practices in Virginia schools and provide all Virginia students with a quality education that enables them to attain the standards outlined in *Virginia's Profile of a Graduate*.

The Waynesboro School Board has developed policies that outline when the use of suspension and expulsion is appropriate in a leveled system of discipline responses. Appropriate instructional supports are considered when suspending or expelling a student. The Waynesboro School Board has established the parameters of exclusionary discipline, ensured equitable application of exclusionary practices, and ensured students have access to the supports and interventions needed to change their behavior and re-enter their home school.

The following recommendations should be considered when a student is suspended or expelled.

1. Allow a student who has been suspended or expelled to complete academic assignments during the period of suspension or expulsion.
2. Provide appropriate alternative placements to allow the student to make academic progress.
3. Promote access to social-emotional and/or behavioral supports to assist the student in learning appropriate behaviors before returning to school.
4. Outline re-entry processes for students who are returning to school after a suspension or expulsion.
5. Require a readmission conference with the student, parent, principal, counselor, and other relevant support personnel to review the student's schedule, expectations for behavior, continuing or new student supports or interventions.
6. Require a monitoring process for the student's academic, behavioral, and social-emotional progress upon return to school, which may include drug testing.
7. Specify any limitations that may be included in a student's re-enrollment.
8. Address the use of community service or restitution.
9. Address student and staff participation in a restorative practice.
10. Outline any preparation of the teacher(s) and or student(s) for the re-enrollment of the suspended or expelled student.

Addressing Bullying and Biased Based Behaviors

Section 22.1-291.4. of the *Code of Virginia* requires the Waynesboro School Board to implement policies and procedures to address bullying. The school division's policy affirms that bullying or harassment of any student is prohibited, regardless of where it originated, if it disrupts the educational environment. It is important to note that the *Code of Virginia* specifies that local policy "direct the principal to notify the parent of any student involved in an alleged incident of bullying of the status of any investigation within five school days of the allegation of bullying."

Within a tiered model, the same principles and practices established for teaching prosocial, community behaviors can and should be applied to bullying and biased based behaviors. Bullying is defined as "unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time." Bullying is a behavior based on a lack of respect for a certain person or group of people and is maintained by attention from recipients, bystanders, and peers. If a school or schools' data indicates a prevalence of bullying, divisions should support the school to include "respect" as an expectation within the behavior curriculum. In addition, the school(s) should be directed to include specific lessons to teach strategies for students to stop attending to and acknowledging bullying, walking away from bullies, telling/talking to trusted adults, seeking/accessing help if exposed to bullying, and supporting peers who are being or have been bullied. These strategies are

most effective and are more likely to be implemented as a comprehensive, schoolwide approach to teaching behavior.

Appeal Process

Before appealing a disciplinary action, parents and students are to discuss the matter with the principal. An appeal beyond the building level for ten day suspensions must be in writing and must be filed with the Assistant Superintendent within seven calendar days of the suspension decision. Failure to file a written appeal within the specified time will constitute a waiver of the right to an appeal.

Parent Responsibility

The 1996 General Assembly passed legislation requiring school divisions to get a signed statement from parents indicating that they understood their responsibility to assist the school in disciplining their children. Signing this form merely acknowledges receipt of the standards of conduct and expressly reserves all rights accorded you under existing laws.

Search and Seizure

To maintain order and discipline and to protect the safety and welfare of students and school personnel, school authorities may search a student, student locker, or student automobiles and may seize any illegal, unauthorized, or contraband materials discovered in the search. (Policy JFG)

ALCOHOL AND DRUG ABUSE POLICY

Substance Misuse Regulation

Waynesboro School Board Policy related to drugs: No person, either singly or in concert with others, shall have in his possession upon any premise to which these rules apply any drugs or narcotics whose possession is prohibited by penal law, or any alcoholic beverages or any drug paraphernalia or any implement used in preparing or administering drugs, except when possession of such device is specifically authorized by the superintendent in connection with a Waynesboro Public Schools service, program or activity.

School Definitions and Regulations

Substance misuse is defined as follows:

A. Use, possession, distribution, intent to sell, selling, manufacturing, giving, attempting to sell, or being under the influence of a controlled substance, imitation controlled substance, marijuana (including THC cartridges), kratom, illegal drugs, synthetic cannabinoids, abusable glue, paint, or similar material, anabolic steroids, intoxicants including alcohol, or both prescription and non-prescription drugs if they are not taken according to the prescription or directions on the package, on school property or while engaged in or attending a school activity, or in any manner so as to endanger the well-being of students or staff.

B. Being present upon school grounds within a reasonable time after having consumed or used a controlled substance, marijuana, illegal drugs, or intoxicants including alcohol.

C. Possession or distribution of “imitation controlled substances,” which by dosage unit appearance, including color, shape, size, and markings or by representations made, would lead a reasonable person to believe that the substance is a controlled substance.

The use, possession, distribution, intent to sell, selling, manufacturing, giving or attempting to sell drug paraphernalia on school property or while engaged in or attending a school activity, or in any manner so as to endanger the well-being of students or staff. Drug paraphernalia means all equipment, products, and materials of any kind including the constituent parts thereof that are either designed for use or intended by the student for use in packaging, re-packaging, storing, containing, concealing, injecting, ingesting, inhaling, or otherwise introducing into the human body marijuana, or a controlled substance. Drug paraphernalia shall include, but not be limited to, those things defined in Section 18.2-265.1 of the Code of Virginia, which is available for review in each principal’s office. Compliance with these regulations is mandatory.

TOBACCO, TOBACCO PRODUCTS, AND NICOTINE VAPOR PRODUCTS ON SCHOOL PREMISES

In the interest of health and safety, the Waynesboro School Board prohibits the use of all tobacco products in all school buildings at all times and prohibits the use of all tobacco products on school grounds during the school day.

The policy extends to school buses as well as school buildings. This policy applies to all employees, students, and citizens.

The school board also requests that a public announcement such as the following be made at all events held on school property: “The Waynesboro School Board requests that tobacco products not be used during this event. We appreciate your cooperation.”

All agencies, groups, and organizations, renting or using school property will agree to make a similar public announcement regarding the use of tobacco products on school property and agree to prohibiting the use of tobacco products in school buildings at all times.

To help promote non-smoking among staff and students, smoking cessation programs will be made available on a periodic basis.

SEXUAL HARASSMENT/HARASSMENT BASED ON RACE, NATIONAL ORIGIN, DISABILITY AND RELIGION

I. Policy Statement

The Waynesboro 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, military status, 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 the purpose of this policy, school personnel includes School Board members, school employees, agents, volunteers, contractors or other persons subject to the supervision and control of the school division.

The school division:

- promptly investigates all complaints, written or verbal, of harassment based on protected group status at school or any school sponsored activity;
- promptly takes appropriate action to stop any harassment;
- takes appropriate action against any student or school personnel who violates this policy; and takes any other action reasonably calculated to end and prevent further harassment of school personnel or students

The Compliance Officer is the person designated by the School Board to receive complaints of harassment referred by the Title IX Coordinator and oversee investigation of those complaints as described below.

'**Consent**' is clear, unambiguous, and voluntary agreement between the participants to engage in specific sexual activity.

Prohibited Conduct

Harassment Based on Sex

Harassment based on sex consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication, which may include use of

cell phones or the internet, of a sexual nature when submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment or education; submission to or rejection of the conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or that conduct or communication substantially or unreasonably interferes with an individual's employment or education, or creates an intimidating, hostile or offensive employment or educational environment (i.e. the conduct is sufficiently serious to limit a student's or employee's ability to participate in or benefit from the educational program or work environment).

Examples of conduct which may constitute harassment based on sex if it meets the immediately preceding definition include:

- unwelcome sexual physical contact
- unwelcome ongoing or repeated sexual flirtation or propositions, or remarks
- sexual slurs, leering, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- graphic comments about an individual's body
- sexual jokes, notes, stories, drawings, gestures or pictures
- spreading sexual rumors
- touching an individual's body or clothes in a sexual way
- displaying sexual objects, pictures, cartoons or posters
- impeding or blocking movement in a sexually intimidating manner
- sexual violence
- display of written materials, pictures, or electronic images
- unwelcome acts of verbal, nonverbal, written, graphic, or physical conduct based on sex or sex stereotyping

'**Sexual harassment prohibited by Title IX**' means conduct on the basis of sex that satisfies one or more or the following:

- an employee of the School Board conditioning the provision of an aid, benefit, or service of the School Board on an individual's participation in unwelcome sexual conduct;
- unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the School Board's education program or activity; or
- **'sexual assault'** as defined in 20 U.S.C. § 1092(f)(6)(A)(v), **'dating violence'** as defined in 34 U.S.C. § 12291(a)(10), **'domestic violence'** as defined in 34 U.S.C. § 12291(a)(8), or **'stalking'** as defined in 34 U.S.C. § 12291(a)(30).

Harassment Based on Race, National Origin, Disability or Religion

Harassment based on race, national origin, disability or religion consists of physical or verbal conduct, which may include use of cell phones or the internet, relating to an individual's race, national origin, disability or religion when the conduct

- creates an intimidating, hostile or offensive working or educational environment;
- substantially or unreasonably interferes with an individual's work or education; or
- otherwise is sufficiently serious to limit an individual's employment opportunities or to limit a student's ability to participate in or benefit from the education program.

Examples of conduct which may constitute harassment based on race, national origin, disability or religion if it meets the immediately preceding definition include:

- graffiti containing racially offensive language
- name calling, jokes or rumors
- physical acts of aggression against a person or his property because of that person's race, national origin, disability or religion
- hostile acts which are based on another's race, national origin, religion or disability

- written or graphic material which is posted or circulated and which intimidates or threatens individuals based on their race, national origin, disability or religion

Additional Prohibited Behavior

Behavior that is not unlawful may nevertheless be unacceptable for the educational environment or the workplace. Demeaning or otherwise harmful actions are prohibited, particularly if directed at personal characteristics including socioeconomic level regardless of whether the personal characteristic is protected by law.

'**Title IX**' means 20 U.S.C. §§ 1681-1688 and the implementing regulations.

'**Title IX Coordinator**' means the person designated by the School Board to coordinate its efforts to comply with its responsibilities under this policy and Title IX.

The Title IX Coordinator may be contacted at: wpscomplianceofficer@waynesboro.k12.va.us.

Complaint Procedures

Report

Any student or school personnel who believes he or she has been the victim of harassment prohibited by law or by this policy by a student, school personnel or a third party should report the alleged harassment to the Title IX Coordinator or to any school personnel. The alleged harassment should be reported as soon as possible, and the report generally should be made within fifteen (15) school days of the occurrence. Further, any student who has knowledge of conduct which may constitute prohibited harassment should report such conduct to the Title IX Coordinator or to any school personnel. Any school personnel who has notice that a student or other school personnel may have been a victim of prohibited harassment shall immediately report the alleged harassment to the Title IX Coordinator. Any complaint that involves the Title IX Coordinator should be reported to the superintendent.

The reporting party should use the form, Report of Harassment, GBA-F/JFHA-F, to make complaints of harassment. However, oral reports and other written reports are also accepted.

The complaint, and identity of the person allegedly harassed and alleged harasser, will be disclosed only to the extent necessary to fully investigate the complaint and only when such disclosure is required or permitted by law. Additionally, a person allegedly harassed who wishes to remain anonymous shall be advised that such confidentiality may limit the School Division s ability to fully respond to the complaint.

After receiving a complaint, the Title IX Coordinator makes an initial determination whether the allegations may be sexual harassment prohibited by Title IX. If they may be, the Title IX Grievance Process below is followed. If they cannot be sexual harassment prohibited by Title IX, then the complaint is referred to the Compliance Officer who follows the procedures below.

The Title IX Coordinator also determines whether the alleged harassment may also constitute criminal conduct and ensures that law enforcement officials are notified if necessary.

If the alleged harassment may also constitute child abuse, then it must be reported to the Department of Social Services in accordance with Policy GAE Child Abuse and Neglect Reporting.

Investigation by Compliance Officer

Generally, the Compliance Officer

- receives complaints of harassment referred by the Title IX Coordinator;
- conducts or oversees the investigation of any alleged harassment referred by the Title IX Coordinator;
- assesses the training needs of the school division in connection with complaints referred by the Title IX Coordinator;

- arranges necessary training; and
- ensures that any harassment investigation is conducted by an impartial investigator who is trained in the requirements of equal employment/education opportunity and has the authority to protect the alleged victim and others during the investigation.

Compliance Officer Formal Procedure

Upon receiving a referral of a complaint of alleged prohibited harassment from the Title IX Coordinator, the Compliance Officer shall immediately authorize or undertake an investigation. The investigation may be conducted by school personnel or a third party designated by the school division. The investigation shall be completed as soon as practicable, which generally should be not later than 14 school days after referral of the complaint to the Compliance Officer. Upon receiving the complaint, the Compliance Officer shall acknowledge receipt of the complaint by giving written notice that the complaint has been received to both the person complaining of harassment and the person accused of harassment. Also, upon receiving the complaint, the Compliance Officer shall determine whether interim measures should be taken pending the outcome of the investigation. Such interim measures may include, but are not limited to, separating the alleged harasser and the person allegedly harassed. If the Compliance Officer determines that more than 14 school days will be required to investigate the complaint, the person allegedly harassed and the alleged harasser shall be notified of the reason for the extended investigation and of the date by which the investigation will be concluded.

The investigation may consist of personal interviews with the person allegedly harassed, the alleged harasser and any others who may have knowledge of the alleged harassment or the circumstances giving rise to the complaint. The investigation will consider witnesses and evidence from both the alleged harasser and the person allegedly harassed. The investigation may also consist of the inspection of any other documents or information deemed relevant by the investigator. The school division shall take necessary steps to protect the person allegedly harassed and others pending the completion of the investigation.

In determining whether alleged conduct constitutes a violation of this policy, the division shall consider, at a minimum:

1. the surrounding circumstances;
2. the nature of the behavior;
3. past incidents or past or continuing patterns of behavior;
4. the relationship between the parties;
5. how often the conduct occurred;
6. the identity of the alleged perpetrator in relation to the alleged victim (i.e. whether the alleged perpetrator was in a position of power over the alleged victim);
7. the location of the alleged harassment;
8. the ages of the parties and
9. the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a case-by-case determination based on all of the facts and circumstances revealed after a complete and thorough investigation.

The Compliance Officer shall issue a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, then the report shall be sent to the School Board. The report shall include a determination of whether the allegations are substantiated, whether this policy was violated and recommendations for corrective action, if any.

All employees shall cooperate with any investigation of alleged harassment conducted under this policy or by an appropriate state or federal agency.

Action by Superintendent

Within 5 school days of receiving the Compliance Officer's report, the superintendent or superintendent's designee shall issue a decision regarding whether this policy was violated. This decision must be provided in writing to the person allegedly harassed and the alleged harasser. If the superintendent or superintendent's designee determines that it is more likely than not that prohibited harassment occurred, the Waynesboro

School Division shall take prompt, appropriate action to address and remedy the violation as well as prevent any recurrence. Such action may include discipline up to and including expulsion or discharge. Whether or not the superintendent or superintendent's designee determines that prohibited harassment occurred, the superintendent or superintendent's designee may determine that school-wide or division-wide training be conducted or that the person allegedly harassed receives counseling.

Appeal

If the superintendent or superintendent's designee determines that no prohibited harassment occurred, the employee or student who was allegedly subjected to harassment may appeal this finding to the School Board within 5 school days of receiving the decision. Notice of appeal must be filed with the superintendent who shall forward the record to the School Board. The School Board shall make a decision within 30 calendar days of receiving the record. The School Board may ask for oral or written argument from the aggrieved party, the superintendent and any other individual the School Board deems relevant. Written notice of the School Board's decision will be given to both the alleged harasser and the person allegedly harassed.

If the superintendent or superintendent's designee determines that prohibited harassment occurred and discipline is imposed, the disciplined person may appeal the disciplinary sanction in the same manner as any other such sanction would be appealed.

Employees may choose to pursue their complaints under this policy through the relevant employee grievance procedure instead of the complaint procedure in this policy.

Compliance Officer Informal Procedure

If the person allegedly harassed and the person accused of harassment agree, the person allegedly harassed's principal or principal's designee or supervisor may arrange for them to resolve the complaint informally with the help of a counselor, teacher or administrator.

If the person allegedly harassed and the person accused of harassment agree to resolve the complaint informally, they shall each be informed that they have the right to abandon the informal procedure at any time in favor of the initiation of the Compliance Officer Formal Procedures set forth herein. The principal or principal's designee or supervisor shall notify the person allegedly harassed and the person accused of harassment in writing when the complaint has been resolved. The written notice shall state whether prohibited harassment occurred.

Sexual Harassment Prohibited by Title IX

Definitions

'Actual knowledge' means notice of sexual harassment prohibited by Title IX or allegations of sexual harassment prohibited by Title IX to the Title IX Coordinator or any official of the school division who has authority to institute corrective measures or to any employee of an elementary or secondary school.

'Complainant' means an individual who is alleged to be the victim of conduct that could constitute sexual harassment prohibited by Title IX.

'Formal complaint' means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment prohibited by Title IX against a respondent and requesting that the allegation be investigated. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail. When the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or otherwise a party. The allegations in a formal complaint must be investigated. In response to a formal complaint, the Title IX Grievance Process below is followed.

'Program or activity' includes locations, events or circumstances over which the School Board exercises substantial control over both the respondent and the context in which the sexual harassment occurs.

'Respondent' means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment prohibited by Title IX.

'Supportive measures' means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the School Board's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security or monitoring of parts of campus, and other similar measures, Any supportive measures provided to the complainant or respondent are maintained as confidential, to the extent that maintaining such confidentiality does not impair the ability to provide supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

Title IX Grievance Process

Generally

Any person may report sex discrimination prohibited by Title IX, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. The reporting party may use the form, Report of Harassment, GBA-F/JFHA-F, to make a complaint. Such a report may be made at any time, including non-business hours, by using the telephone number or electronic mail address, or by mail to the office address listed for the Title IX Coordinator.

Complainants and respondents are treated equitably by offering supportive measures to a complainant and by following this grievance process before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent.

The Title IX Coordinator promptly contacts the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain the process for filing a formal complaint.

Applicants for admission and employment, students, parents or legal guardians, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the School Board are notified

- of the name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator; and
- that the School Board does not discriminate on the basis of sex in its education program or activity and that it is required by Title IX not to discriminate in such a manner. The notification states that the requirement not to discriminate extends to admission and employment and that inquiries about the application of Title IX may be referred to the Title IX Coordinator, the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

The School Board prominently displays the contact information for the Title IX Coordinator and this policy on its website and in each handbook or catalog it makes available to persons listed above who are entitled to notifications.

Nothing herein precludes a respondent from being removed from the School Board's education program or activity on an emergency basis, provided that an individualized safety and risk analysis determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and that the respondent is provided with notice and an opportunity to challenge the decision immediately following the removal.

Nothing herein precludes a non-student employee respondent from being placed on administrative leave during the pendency of a grievance process.

This grievance process treats complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent, and by following this process before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent. Remedies are designed to restore or preserve equal access to the School Board's education program or activity.

The respondent is presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

All relevant evidence is evaluated objectively, including both inculpatory and exculpatory evidence. Credibility determinations are not based on a person's status as a complainant, respondent, or witness.

Any Title IX Coordinator, investigator, decision-maker, or any person who facilitates an informal resolution process may not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process receives training on the definition of sexual harassment prohibited by Title IX, the scope of the School Board's education program or activity, how to conduct an investigation and grievance process including appeals, and informal resolution processes, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. Decision-makers receive training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant. Investigators receive training on issues of relevance in order to create investigative reports that fairly summarize relevant evidence.

A finding of responsibility may result in disciplinary action up to and including expulsion for students or dismissal of employees.

The standard of evidence used to determine responsibility is preponderance of the evidence.

This grievance process does not allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege unless the person holding such privilege has waived the privilege.

Notice of Allegations

On receipt of a formal complaint, the Title IX coordinator gives the following written notice to the parties who are known:

- notice of the grievance process, including any informal resolution process, and
- notice of the allegations of sexual harassment potentially constituting sexual harassment prohibited by title IX, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment prohibited by Title IX, and the date and location of the alleged incident, if known.

The written notice

- includes a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
- informs the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and
- informs the parties of any provisions in the School Board's code of conduct or the superintendent's Standards of Student Conduct that prohibit knowingly making false statements or knowingly submitting false information during the grievance process.
- If, in the course of an investigation, the investigator decides to investigate allegations about the complainant or respondent that are not included in the notice previously provided, notice of the additional allegations is provided to the parties whose identities are known.

Dismissal of formal complaints

A formal complaint or any allegations therein must be dismissed if the conduct alleged in the complaint

- would not constitute sexual harassment prohibited by title IX even if proved,
- did not occur in the School Board's education program or activity, or
- did not occur against a person in the United States.

Such a dismissal does not preclude action under another provision of the School Board's code of conduct or the superintendent's Standards of Student Conduct.

A formal complaint or any allegations therein may be dismissed if at any time during the investigation:

- a complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;
- the respondent is no longer enrolled or employed by the School Board; or specific circumstances prevent the School Board from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.
- specific circumstances prevent the School Board from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Investigation of formal complaint

When investigating a formal complaint and throughout the grievance process, the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on the School Board and not on the parties provided that a party's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party are not accessed, considered, disclosed or otherwise used without the voluntary, written consent of the party's parent, or the party if the party is an eligible student, to do so for this grievance procedure.

The parties have an equal opportunity to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence.

The ability of the parties to discuss the allegations under investigation or to gather and present relevant evidence is not restricted.

The parties have the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney. The choice or presence of advisor for either the complainant for respondent is not limited in any meeting or grievance proceeding.

Any party whose participation is invited or expected is provided written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings with sufficient time for the party to prepare to participate.

The investigator provides both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence which will not be relied upon in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Prior to the completion of the investigative report, the investigator must send to each party and the party's advisor, if any, the evidence subject to inspec-

-tion and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report.

The investigator creates an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to the time a determination regarding responsibility is made, sends to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response.

After the investigator has sent the investigative report to the parties and before reaching a determination regarding responsibility, the decision-maker must afford each party the opportunity to submit written, relevant questions that the party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) must explain to the party proposing the question any decision to exclude a question as not relevant.

Determination regarding responsibility

The decision-maker, who cannot be the same person as the Title IX Coordinator or the investigator, must issue a written determination regarding responsibility.

The written determination must include

- identification of the allegations potentially constituting sexual harassment prohibited by Title IX;
- a description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
- findings of fact supporting the determination;
- conclusions regarding the application of the School Board's code of conduct or the superintendent's Standards of Student Conduct to the facts;
- a statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the School Board imposes on the respondent, and whether remedies designed to restore or preserve equal access to the School Board's education program or activity will be provided to the complainant; and
- the procedures and permissible bases for the complainant and respondent to appeal. The decision-maker must provide the written determination regarding responsibility to the parties simultaneously. The determination regarding responsibility becomes final either on the date that the parties are provided with the written determination of the result of the appeal, if an appeal is filed, or, if an appeal is not filed, the date on which an appeal would no longer be considered timely. The Title IX Coordinator is responsible for effective implementation of any remedies.

Appeals

Either party may appeal from a determination regarding responsibility or from a dismissal of a formal complaint or any allegations therein, on the following bases:

- procedural irregularity that affected the outcome of the matter;
- new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
- the Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter. Notification of appeal must be given in writing to the Title IX Coordinator.

As to all appeals, the Title IX Coordinator:

- notifies the other party in writing when an appeal is filed and implements appeal procedures equally for both parties;
- gives both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
- reviews the evidence gathered by the investigator, the investigator's report, and the decision-maker's written decision;
- issues a written decision describing the result of the appeal and the rationale for the result; and
- provides the written decision simultaneously to both parties and the Title IX Coordinator.

Timelines

The investigative report will be provided to the parties within 35 days from the date the formal complaint is filed.

A decision will be issued within 10 working days from the date the investigative report is submitted to the decision-maker.

Either party may appeal within 5 working days from the date the written determination regarding responsibility is given to the parties.

Any appeal will be resolved with 15 calendar days from the filing of the appeal.

If the parties agree to an informal resolution process, these deadlines are tolled from the time one party requests an informal resolution process until either the time the other party responds, if that party does not agree to the informal resolution process, or until either party withdraws from the informal resolution process.

Temporary delays of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action are permitted. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; disciplinary processes required by law or School Board policy; or the need for language assistance or accommodation of disabilities.

Informal Resolution Process

At any time during the formal complaint process and prior to reaching a determination regarding responsibility, the parties may participate in an informal resolution process, such as mediation, that does not involve a full investigation and determination of responsibility. When one party requests an informal resolution process, the other party must respond to the request within 3 days. The informal resolution process must be completed within 10 days of the agreement to participate in the process. The informal resolution process may be facilitated by a trained educational professional, consultant, or other individual selected by the Title IX Coordinator under the following conditions:

- the parties are provided a written notice disclosing the allegations, the requirements of the informal resolution process, including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations; provided, however that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process, resume the grievance process with respect to the formal complaint, and be informed of any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;
- the parties, voluntarily and in writing, consent to the informal resolution process; and
- the informal resolution process cannot be used to resolve allegations that an employee sexually harassed a student.

If the matter is resolved to the satisfaction of the parties, the facilitator shall document the nature of the complaint and the resolution, have both parties sign the documentation and receive a copy, and forward it to the Title IX Coordinator. If the matter is not resolved, the formal complaint process is resumed. Parties cannot be required to participate in an informal resolution process.

An informal resolution process is not offered unless a formal complaint is filed.

Recordkeeping

The School Board will maintain for a period of seven years records of:

- each investigation of allegations of sexual harassment prohibited by Title IX including any determination regarding responsibility and any audio or audiovisual recording or transcript, if any, required under the Title IX regulations, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to School Board's education program or activity;
- any appeal and the result therefrom;
- any informal resolution and the result therefrom; and
- all materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. These materials will also be made available on the School Board's website.

For each response required under 34 C.F.R. § 106.44, the School Board must create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment prohibited by Title IX. In each instance, the School Board will document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to its education program or activity. If the School Board does not provide a complainant with supportive measures, then it will document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

Retaliation

Retaliation against students or school personnel who report harassment or participate in any related proceedings is prohibited. The school division shall take appropriate action against students or school personnel who retaliate against any student or school personnel who reports alleged harassment or participates in related proceedings. The Title IX Coordinator will inform persons who make complaints, who are the subject of complaints, and who participate in investigations of how to report any subsequent problems.

Right to Alternative Complaint Procedure

Nothing in this policy shall deny the right of any individual to pursue other avenues of recourse to address concerns relating to prohibited harassment including initiating civil action, filing a complaint with outside agencies or seeking redress under state or federal law.

Prevention and Notice of Policy

Training to prevent harassment prohibited by law or by this policy is included in employee and student orientations as well as employee in-service training.

This policy is;

- displayed in prominent areas of each division building in a location accessible to students, parents and school personnel
- included in the student and employee handbooks; and
- sent to parents of all students within 30 calendar days of the start of school. Further, all students, and their parents/guardians, and employees are notified annually of the names and contact information of the Compliance Officers.

False Charges

Students or school personnel who knowingly make false charges of harassment shall be subject to disciplinary action as well as any civil or criminal legal proceedings.

TECHNOLOGY STANDARDS FOR ACCEPTABLE USE OF TECHNOLOGY

All Waynesboro Public School students and staff are expected to follow the highest ethical standards of conduct in use of information technology including compliance with all copyright laws and related policies. The use of information technologies available in Waynesboro Public Schools should be limited to academic pursuits. Activities specifically forbidden by this policy are any that do not reflect responsible use of information technology, including but not limited to: playing of non-instructional computer games, accessing of private information, use or creation of programs intended to destroy or damage files or computer systems (viruses), unauthorized changing of hardware or software configurations, accessing or publishing inappropriate materials, and abuse of password protections.

Internet

The Internet is a valuable educational resource for both students and staff. The use of the Internet is regarded as a privilege. Inappropriate conduct may result in loss of Internet privilege.

Students utilizing the Internet must be granted permission and supervised by Division Staff. Teachers will be responsible for supervising all student internet use. In as much as possible the teacher should become familiar with targeted resources prior to student use. Although students will be able to move beyond those resources to others that have not been previewed, they will be subject to supervision in an effort to correlate with the instructional objective. However, it is recognized that software or supervision alone is no guarantee that users will not access resources which contain objectionable material. The ultimate responsibility for appropriate use falls with the end user. Alternative activities not requiring Internet use may be requested by parent(s) or guardian(s).

Employees and students are specifically prohibited from using the Internet for the following purposes:

- making unauthorized statements regarding school policies or practices;
- transmitting confidential information (such as that relating to or ongoing investigations, procurements, or students);
- making unauthorized commitments or promises that might be perceived as binding the school;
- using subscription accounts or commercial services that are not expressly authorized;
- posting a web page for uses other than school related;
- browsing web sites, performing research, or playing games for personal interest or amusement;
- sending or displaying messages or pictures that are offensive, harassing, or discriminatory, or that are of an obscene or sexually explicit nature;
- using the network connection for commercial purposes or private gain;
- using the network for illegal activities;
- using the network in a manner that could reflect poorly upon, or cause embarrassment to the school division, employees, students, or community.
- Each student and his or her parent/guardian must sign a Computer Use Agreement in granting use of the School Division’s computer system. (Reference: WPS Policy IIBEA-GAB)

ACCEPTABLE COMPUTER SYSTEM USE

All use of the Waynesboro School Division's computer system shall be consistent with the School Board's goal of promoting educational excellence by facilitating resource sharing, innovation and communication. The term computer system includes hardware, software, data, communication lines and devices, terminals, printers, CD-ROM devices, tape drives, servers, mainframe and personal computers, the internet and any other internal or external network.

Computer System Use-Terms and Conditions:

1. **Acceptable Use.** Access to the Division's computer system shall be (1) for the purposes of education or research and be consistent with the educational objectives of the Division or (2) for legitimate school business.
2. **Privilege.** The use of the Division's computer system is a privilege, not a right.
3. **Unacceptable Use.** Each user is responsible for his or her actions on the computer system. Prohibited conduct includes:
   - using the network for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any federal, state or local law.
   - sending, receiving, viewing or downloading illegal material via the computer system.
   - unauthorized downloading of software.
   - downloading copyrighted material for unauthorized use.
   - using the computer system for private financial or commercial gain.
   - wastefully using resources, such as file space.
   - gaining unauthorized access to resources or entities.
   - posting material authorized or created by another without his or her consent.
   - using the computer system for commercial or private advertising.
   - submitting, posting, publishing or displaying any obscene, profane, threatening, illegal or other inappropriate material.
   - using the computer system while access privileges are suspended or revoked.
   - vandalizing the computer system, including destroying data by creating or spreading viruses or by other means.
4. **Network Etiquette.** Each user is expected to abide by generally accepted rules of etiquette, including the following:
   - Be polite.
   - Users shall not forge, intercept or interfere with electronic mail messages.
   - Use appropriate language. The use of obscene, lewd, profane, threatening or disrespectful language is prohibited.
   - Users shall not post personal contact information, including names, home, school or work addresses, telephone numbers, photographs, about themselves or others.
   - Users shall respect the computer system's resource limits.
   - Users shall not post chain letters or download large files.
   - Users shall not use the computer system to disrupt others.

- Users shall respect the computer system's resource limits.
- Users shall not post chain letters or download large files.
- Users shall not use the computer system to disrupt others.
- Users shall not read, modify or delete data owned by others.

5. **Liability.** The School Board makes no warranties for the computer system it provides. The School Board shall not be responsible for any damages to the user from use of the computer system, including loss of data, non-delivery or missed delivery of information, or service interruptions. The School Division denies any responsibility for the accuracy or quality of information obtained through the computer system. The user agrees to indemnify the School Board for any losses, costs or damages incurred by the School Board relating to or arising out of any violation of these procedures immediately. All users shall keep their passwords confidential and shall follow computer virus protection procedures.
6. **Vandalism.** Intentional destruction of any part of the computer system through creating or downloading computer viruses or by any other means is prohibited.
7. **Charges.** The School Division assumes no responsibility for any unauthorized charges or fees as a result of using the computer system, including telephone or long-distance charges.
8. **Electronic Mail.** The School Division's electronic mail system is owned and controlled by the School Division. The School Division may provide electronic mail to aid students and staff in fulfilling their duties and as an education tool. Electronic mail is not private. Students' electronic mail will be monitored. The electronic mail of staff may be monitored and accessed by the School Division. Unauthorized access to an electronic mail account by any student or employee is prohibited. Users shall be held personally liable for the content of any electronic message they create. Downloading any file attached to an electronic message is prohibited unless the user is certain of that message's authenticity and the nature of the file.
9. **Enforcement.** Software will be installed on the division's computers having Internet access to filter or block internet access through such computers to child pornography and obscenity. The online activities of minors may also be monitored manually. **Any violation of these regulations shall result in loss of computer system privileges and may also result in appropriate disciplinary action, as determined by School Board policy, or legal action.**

STUDENT DATA AND RECORDS MANAGEMENT

EMERGENCY CONTACT INFORMATION

The information required in the Emergency Contact section is to be completed in the student registration process. This is very important and **must be completed.** In addition to providing schools with accurate address and phone number information, a parent or guardian's signature allows school personnel to provide appropriate medical care for your child. If a parent or guardian is unable to be reached, or the student's condition warrants emergency medical need, Emergency Medical Services (EMS) will be activated and the student will be transported to the nearest medical facility at the responsibility of the parent or guardian.

Please notify the school if, at any time during the school year, there are changes in your child's health or other emergency information, including changes in addresses and phone numbers.

NOTIFICATION OF RIGHTS UNDER FERPA FOR ELEMENTARY AND SECONDARY SCHOOLS

The Family Educational Rights and Privacy Act (FERPA0 affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

- the right to inspect and review the student's education records and the procedure for exercising this right;
- the right to request amendment of the student's education records that the parent believes to be inaccurate, misleading or in violation of the student's privacy rights and the procedure for exercising this right;
- the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent;
- the type of information designated as directory information and the right to opt out of release of directory information; that the school division releases records to other institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer;
- the right to opt out of the release of the student's name, address, and phone number to military recruiters or institutions of higher education that request such information;
- a specification of the criteria for determining who constitutes a school official and what constitutes a legitimate educational interest; and
- the right to file complaints with the Office of the Chief Privacy Officer in the United States Department of Education concerning the school division's alleged failure to comply with FERPA.

A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility.

Upon request, the school or school system discloses education records without consent to officials of another school in which a student seeks or intends to enroll or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer. The student's parents will be notified of the release, receive a copy of the record(s), if they so desire.

Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the Waynesboro Public Schools to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4605.

Notice for Directory Information

The *Family Educational Rights and Privacy Act (FERPA),* a Federal law, requires that Waynesboro Public Schools, with certain exceptions, obtain written consent prior to the disclosure of personally identifiable information from your child's education records. However, Waynesboro Public Schools may disclose appropriately designated "directory information" without written consent, unless you have advised the division to the contrary in accordance with division procedures. The primary purpose of directory information is to allow the Waynesboro Public Schools to include this type of information from your child's educational records in certain school publications. Examples include:

1. A playbill, showing your student's role in a drama production;
2. The annual yearbook;
3. Honor roll or other recognition lists;
4. Graduation programs; and
5. Sports activity sheets, such as wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations included, but are not limited to, companies that manufacture class rings or publish yearbooks.

In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the *Elementary and Secondary Education Act of 1965* (ESEA) to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want Waynesboro Public Schools to disclose directory information from your child's education records without your prior written consent, you must notify the school division in writing 15 days after the start of the school year. Waynesboro Public Schools has designated the following information as directory information:

- Students name
- Address
- Telephone
- The most recent educational agency or institution attended
- Weight and height of members of athletic teams
- Diploma status, honors, and awards received
- Electronic mail
- Photograph
- Date and place of birth
- Major program placement
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports

It is the practice of the administration of the Waynesboro Public Schools to permit parents to review, with the school principal or his designee, records maintained on their students. Title XX of the United States Code, Section 1232g, mandates that parents and eligible students be informed in writing of the school board's policy with respect to the management of students' records. Student scholastic records are written and maintained for the purpose of assisting the student in his personal, social, educational, and vocational development. These records are maintained by the principal and his designee for the use of the school staff who might need to refer to them in working with a student. Directory Information is retained permanently by the school, though confidential files are destroyed five (5) years after a student graduates or leaves school. Prior to the destruction of data, a reasonable effort is made to notify parents or eligible students that they have a right to be provided with a copy.

Other than the parent of an eligible child or officials designated by Title XX, of the United States Code, Section 1232g, no other person has the right to information in the records, unless the parent or eligible child gives written permission, or unless information is subpoenaed by the court. Additional rights include: the right to challenge record content, the right to reproduce copies of student records and the right to receive a copy of the school board's written policy on the management of student records. For more detailed information, please contact the school principal or the administrative offices, 301 Pine Avenue, during regular office hours.

TRANSFER OF STUDENT RECORDS

Under the federal Family Education Rights and Privacy Act, a written notice to a parent is no longer required when sending records to a requesting school division to which the student has enrolled.

ADMINISTRATION OF SURVEYS AND QUESTIONAIRES

Inspection of Instructional Materials

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

Participation in Surveys and Evaluations

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

- political affiliations or beliefs of the student or the student's parent,
- mental or psychological problems of the student or the student's family,
- sex behavior or attitudes,
- illegal, anti-social, self-incriminating, or demeaning behavior,
- critical appraisals of other individuals with whom respondents have close family relationships,
- legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers,
- religious practices, affiliations, or beliefs of the student or student's parent, or
- 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.

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 § 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 notifies the parent concerning the administration of such questionnaire or survey in writing at least 30 days prior to its administration. The notice informs the parent 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 with all information required to be included in the notice to parents. The parent has the right to review the questionnaire or survey in a manner mutually agreed upon by the school and the parent and exempt the parent'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 do 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.

Additional Protections

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 is protected by redacting all personally identifiable information.

Physical Examinations and Screenings

If the Waynesboro 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.

Commercial Use of Information

Questionnaires and surveys are not administered to public school students during the regular school day or at school-sponsored events without written, informed parental 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.

Notification

Notification of Policies

The Waynesboro School Board provides notice of this policy directly to parents 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 also offers an opportunity for the parent (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 directly notifies the parent 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; 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.

Definitions

Instructional material: the term **"instructional material" m**eans 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: the term **"parent"** 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 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.

MEDIA RELATIONS

On an occasional basis the media is invited to special events in our schools. If you DO NOT wish for your child to be photographed or videotaped for publication through the media or on the school/division website, please notify your school administrator.

SERVICES TO STUDENTS EXPERIENCING HOMELESSNESS

According to section 752(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2)), the term “homeless children and youths”:

A. Means individuals who lack a fixed, regular, and adequate nighttime residence; and

B. Includes:

- children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
- children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
- migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described above.

Children and youth are considered homeless if they fit both part A and any one of the subparts of B of the definition above.

What you need to know:

- Children and youth experiencing homelessness have a right to attend school.
- You do not need a permanent address to enroll your child in school.
- Children in homeless situations have the right to stay in the school they attended before becoming homeless or where they were last enrolled (school origin) if the parents or guardians choose.
- Schools must provide you with a written explanation if a placement dispute occurs and you may appeal. (Contact your local liaison).
- Your child cannot be denied school enrollment just because school records or other enrollment documentation are not immediately available.
- Your child may have the right to transportation services to and from the school of origin. Let school officials know if you want your child to stay in his/her school of origin while you are getting the family stabilized.
- Ask for a copy of your child's school records, including immunizations.
- Keep a copy of birth certificates and school records accessible.
- Safeguard all health and immunization records.
- Have a reliable person keep a second copy of your child's birth certificate, school records, and health information.

For information regarding homeless status, contact the Student Services Office at (540) 946-4600 Ext. 8131. The Assistant Superintendent, Ryan Barber, serves as the Homeless Liaison for Waynesboro Public Schools, in collaboration with our School Social Workers.

PARENT AND FAMILIY ENGAGEMENT THROUGH "ROOMS"

Waynesboro Public Schools has an app and a communication tool available to families that will allow you to have access to important school news and notifications, as well a way to privately and safely communicate with your students' teachers. The Waynesboro Public Schools app has publicly available news and information for all of the schools within our system. The app also includes a password protected section for the **parents and guardians** of WPS students to communicate with teachers and other staff in a private and secure manner much like a text message. The communication part of the app is called **Rooms**.

As a parent or guardian you will have access to "Rooms" by completing the following steps.

Step 1.

Twenty four hours after your student's first day of school, PowerSchool will automatically send you and your student's basic information to "Rooms". You will receive an email invite in an email from "EduRooms/ Thrillshare", the parent company for our app or you can contact your student's teacher or school secretary to have your student's "Magic Code" sent home or emailed to you. You will need the code for each student you want to have access to in Rooms. Don't worry, you can also add other students later as well. Once you have that Magic Code or Codes, move on to step 2.

Step 2:

Please visit id.edurooms.com/signup

Enter your email, create a password, and enter the student's Magic Code.

Step 3:
Download the Waynesboro Public Schools App to their phone

Scan the QR Code above to download the Waynesboro Public Schools app for Iphones. Also in Apple App Store.	**Scan the QR Code above to download the Waynesboro Public Schools app for Android devices.**

Once you have that app and it is open, in the lower right corner you will see an icon labeled "Rooms". When you click on that icon it will ask for the email and the password you created for the account at id.Edurooms.com (when you first signed up). That should get you into the system.

*** You will want to go to the app settings for your phone and turn on notifications as well. That will allow your phone to notify you of any messages or announcements for the school. If you do not do this you will have to open the app to see if you have any messages. If you set up banners and notifications, all messages will come through just like a text message.***

Our elementary schools use the "Office Room" for attendance, counselor, and nurse related issues.
Please note that when using the password retrieval system or any other Rooms related correspondence, all emails helping you reset the password will come from "noreply@ThrillShare" which is the system that Rooms is powered by.

Waynesboro Public Schools has created a help page with video tutorials, FAQ's, and other great resources. Please visit: https://www.waynesboro.k12.va.us/page/rooms-support or use this QR Code to take you directly there:

School Hours:

Regular School Hours-

Wayne Hills Preschool Center- 8:00-2:20
Elementary Schools- 7:50-2:40
Kate Collins Middle School- 8:15-3:15
Waynesboro High School- 8:30-3:20
Valley Academy & River Ridge Learning Center- 8:45-2:30
THRIVE at Berkely Glenn Elementary- 8:15-2:30

2- Hour Delay School Tardy Bell Times-

Wayne Hills Preschool Center- 10:00am
Elementary Schools- 9:50am
Kate Collins Middle School- 10:15am
Waynesboro High School- 10:30am
Valley Academy & River Ridge Learning Center- 10:45am
THRIVE at Berkely Glenn Elementary- 10:15am

Early Dismissal Hours on December 19, 2025 & May 20, 2026-

Wayne Hills Preschool Center- 12:20pm
Elementary Schools- 12:40pm
Kate Collins Middle School- 1:15pm
Waynesboro High School- 1:20pm
Valley Academy & River Ridge Learning Center- 12:30pm
THRIVE at Berkely Glenn Elementary- 12:30pm

Fall Open House Dates/Times:

Waynesboro High School- August 1st from 5pm-8pm
Wayne Hills Preschool Center- August 4th from 1pm-3pm
Elementary Schools- August 4th from 4pm-6pm
Kate Collins Middle School- August 4th from 6pm-8pm
Valley Academy- Individual Meetings with Families
River Ridge Learning Center- Individual Meetings with Families
THRIVE at BG- Individual Meetings with Families

Parent/Teacher Conferences Dates/Times:

October 13/14, 2025 & February 16/17, 2026-

October 13th and February 16th Schedule:
8:00-12:00- Teachers work in a location of their choosing
12:00-6:30- Parent Conferences

October 14th and February 17th Schedule:
8:00-12:00- Parent Conferences
12:00-3:30- Teachers work in a location of their choosing

Grading Period Details:

1st Nine Weeks Begins: Aug. 6, 2025 & Ends: Oct. 8, 2025
2nd Nine Weeks Begins: Oct. 9, 2025 & Ends: Dec. 19, 2025
3rd Nine Weeks Begins: Jan. 7, 2026 & Ends: Mar. 11, 2026
4th Nine Weeks Begins: Mar. 12, 2026 & Ends: May 20, 2026

Report Card and IEP Progress Report Dates:

October 17, 2025
January 9, 2026
March 20, 2026
May 20, 2026

2026 WHS Graduation Details:

The Class of 2026 will celebrate graduation on
Friday, May 15, 2026 at 7pm on the WHS Football Field.
Inclement Weather Date:
Saturday, May 16, 2026 at 10am. Location at WHS: TBD

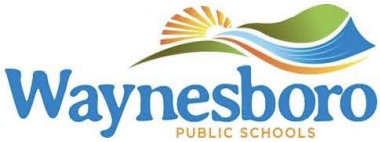
No School for Students:

September 1, 2025
September 15, 2025
October 13-14, 2025
November 3-4, 2025
November 24-28, 2025
December 22-January 6, 2026
January 19, 2026
February 16-17, 2026
March 3, 2026
March 30-April 6, 2026
April 20, 2026

Instructional Assistants Work Student Days and the Following Days:

July 30-31, 2025
August 1, 4-5, 2025
September 15, 2025
November 3, 2025
January 5-6, 2026
March 3, 2026
April 20, 2026
May 21-22, 2026

Note: Wayne Hills Instructional Assistants will work October 13th & 14th and February 16th & 17th instead of January 5th & 6th and May 21st and 22nd.



301 Pine Avenue
Waynesboro, Virginia 22980

540-946-4600
540-946-4608 (Fax)
www.waynesboro.k12.va.us

2025-2026 School Year Calendar

School Hours: Preschool (8:00-2:20), Elementary (7:50-2:40), KCMS (8:15-3:15), and WHS (8:30-3:20)

July 2025

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

4th: Holiday for All Staff
21st: Leadership Academy
28th-29th: New Teacher Orientation
30th-31st: Staff Workdays

August 2025

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1st, 4th-5th: Staff Workdays
6th: First Day of School

September 2025

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1st: Holiday for All Staff/Students
15th: No School for Students- Staff Development Day

October 2025

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

8th: 1st Grading Period Ends
13th-14th: Parent/Teacher Conferences
17th: Report Cards

November 2025

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

3rd: No School for Students- Staff Development Day
4th: No School for Students- Staff Workday
24th-28th- No School for Students
27th-28th- Holiday for All Staff/Students

December 2025

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

19th: Early Dismissal Day/2nd Grading Period Ends
22nd- 31st: No School for Students
23rd-26th: Holiday for All Staff/Students
30th-31st: Holiday for All Staff/Students

January 2026

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

1st-2nd: Holiday for All Staff/Students
5th-6th: Staff Workdays
9th: Report Cards
19th: Holiday for All Staff/Students

February 2026

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

16th-17th: Parent/Teacher Conferences

March 2026

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

3rd: No School for Students- Staff Development Day
11th: 3rd Grading Period Ends
20th: Report Cards
30th-31st: Holiday for All Staff/Students

April 2026

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

1st-3rd, 6th: Holiday for All Staff/Students
20th: Staff Workday

May 2026

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

15th: WHS Graduation
20th: Last Day/Early Dismissal/4th Grading Period Ends
21st-22nd: Staff Workdays
25th: Holiday for All Staff

June 2026

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

19th: Holiday for All Staff

Key: First Day, Report Cards; Staff Workday, Parent Conferences; Staff Development, Grading Period Ends; 12-mo. Employees Report, Holiday for All Staff/Students; Early Dismissal

Approved: 3/11/2025