

# ***SURRY COUNTY PUBLIC SCHOOLS***

## **STAFF HANDBOOK**



*Building Excellence One Student At A Time*



Surry County Public Schools  
[www.surryschools.net](http://www.surryschools.net)

# SURRY COUNTY PUBLIC SCHOOLS' VISION STATEMENT

*Surry County Public Schools' vision is to provide a safe, healthy learning environment that prepares all students to be competitive and productive citizens in a highly technical and global society.*

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### Nondiscrimination Statement

The Surry County School Board is committed to nondiscrimination with regard to sex, gender, race, color, national origin, disability, religion, ancestry, age, marital status, genetic information or any other characteristic protected by law. This commitment will prevail in all of its policies and practices concerning staff, students, educational programs and services, and individuals and entities with whom the Board does business.

# SURRY COUNTY PUBLIC SCHOOLS

## STAFF POLICIES AND PROCEDURES

### ACTIVITY BUS

An activity bus will be provided for students who participate in scheduled after school activities. The sponsor of a club, who will need to have students stay over occasionally, will need to get permission from the principal. The principal will make arrangements with the Director of Transportation to have the activity bus transport the students. **The sponsor is responsible for supervising students and escorting them to the activity bus. Any students who stay over must first provide written permission from a parent/guardian.**

### ATTENDANCE FOR STUDENTS

School attendance is directly related to academic achievement and the development of good habits that are important in the world of work. A parent or guardian having control or charge of a student who is less than eighteen years old is responsible for that student's regular and punctual attendance to school. Students must attend school for a full day.

Please check attendance during homeroom and have it logged into PowerSchool by 8:30 a.m.  
**Tardies will be entered by the attendance clerk.**

The attendance policy for students is as follows can be found in the *SCHOOL BOARD POLICY MANUAL - FILE JED-AED*.

#### TARDY TO SCHOOL

**Elementary School** - Students who report to school after 8:25 a.m. for any reason must report to the office for a tardy slip.

**LPJ Middle School** - Students who report to school after 8:05 a.m. for any reason must report to the office, sign the tardy book, and get their agenda signed for admission to class.

**Surry County High School** - Students who report to school after 8:05 a.m. for any reason must report to the office, sign the tardy book, and get their agenda signed for admission to class.

#### TARDY TO CLASS

Three minutes are allotted between classes. This allows time to change from one location to another. Each team will determine locker visits. Students are to be in the classroom when the bell sounds. Excessive, unjustifiable tardies may result in a disciplinary referral to the office and will be handled according to the Student Code of Conduct.

**Absences:** Students who have been absent are required to bring notes to the attendance clerk in the office immediately after returning to school. The note must contain the dates of absences, reason for absence, telephone number, and signature of parent/guardian. The excuse does not wipe out the absence, but it allows students to make-up work. A student is automatically dropped from the class roll if he/she misses fifteen (15) consecutive days. The principal or designee is responsible for investigating any case of prolonged or excessive absence from school and for stressing to the student and his/her parent that regular attendance is a necessity on a regular basis. Excused absences documentation must be presented within five (5) days of returning to school. A student must attend classes until 11:00 A.M. to be considered present for the day.

Notes from parents will not automatically excuse the absence.

### **ATTENDANCE FOR STAFF**

#### **ALL STAFF MEMBERS MUST SIGN-IN**

WORK HOURS: 7:40 A.M. Sign-In  
3:25 P. M. Sign-Out

- Staff may leave after the busses leave the high school each Friday, on Wednesday before PTC, and in accordance to holiday dismissals.
- Staff will be dismissed at the discretion of the principal when school is dismissed for inclement weather or an emergency.

The professional staff has professional leave, sick leave, and two personal leave days. Ten month employees do not have vacation leave.

**At the end of each school year, staff members who are absent more than 10 days, excluding professional development days, names must be reported as a part of the Civil Rights Data Collection process.**

Please notify the principal or designee between 6:00 A.M. and 6:45 A.M. if you are going to be absent that day. **Sending a message by another staff member is not acceptable.**

If you know in advance that you are going to be absent for a doctor's appointment, please notify an administrator and then notify either of the secretaries.

Each teacher is responsible for clear, concise lesson plans for the substitute teacher.

**If a staff member arrives or leaves school between 11:00 A.M. and noon he/she will be charged one-half (1/2) day absent. All leave is subject to administrator discretion.**

If a staff member needs to leave after 2:00 P.M. for an appointment, it must be approved by an administrator and an early dismissal form should be filled out. Early dismissals should be kept to a minimum during the year.

If a staff member needs to leave the building to go to another building on school related business, you will need to get prior approval from an administrator. Always remember to sign in and out in the office.

### **PROFESSIONAL STAFF LEAVES AND ABSENCES**

The Surry County School Board recognizes the importance of a sound and inclusive leave policy for the promotion of physical and mental health of its employees and for maintaining good morale. Personnel employed on a regular salaried basis may request or be placed on leave of absence for temporary medical disability if the school board determines, after consultation with a physician who has performed a thorough medical examination that the employee's condition interferes with the performance of regular duties. The physician performing the examination shall be employed by the school board, upon approval of the personnel office, may perform such examination. Such employee has the right to present testimony and/or information relevant to the employee's fitness to continue the performance of regular duties. The maximum length of a leave of absence for temporary disability shall in no event be more than 180 days. All leaves, whether paid or unpaid, shall preserve the right of tenure, retirement, annual leave with pay, salary increments, and other benefits provided by law for those employees who return from leave within the agreed time. The following categories of leaves shall be recognized by the Surry County School Board as applicable to Surry County Public School System personnel who are employed on a regular full-time salaried basis.

### **FUNERAL LEAVE**

Employee may be absent without loss of pay and without sick leave deduction in the case of an immediate family member for a period not to exceed three (3) days per occurrence. Additional days and all other funerals shall be charged to sick leave. The "immediate family" of an employee shall be regarded as including the natural parents, foster parents, stepmother, stepfather, mother-in-law, father-in-law, grandparents, grandchildren, wife, husband, children, brother, sister and any other relative living in the household of the employee

### **SICK LEAVE**

1. All absences and/or leaves must have prior approval. The employee shall notify his or her supervisor or principal of the absence. Should the employee be incapacitated to make such a request, he or she can request someone else to notify the supervisor of the absence.
2. All absences of one-half (1/2) day or more must be recorded on the official certificate of absence form with reason given along with signature on certificate of absence.
3. Absences and leaves are to be used only when necessary.
4. The principal and division superintendent have the authority to require reasonable proof of illness and/or accident.

5. Anyone (teacher, administrator, other) having an illness lasting more than seven (7) working days may be required to present a doctor's statement.

The school board participates in the state sick leave plan for teachers. The state regulations will apply until the maximum number of sick leave days can be accumulated. Additional days of unused leave for certificated personnel will be credited and governed by local regulation of the school board.

1. Full time certificated personnel earn sick leave at a rate of ten (10) days per year for ten and one-half month employees, eleven (11) days per year for eleven-month employees, and twelve (12) days per year for twelve month employees. Sick leave, if not used, may accumulate to a maximum of ninety (90) days under the state plan. After ninety (90) days have been accumulated, any unused sick leave in excess of this number will be credited under local regulations and may accumulate to 120 days.
2. Earnings for less than a full year of full-time employment shall be at the rate of one (1) day per month or major fraction thereof. This provision applies to employees who do not begin work at the start of the contract year and to those who do not complete the full year.
3. The total number of days allowable for the school year shall be credited to the employee when he or she begins work in accordance with the contract or agreement. An employee cannot claim any portion of earned sick leave unless he or she actually has reported for duty in accordance with the contract or agreement. However, if an employee is unable, because of illness, to begin work at that time, the employee may be allowed to use accumulated leave to his or her credit as of June 30 of the proceeding school year.
4. Sick leave shall be allowed for personal illness, including quarantine, up to the full amount accrued. An employee may take sick leave for illness or death in the immediate family when his or her attendance is required. Such leave shall not exceed the amount of sick leave earned or advanced and shall not exceed three (3) days of state sick leave and an additional three (3) days of local sick leave if any had accrued.
5. For the use of local sick leave, the "immediate family" of an employee shall be regarded as including the natural parents, foster parents, stepmother, stepfather, mother-in-law, father-in-law, grandparents, grandchildren, wife, husband, children, brother, sister and any other relative living in the household of the employee.
6. The school board will accept responsibility for accumulated sick leave for employees transferring to this school division from other school divisions in Virginia.

## **PERSONAL LEAVE**

### **A. General**

Personal leave is defined as necessary absence from employment, not covered by other classes of leave, beyond the control of the employee. Full-time employees shall, upon notification to his/her immediate supervisor, be granted up to two (2) days of personal leave per year. Personal leave requests should be submitted at least one day in advance. On July 1 of each year, unused

personal leave will be converted to sick days.

### **B. Grounds**

The following reasons shall be considered examples of this type of personal leave:

1. Legal transactions: house closing court appearances, estate settlement
2. Travel: accompany spouse for job application, house hunting or moving plan.
3. Personal events: weddings, graduation exercises.
4. Receipt of award for contributions to education, community or church.

### **C. Limitations**

The superintendent/school board may approve such leave without pay if the employee has used the two days of personal leave authorized herein. Personal leave days shall only be granted on the date before or after a vacation or holiday period with the approval of the superintendent of schools. Requests prior to or immediately following holidays must be requested at least 30 days in advance and will be subject to administrative approval. No more than 5 percent of the staff should be granted personal leave on a given day.

### **D. Control Year**

The control year for use of personal leave shall be July 1 to June 30 of the following year.

### **JURY DUTY** (Documentation Required)

Employees who are called for jury duty will be granted special leave with pay.

### **MILITARY LEAVE**

Absence from duty is allowable for fulfilling military obligations in the Armed Forces. For absences not exceeding fifteen calendar days in any calendar year, arranged at the convenience of the school board where possible, for training, or other times in response to emergency orders issued by the Governor under the Code of Virginia 44-75, employees shall be entitled to regular pay less the amount received in military pay.

### **SUBPOENAED WITNESSES** (Documentation Required)

Employees who have been subpoenaed as witnesses may be granted special leave with pay.

### **ACCIDENT REPORT (STUDENT/STAFF)**

If a child is involved in an accident under your supervision, notify the front office, call security or an administrator for assistance. You will be asked to file an accident report.

Staff members who are involved in an accident or injury on the job must complete an incident form in order to be considered for workman's compensation benefits.



## **ACTIVITY CHAPERONES**

A faculty member may be assigned to supervise or chaperone a school activity during the school year. Chaperones for extracurricular activities must be approved by the building principal. This list of chaperones must be submitted one week before the date to allow for the approval and change.

## **ANNOUNCEMENTS**

Please send announcements to the office by 8:00 a.m. for the morning and 2:00 p.m. for the afternoon.

**Please check school e-mail accounts daily.**

## **ASSIGNMENTS/DUTIES**

Teachers will be assigned to duties in the hall, cafeteria, and bus ramp before, during, and after school. Duties will also be assigned during special activities. All teachers should be attentive and present while completing assigned duties. Teachers must stand at their doors during transition periods. **Please refer to the duty schedule for dates and the duty descriptions for responsibilities located in the Appendix of this handbook.**

Surry County High School staff are required to attend and perform specific assignments for **homecoming** and **commencement**.

Surry Elementary and LPJ Middle School staff are requested to attend the homecoming parade.

## **ATHLETIC DEPARTMENT**

The athletic departments at Surry County High School and LPJ Middle School strive to establish and maintain standards for student activities and competitions that promote education, personal growth, sportsmanship, leadership and citizenship.

Our Goals are as follows:

- Providing educational opportunities for students beyond the classroom
- Ensuring fairness and equity through safe competitions
- Paving the way for personal growth
- Offering opportunities for students to develop teamwork and leadership skills
- Promoting sportsmanship, ethics and integrity
- Building better citizens through student activities

## **STUDENT ELIGIBILITY**

Students who wish to participate in extracurricular activities must earn an overall 2.0 (70%) grade point average at *the end of the semester preceding the season, and any semester during the season.*

## **STUDENT-ATHLETE CONCUSSIONS DURING EXTRACURRICULAR ACTIVITIES**

Surry County Public Schools desires a safe return to activity for all student athletes participating in extracurricular physical activities following an injury, but particularly after a concussion.

- All persons who serve in a coaching or advisory role over student –athletes shall receive training in the signs and symptoms of sports-related concussions, how to seek proper medical attention for concussions, and the process by which a concussed student-athlete may safely return to practice competition. No person will be allowed to coach or advise a student athlete in any practice, game, or competition who has not completed the school’s concussion training within the previous 12 months.
- All student-athletes and their parents shall review concussion training materials before being allowed to participate in any extracurricular physical activity.
- Any student athlete removed from an activity under suspicion of a concussion cannot return to any physical activity without a written medical release from that student athlete’s licensed health care provider.

## **BENCHMARK ASSESSMENTS**

Benchmark assessments and dates for assessments will be determined by building administrators. The division and school wide assessment window schedule is available online at <https://tinyurl.com/y3znmndv>.

## **BUS PASSES**

Notes to receive bus passes should be brought to the office no later than 8:30 A.M. daily. Bus passes will be delivered to the students at the end of the day. Students are not allowed to leave their regular bus to ride another bus without a written note signed by their parent. The bus request must include the complete 911 address of the destination, specific reason, date of the request and a telephone number where a parent/guardian may be reached to verify the note. If the request is approved, the student will receive a bus pass.

## **PICK UP PATROL - SURRY ELEMENTARY SCHOOL**

PickUp Patrol is a cloud-based application that eliminates the need for notes and phone calls, and streamlines the entire after-school dismissal process. Parents use PickUp Patrol from their smartphone, tablet, or computer. To make a dismissal change, you simply login, select a date, and choose your child and Dismissal Option. Then hit submit and that’s it! You can make plan changes at your convenience, and submit them days, weeks, or even months in advance. And for added security, you’ll receive a confirmation email each time a change is made.

Changes can be entered from a smartphone, tablet, or computer, days, weeks, or even months in advance and at any time up until 2:00pm on the day of the change. After 2:00pm changes will not be accepted except in the case of an emergency. This will help us to get your child to their proper location with less confusion and interruptions. Such changes can be made via phone directly to the main office. The end of the school day is a busy time, so please plan accordingly and limit these exceptions to emergencies ONLY to assure the safety of all students.

## **CAFETERIA**

Breakfast and lunch prices as well as additional food services information can be found on the Food Services website at <https://www.surryschools.net/Domain/22>.

Funds can be added to a student's account online at lunchprepaid.com or by giving the funds to the cashier.

Note: Applications for free or reduced lunch/breakfast are available in the main office or online. Food or drinks should not be carried out of the cafeteria. Students are not permitted to eat food in the halls, or outside. The only beverage students will be allowed to have outside of the cafeteria is a professionally labeled clear bottle of water as long as it does not cause any disruption in the classrooms or halls. No color(s) is to be added to your water. Students who bring lunch from home must eat in the cafeteria.

## **CHEATING/PLAGIARIZING**

Cheating and/or plagiarizing are serious offenses. Students are required to sign the Honor Code at the beginning of each school year pledging to refrain from any form of academic and social dishonesty, deception, or violation of school regulations. With increased pressure to excel and the availability of the internet, we are experiencing an increase in cheating and plagiarizing; therefore, the consequences for these offenses have been strengthened.

Students who cheat and/or plagiarize will receive a grade of zero (0) for the assignment and a disciplinary referral to the office. For each referral after the first referral, the same consequences will apply with days of suspension added and the offenses will become a part of the student's permanent records. Letters of recommendations to colleges/universities for admission and scholarships as well as for employment will either not be provided by teachers or administrators or will include a statement concerning the problem of cheating and/or plagiarizing.

## **CHECK-OUT AT END OF SCHOOL YEAR**

All teachers must check out at the end of the school year. The check-out form must be completed, signed by an administrator, and submitted to the secretary.

## **CHILD ABUSE/NEGLECT**

*Section 63.2-1509 of the Code of Virginia **requires** teachers or other persons employed in a **public or private school**, when acting in their professional roles, to report suspicions of child abuse or neglect that may have occurred both within and outside of the school setting as soon as possible, but no longer than 24 hours. Reports can be made by calling your local social services department or Child Abuse and Neglect Hotline at 1-800-552-7096. In lieu of a report to the local social services department or hotline, Section 63.2-1509 of the Code permits school*

*employees to immediately notify the person in charge or his/her designee who “shall make a report forthwith.”*

*School employees reporting in good faith are immune from civil and criminal liability pursuant to Section 63.2-1512 of the Code.*

### **CHILDREN OF STAFF MEMBERS**

Staff members who transport children to school are responsible for the behavior and activities of their children. Please keep your children with you at all times. They should never be allowed to roam the premises or play in the gym unsupervised. Staff members will be required to make other childcare arrangements if lack of supervision becomes a problem. Children of staff members are not allowed to accompany staff members to work.

### **CLASS PARTY**

Please notify the building administrator, custodians and the secretaries of day and time. **Only commercial items may be served at a party; absolutely no home prepared foods.**

### **CLASSROOM CARE**

Teachers should:

1. Close windows, turn off lights, adjust blinds, close blinds and lock door at the end of the day.
2. Avoid placing desks near or against walls.
3. Prevent abuse of desks and/or equipment.
4. Insist that students put trash in the provided containers. Most certain that floors are cleared of all trash before dismissing students at the end of the day.
5. Notify the office in writing, if custodial services are unsatisfactory or if repairs or additional services are necessary. Include the following information: teacher's name, room number, date and nature of the problem/complaint.
6. Lock classroom doors at all times.
7. Do not put anything on the walls unless you are using an approved adhesive. Magic Mounts are the only approved adhesive at this time.
8. Maintain a classroom environment conducive to learning.

### **CLASSROOM VISITATION**

Parents are welcomed to visit their children's classes. Our schools value the concept of parents as partners in education. The support and assistance of parents are vital to the success of the school's program.

### **GUIDELINES**

The parent must:

- make the request to the principal at least 24 hours prior to the proposed observation.
- state the purpose of the visit.
- leave all babies and young children at home as they create a disruption to the learning environment.
- enter by the front door and report directly to the main office for all reasons.
- check in at the office and wear a visitor's pass in a place where it is clearly visible.
- wait to be escorted to the classroom by the principal/assistant principal or designee.
- stay no longer than one class period at the discretion of the principal.
- refrain from engaging the attention of teachers or students through conversation or other means.
- return to the office for a brief conference with the principal at the end of the visit. If the purpose of the classroom observation is to observe learning and teaching activities, the parent will be asked to conference with the teacher before or after the observation to enhance understanding of the activities.

Approval of an observation can be withheld if particular events such as testing would be adversely affected by the visit. Also, if a parent's presence becomes disruptive, the principal may withdraw approval. In either case the principal should give reasons for the action. If a dispute arises regarding either the limitation of a visit or the denial of a visit, the parent may take the following actions:

- meet with the principal to discuss the matter.
- request a meeting with the superintendent or designee if the matter is not satisfactorily resolved.
- meet with the superintendent or designee at a mutually agreed upon time and place. At the conclusion of the meeting(s) the parent will be rendered a written response.

Classroom observations are not a time for parent-teacher conferences. Parents should not expect teachers to conference with them at these times. The regular school program must continue during such visits.

Only one parent will be allowed to observe for a given period.

## **CLINIC**

### **SCHOOL NURSE**

The school nurses rotate between schools on a schedule; however they are on call for emergencies at all times. Students who become ill during the day should be sent to the clinic with a signed agenda or nurse pass. Parents will be called for students who need to leave school.

All injuries and accidents should be reported to the office immediately. An accident report should be filled out by the staff responsible for the student at the time, or by the staff witnessing

the accident. Forms are available in the office. Medical assistance will be obtained and parents notified when necessary. Any concerns relating to health or hygiene, etc. about students should be communicated to the nurse or the building principal.

### **STUDENT MEDICATION**

In order that school authorities know what medicine a student is taking in case of an emergency and in order to prevent trafficking of drugs, no student may have in his possession any medication or prescription drug, even if recommended or prescribed for the student's use. All such items shall be taken to the office of the Principal or his/her designee at the start of the school day for safekeeping. "Medication" shall mean any drug or other substance treating diseases, healing, or relieving pain, including all over-the-counter drugs such as aspirin, cough syrups, gargles, caffeine pills, and the like. Students who violate this policy will be subjected to the Drug Violation Rule and Board Policy JFCH in the Student Code of Conduct. No medication is to be distributed by any teacher to any student. Such distribution may be done by authorized school personnel only.

### **EXCEPTION FOR POSSESSION OF MEDICATION**

VA State Code 22.1-274.2 permits students with a diagnosis of asthma, anaphylaxis, or both to possess and self-administer inhaled asthma medication, and/or self-injected epinephrine during the school day, at school- sponsored activities or while on a school bus or other school property.

## **COLLECTION OF FUNDS**

The general rules listed below must be followed by all staff members:

- A. ***Collecting Money*** – Absolutely no money should be collected from students without permission from the principal.

#### ***1. Receipts***

Each teacher will be issued a receipt book. Staff members must issue receipts to every person from whom money is received at the time the money is taken.

Please complete the receipt fully, give the original copy to the student, turn the yellow copy into the office with the money and keep the pink copy in the receipt book. When our books are audited, receipts books are examined for proper documentation.

#### ***2. Deposit of Funds***

All money and checks collected for any purpose must be turned in to the  
SES Bookkeeper– No later than 9:30 A.M. daily  
LPJ Bookkeeper– No later than 11:00 A.M. daily  
SCHS Bookkeeper – No later than 11:00 A.M. daily

**Money should NOT be sent to the office by a student.** No money is to be left in the building overnight. Teachers are expected to have money counted and organized by denomination.

**3. *Deposit should consist of:***

- a. Money (checks, cash, coins)
- b. Receipt (yellow copy)
- c. A receipt will be given for all money turned in to the office. All money collected must be turned in to the office as early in the morning as possible, **but in no case later than 11:00 A.M.** at LPJMS and Surry County High School.

**4. *PLEASE DO NOT LEAVE MONEY UNATTENDED ON THE DESK IN THE OFFICE OR IN YOUR CLASSROOM.***

***B. Use of Funds or Ordering Materials***

1. The purchase order form for the district is located online. The Surry County Requisition Form represents money from the instructional fund. The Purchase Order Form (in-house) indicates money from the school's general fund or from an individual account (FCCLA, Cheerleaders, etc.).
2. Complete the form including a justification statement, sign the form and turn it in to the office. A signature by the principal or assistant principal is required. A copy of the requisition will be placed in the teacher's mailbox indicating the order has been forwarded to the Central Office or ordered from the school.
3. Please do not make a purchase without prior approval if a reimbursement is expected. Once the approved purchase has been made, please submit all receipts for purchases and you will receive a reimbursement check as soon as possible.

***C. Invoices***

1. When an order has been received, please inventory the contents of the order (noting if the order is complete or incomplete), date, initial, and turn the invoice in to the office.

**CONFERENCES**

Staff members who are interested in attending professional conferences will need **prior approval** from an administrator. Staff members will be required to pay for such conferences and then request reimbursement. In order to be reimbursed, the Travel Authorization Form must be completed and sent to the Superintendent for approval **PRIOR** to attending the conference. Upon returning from the conference, the Travel Reimbursement Form must be completed and

submitted to central office, including receipts for reimbursement. Reimbursements will not be made without the proper receipts. Requests for reimbursement should be made as soon as possible following a conference. Reimbursement checks are issued after the school board approves the payment. **County vehicles must be used if available.**

### **CONFIDENTIALITY**

Surry County Public Schools respects the rights of each student. A confidential relationship exists between the student and his/her counselor. Consequently, upon the client's request, privileged information will not be divulged by the counselor. Access to student records will be properly controlled. A release form must be signed by the parent or eligible student (18 years old) before records are sent to other parties. The major exception to this is that records are sent to public schools in Virginia as directed by the Surry County School Board. Professional staff members are granted access to all records after stating an acceptable reason and signing a log. A standard withdrawal form is available from the guidance office. This form must be completed and returned before records will be forwarded to the requested school or agency.

### **CONTACT INFORMATION**

Please inform the office immediately with any updates to your address and phone number in order for you to receive all communication from our school/division in a timely manner.

### **CRISIS MANAGEMENT PLAN**

In the event of a crisis situation, please follow the **Crisis Management Plan.**

### **DISCIPLINE REFERRAL PROCESS**

Discipline referrals must be clear, brief, and must be written when a rule is violated. A teacher must be able to defend in the court of law what is written on the referral.

A teacher should write a referral when he/she has observed a student violating a rule only after all alternatives (such as calling the parents, using a buddy room, contacting the guidance counselor, supervised silent lunch detention not exceeding 10 minutes in his/her class room, conference with the assistant principal, etc.), have been exhausted or, after a conference with the assistant principal if the violation has been repeated. Conference with the assistant principal must be mentioned on the referral.

In these cases, the assistant principal may call the referring teacher for further explanation of an incident or require the teacher to conference with the student/parents in his office or the conference room. In some cases, another teacher will be asked to cover teacher's classes during the conference.

**Refer to the Code of Conduct for additional information.**



## **DISTRIBUTION OF TEXTBOOKS**

Textbooks are furnished by Surry County Public Schools. The books are coded with an identifying number and labeled good, fair or poor to indicate the condition of the book. Each student is responsible for all books issued to him/her at the beginning of the school year. Students will be financially responsible for textbooks lost or damaged and will be charged accordingly. Fees are assessed for damaged or lost books. The Code of Virginia (22.1-276) authorizes local school boards to take action against pupils who fail to return property owned by, or under the control of the school board, and used by the pupil in the course of his or her studies.

**High School** - Book checks will be conducted at the beginning of each nine weeks. Students who fail to present their textbooks to the assigned classroom teacher within a two-week period will be required to pay for said textbook before another is issued.

Students are not to lend books to other students. If lent textbooks are lost, the lender will be responsible for the book(s).

## **DRESS CODE**

### **DRESS CODE FOR STUDENTS**

Surry County Public School System supports the belief that there is a direct correlation between student dress and classroom attitudes and achievement. The majority of our students dress appropriately and safely for school; however, we must rely on students and parents to exercise judgment in promoting modesty, decency, and a sense of decorum so as not to disrupt the learning environment. Therefore, in support of the **Code of Conduct/Dress Code**, a student's appearance that is disruptive, distracting, or hazardous is prohibited.

Please refer to Student Code of Conduct for Student Dress Code.

### **DRESS CODE FOR STAFF**

The attire of professional employees during the hours when school is in session must be judged in light of the following:

1. Dress should reflect the professional position of the employee.
2. Attire should be that which is commonly accepted in the community
3. It should be exemplary to the students with whom the professional employee works.
4. Clothing should be appropriate to the assignment of the employee - such as slacks and jerseys for gym teachers.

**Staff may NOT wear:**

1. Messages on clothing, tattoos, and/or personal belongings which pertain to or advertises alcohol, tobacco, or illegal substance, depicts lewd graphics, displays offensive or obscene images or language.
2. Tops which expose the midriff, navel, cleavage, or undergarments. Strapless, backless or blouses with ties in the back, transparent, off-shoulder garments or garments with straps measuring less than 2 inches wide.
3. Excessively tight/form fitting garments.
4. Inappropriate leggings, jeggings, compression pants, spandex tights, and lycra garments without a mid-thigh top that measures more than 4 inches above the knee.
5. Inappropriate dresses, shorts, or split skirts that measure more than 3 inches from the top of the knees.
6. Hoods, hats/caps, head coverings or (including, but not limited to, stocking/wave caps, DuRags, scarves or bandanas).
7. Jeans of any color unless approved by administration.
8. Inappropriate torn, ripped, or slashed clothing that reveals bare skin. Pants, skirts and/or shorts that sag below the waistline. (Low-riding)
9. Inappropriate footwear including, but not limited to bedroom slippers, flip flops, and unfastened shoes or shoes missing appropriate closures.
10. Jewelry and/or articles of clothing that are hazardous or distracting to the operation of school.

## **EVALUATION PROCESS**

The teacher and the quality of the teacher's performance are of paramount importance. The primary purpose of the evaluation procedure used in the Surry County Public Schools is to improve the effectiveness of instructional personnel. It is based on the belief that every worker is capable of improving his/her performance. The likelihood that he or she will improve is enhanced when evaluation is carried out systematically in accordance with good planning, conscientious follow through, and careful assessment of results. Each teacher is a professional who is responsible for guiding the development of children and youth. He/She shall implement the Standards of Quality, state regulations, and local standards as the policies apply to each individual teaching assignment. The highest priority shall be given to implementing and maintaining effective classroom instruction. A positive attitude toward the evaluation process shall be maintained by all who are involved. Every effort shall be made to view evaluation as a helping process which promotes improved performance and morale.

Evaluation Performance Handbooks can be found online at <https://www.surryschools.net/Page/464>

SMART goals and evaluations/observations are maintained in TalentEd <https://surryschools.tedk12.com/sso/account/login>

## **FIELD TRIP PROCEDURES**

- A. Field trips are encouraged and should be an outgrowth and/or enrichment of the curriculum. The field trip should serve as a preview of a unit, part of a unit or a culminating activity. The number of field trips will be limited and should be planned well in advance of the actual trip date.
- B. Field trips can be planned by a team for all students on that grade level as an outgrowth of interdisciplinary planning.
- C. Teachers taking students on field trips will provide the office with an alphabetical listing of those students at least two days prior to the trip. Detailed lesson plans should be left for students not participating in the trip.
- D. No child will be denied field trip participation without prior approval of the administration.

## **FIELD TRIP APPROVAL**

- A. A Vehicle Request Sheet and a Field Trip Request Form must be completed by the teacher or team leader and submitted to the principal for approval at least 30 days in advance.
- B. Requests for field trips must be submitted to the principal with all the information needed such as date of trip, cost of trip per student, time of departure and time of return, number of students and chaperons traveling with the group. A tentative itinerary of the day's activities should also be included. Additionally, field trip information must include a list of SOLs that relate to the trip.
- C. The completed Vehicle Request Sheet will be submitted to the Director of Transportation for final approval.
- D. For local trips (including the Tidewater and Richmond area) school buses can be used with prior approval.
- E. If a trip is planned that extends beyond the normal school hours and requires a chartered bus, you must seek bids for services. The cost of the chartered buses is the responsibility of the group taking the trip.
- F. **It is the responsibility of the team or the teacher whose class is going on the field trip to provide the cafeteria staff with the lunch count. The name of students requesting a lunch should be provided in order for the cafeteria staff to properly charge each student.**

## **STUDENT PERMISSION**

- A. Written parental permission for each student making the trip is required, and it must be on file at the school prior to the trip.
- B. Pertinent parent contact information should be requested in case there is an emergency.
- C. Teachers should indicate in the letter to parent that once permission is given, there will be no refund unless the school revokes the student's privilege to participate.
- D. No refunds will be provided at all if payments have been made to charter bus companies and/or the destination of the trip.

## **FIELD TRIP GUIDELINES**

- A. Students must go and return on the transportation provided for them. Any other arrangements must be approved by an administrator prior to the trip date.
- B. Roll shall be taken before the group leaves school and before departure from each destination in the course of the trip.
- C. Adequate chaperones to supervise the group must be provided. No subgroups of students shall be allowed to leave the main group without the direct supervision of a chaperon. The teacher in charge will be cognizant at all times of where students are and who they are with.
- D. Students who participate in field trips are responsible for making up work missed as soon as possible.

## **FINANCES**

Surry County Public Schools pay dates are 15<sup>th</sup> and 30<sup>th</sup> of each month, except when the 15<sup>th</sup> or 30<sup>th</sup> falls on the weekend. It is the employee's responsibility to review his/her pay stub and notify Payroll of any personal corrections and/or changes of address as soon as possible.

## **E-STUB PAYROLL ACCESS**

E-Pay Stubs is a secure, web-based payroll information access system. Employees are able to view and print W-2's and pay stub information for the current pay period and several years back. <https://www.surryschools.net/Page/340>

## **FUND RAISING ACTIVITIES PROCEDURES**

(MIDDLE SCHOOL AND HIGH SCHOOL ONLY)

All fund raising activities must be approved by the principal. Requests for a fundraiser must be in writing describing the type of fundraiser, length of selling period, reason for the fundraiser, and the goal amount of money to be raised. Please see school funds section.

Agents are not permitted to solicit teachers during the school day. Selling of any items during the school day will be confined to school groups when permission has been obtained. The school is not to be used or exploited by individuals or organizations for their personal gain.

## **GRADE BOOK /REPORT CARDS**

**Teachers must complete their grade book setup by the first Friday after Labor Day.**

Parent Portal is a feature of PowerSchool that will be used to keep parents informed on a regular basis. Grades must be entered into PowerTeacher no later than 3:30 pm each Thursday afternoon and reflect all assignments collected prior to that day (with the exception of projects and lengthy

essays that should be entered within 5 days of collection).

### **10 POINT GRADING SCALE**

<b>Range</b>	<b>Letter Grade</b>	<b>Points</b>
90-100	A	4
80-89	B	3
70-79	C	2
60-69	D	1
59-Below	F	0

This 10 point grading scale will only be used by students in grades 1-12. Students enrolled in pre-kindergarten and kindergarten will continue to use a development scale for reporting student progress.

#### **GRADE POLICY – MIDDLE SCHOOL**

Evaluation is expected to be a continuous method for guiding students' growth and achievement. Teachers will use class work, observations, homework, papers, quizzes, tests, projects, and examinations to determine student achievement. At the end of each marking period, students will be administered a comprehensive exam covering the material taught during the nine weeks. Parents and students are made aware of academic progress through Interim Reports, Parent-Teacher Conferences, and Report Cards. Interim Reports are issued mid-way in the nine-weeks marking period. Teachers are encouraged to hold parent conferences during team planning as well. Report Cards are issued at the end of each marking period.

#### **GRADING PROCEDURE**

##### **TESTS AND QUIZZES**

Included in this area are tests, quizzes, and other projects such as performances, art or computer portfolio work, vocational projects, science projects, research papers and other assessments as determined by the teacher, department or grade levels.

##### **OTHER GRADES OR ASSESSMENTS**

Items included in this area are daily work, homework, worksheets, class participation, notebooks, current events, labs, computer programs, skills activities, timed writings, group activities, inspections, rehearsal attendance and other assessments as determined by the teacher, department or grade level.

<b>1<sup>st</sup> Nine Weeks</b>	<b>2<sup>nd</sup> Nine Weeks</b>	<b>1<sup>st</sup> Semester</b>
Tests and Quizzes = 50% of 1 <sup>st</sup> Nine Weeks Grades	Tests and Quizzes = 50% of 2 <sup>nd</sup> Nine Weeks Grades	1 <sup>st</sup> Nine weeks Grades = 50% of 1 <sup>st</sup> Semester Grade
Other Grades = 40% of 1 <sup>st</sup> Nine Weeks Grade	Other Grades = 40% of 2 <sup>nd</sup> Nine Weeks Grade	2 <sup>nd</sup> Nine Weeks Grade = 50% of 1 <sup>st</sup> Semester Grade

Nine Weeks Test = 10% of 1 <sup>st</sup> Nine Weeks Grade	2 <sup>nd</sup> Nine Weeks Test=10%	
<b>3<sup>rd</sup> Nine Weeks</b>	<b>4<sup>th</sup> Nine Weeks</b>	<b>2<sup>nd</sup> Semester</b>
Tests and Quizzes = 50% of 3 <sup>rd</sup> Nine Weeks Grade	Test and Quizzes = 50% of 4 <sup>th</sup> Nine Weeks Grade	3 <sup>rd</sup> Nine Weeks Grade = 50% of 2 <sup>nd</sup> Semester Grade
Other Grades = 40% of 3 <sup>rd</sup> Nine Weeks Grades	Other Grades = 40% of 4 <sup>th</sup> Nine Weeks Grade	4 <sup>th</sup> Nine Weeks Grade = 50% of 2 <sup>nd</sup> Semester Grade
Nine Weeks Test = 10% of 3 <sup>rd</sup> Nine Weeks Grade	4 <sup>th</sup> Nine Weeks Test=10%	
<b>Final Grade</b>	1 <sup>st</sup> Semester = 50%	2 <sup>nd</sup> Semester = 50%

### **GRADE POLICY – HIGH SCHOOL**

Evaluation is expected to be a continuous method for guiding students’ growth and achievement. Teachers will use class work, observations, homework, papers, quizzes, tests, and examinations to determine student achievement. At the end of each marking period, students will be administered a comprehensive exam.

Parents and students are made aware of academic progress through interims, Parent Teacher Conferences (PTC), and report cards. Interim reports are issued mid-way through the nine- weeks marking period. Parent Teacher Conferences (PTC) are scheduled in October and February. However, the staff is available **for conferences by appointment** during the year **scheduled at** planning periods or **after student dismissal**. Report cards are issued at the end of each marking period.

<b>9 Weeks</b>	<b>CATEGORIES</b>
40%	Tests: This category includes tests, major projects, performances, portfolios, art portfolios, vocational projects, science projects, research papers, and other as determined by teacher <b>or department</b> .
20%	Quizzes: Short assessments to determine the effectiveness of the daily instruction or to determine preparation for class.
20%	<b>Other:</b> This category is a combination of activities. These activities include but are not limited to: daily work, homework, class work, participation, group activities, projects, notebooks, current events, performances, labs, inspections, skills activities, computer programs, timed writings, conditioning practices and other activities as determined by teacher or department.
20%	Mid-Semester Exam/Final Exam

### **PROCEDURE: FINAL AVERAGE**

50%      1<sup>st</sup> Nine Weeks of Semester

**ACADEMIC RECOGNITIONS**

- A. PRINCIPAL’S LIST – (THE “A” STUDENT)**
  - 1. A student must receive grades of all “A’s”.
  - 2. A student must be reading on or above his/her grade placement level as determined by instructional materials used by the teacher.
- B. HONOR ROLL STUDENT**
  - 1. The student must receive grades of “A’s” and “B’s”.
  - 2. The student must be reading on or above his/her grade level as determined by instructional materials used by the teacher.
- C. MERIT ROLL**
  - 1. A student must earn a “B” average with no grades below “C”.
  - 2. The student must be reading on or above his/her grade level as determined by instructional materials used by the teacher.

**INCLEMENT WEATHER PROCEDURES/ALERT SOLUTIONS**

In case of severe weather – snow, low temperatures, ice, etc., the official announcement for school closings will be sent by Alert Solutions via email, phone call, and/or text message and may be seen on local TV stations or may be heard over:

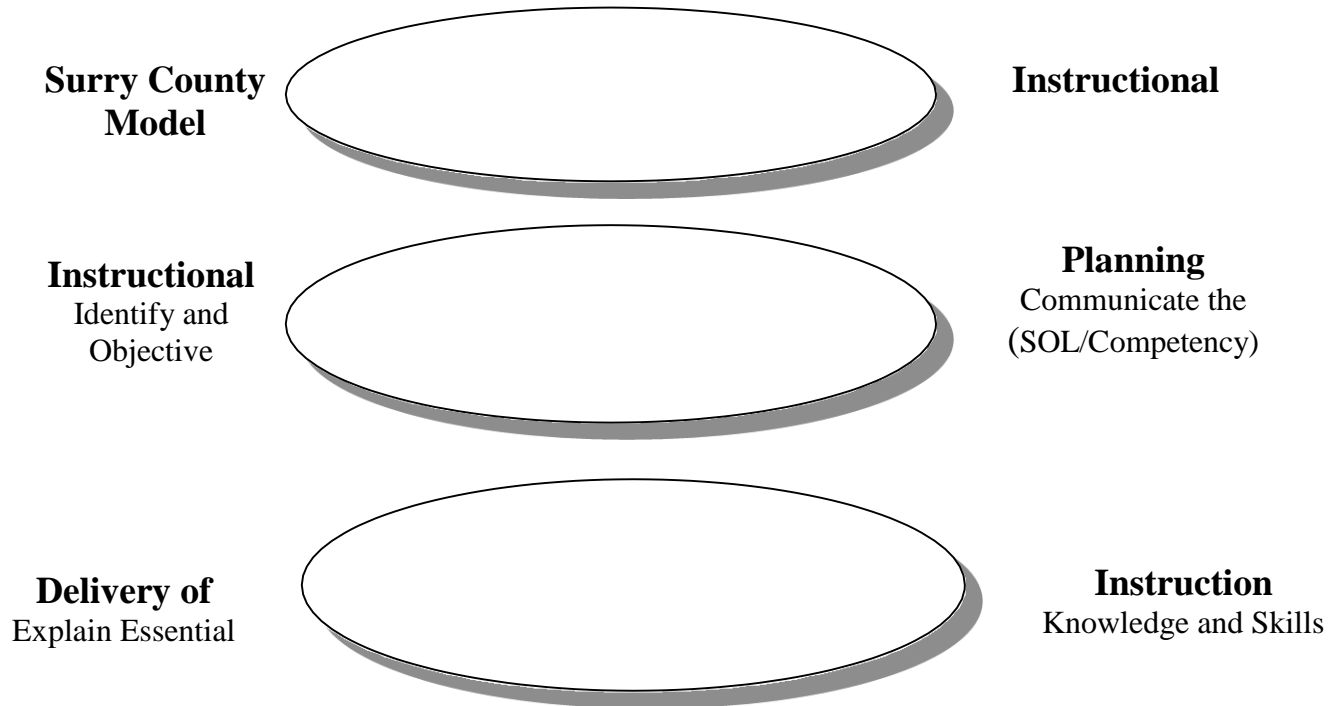
WRVA – A.M. Radio 1140 WTAR – A.M. Radio 790  
**Listen to these stations and do not call the school board office.**

**All staff are responsible for reporting updated contact information to the office.**

<b>Code</b>	<b>Description</b>
<b>1</b>	No School Employees are to report to work.
<b>2</b>	All Central Office Employees report to work as soon as possible. Head principals and maintenance are to report to their school to check conditions.
<b>3</b>	All twelve (12) months school employees are to report to work as soon as possible. (All central office employees, administrators, secretaries, custodians and maintenance.)
<b>4</b>	All school personnel report to work. (This does not include teacher assistants, bus drivers, and the school nurses.)

## LESSON PLANS/INSTRUCTIONAL MODEL

For all students to be successful, a consistent instructional model that supports learning is essential. Key aspects of planning, delivery and assessment are vital to student achievement. The following model has been designed using best practices that are embedded within good teaching and learning. It is expected that all teaching and learning will employ this model as a means to ensure student success.



**Bell Ringer**  
(Opening/Warm up Activity)

**Hook**  
Activate/Assess Prior Knowledge  
(Pre-test)

### **A. Teacher Direct Instruction**

- a. Engaging questions
- b. Interactive Lecture/Activity
- c. Note taking – Interactive Notebook
- d. Modeling
- e. Reading activity

### **B. Guided Practice**

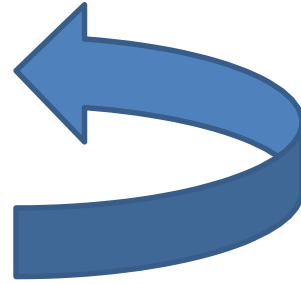
- a. Modeling
- b. Use of technology



- c. Collaborative – peer to peer teaching
- d. Handouts/Graphic Organizers
- e. Writing in Journals

**C. Independent Practice**

- a. Questions
- b. Problems
- c. Classwork
- d. Homework



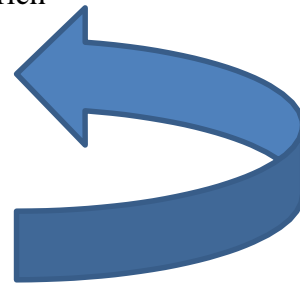
**D. Check for Understanding/Formative Assessment**

- a. Writing Assignments
- b. Questions
- c. Quizzes
- d. Games
- e. Self-assessment (rubric)

Reteach/Enrich

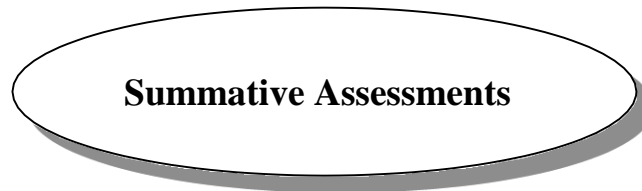
**E. Reteach/Enrich/Accelerate**

- a. Mini Lecture
- b. Problem/questions
- c. Extended Learning Opportunities
- d. Technology



**F. Closure**

- a. Summary activities
- b. Synthesis activities
- c. Exit passes



**Summative Assessments**

- A. Tests/Exams
- B. Projects/Rubrics
- C. Student Presentations/Rubrics
- D. Research Papers/Rubrics
- E. Portfolio
- F. Self-Assessment/Rubrics

Reteach/Enrich if necessary

**Instructional Planning – Identify and Communicate the Objective (SOL Competency)**

Teachers collaboratively develop pacing guides and lesson plans for SOL content. These plans include specific materials, content, rubrics, activities, benchmark testing stages and summative assessments.

## **Delivery of Instruction - Explain Essential Knowledge and Skills**

### **Bell Ringer** (Opening/Warm up Activity)

Students enter the classroom with a “do now” activity on the board. These activities ask students to answer questions, complete problems, respond to “SOL type questions”, do a quick write, write a journal entry. Bell ringer activities provide order and structure to the opening of class. Teachers can take roll and prepare for the day’s lesson. The teacher reviews this activity to reinforce students’ answers.

### **Hook - Activate/Assess Prior Knowledge - (Pre-test)**

The hook is the key opening activity to engage students in the lesson. This activity may include an essential question, a short passage from literature/text, a short video clip, or a teacher demonstration. Students can make predictions, state opinions or demonstrate what they already know about the content/topic.

### **Teacher Direct Instruction**

The teacher delivers a short lecture, models skills, conducts an experiment/demonstration while students take notes within an interactive notebook. The key elements of the day’s lesson are covered within the direct instruction part of the lesson. Activities may include:

- a. Lecture with transparencies
- b. Presentation with Powerpoint
- c. Notes on the board
- d. Internet projection
- e. Video clips
- f. Science demonstration
- g. Discussion of the text
- h. Other activities

### **Guided Practice**

The teacher provides students with activities to practice skills and mastery of content that was presented during the direct instruction. Cooperative groups/teams are recommended to reinforce peer support and social aspects of learning. Activities may include:

- a. Solving problems

- b. Answering questions from story/text
- c. Use of technology
- d. Collaborative activities – peer to peer teaching
- e. Completion of handouts/graphic organizers
- f. Writing activities

### **Independent Practice**

Students are assigned questions, problems and activities that they complete on an individual basis to demonstrate mastery of content or skills. These may include:

- a. Discussion and understanding text
- b. Problem solving from class activities
- c. Short essays
- d. Homework assignments

Students who demonstrate the need for more time/teaching are provided extra support to master content and skills through tutoring and extra support.

### **Check for Understanding/Formative Assessment**

Teachers provide students with a variety of assessments to ensure that students have mastered content and skills. These assessments are used to determine what re-teaching may be needed. They are not counted as a formal grade but may be used as a means to accumulate points for a grade. These activities may include:

- a. Writing Assignments/Rubric
- b. Questions
- c. Quizzes
- d. Games
- e. Completion of self-assessment (rubric)

Students who demonstrate the need for more time/teaching are provided extra support to master content and skills through tutoring and extra support.

### **Reteach/Enrich/Accelerate**

Based on the data a teacher collects, it may be necessary to reteach content or skills to ensure that students will be successful on state tests or other summative assessments. Students who demonstrate the need for more time/teaching are provided extra support to master content and skills through tutoring and extra support.

These activities may include:

- a. Mini Lecture
- b. Demonstration problems
- c. Clarification and elaboration on content
- d. Continued skill practice
- e. Tutoring

### **Closure**

It is essential for teachers to conduct a closure activity at the end of a lesson. This activity ensures that students process the information and skills. Students summarize what they have learned or paraphrase key learning to demonstrate that they remember key information and own the necessary skills to move forward. These activities may include:

- a. Summary discussions or writing activities
- b. Paraphrasing activities
- c. Exit passes

Students who demonstrate the need for more time/teaching are provided extra support to master content and skills through tutoring and extra support.

### **SUMMATIVE ASSESSMENTS**

Once students have demonstrated mastery of units of learning, teachers deliver summative assessments for a grade. These assessments may take many forms depending upon the nature of the work. These assessments may include:

- a. Unit tests
- b. Projects/Rubrics
- c. Student presentations/reports/Rubrics
- d. Research papers/Rubrics
- e. Portfolio/Rubrics
- f. Self-evaluation using rubrics
- g. Exams

Students who demonstrate the need for more time/teaching are provided extra support to master content and skills through tutoring and extra support.

## **STUDENT ENGAGEMENT EXAMPLE AND NON-EXAMPLES**

<b>DESCRIPTIONS OF STUDENT ENGAGEMENT TERMS</b>	
<i>DESCRIPTION &amp; EXAMPLES</i>	<i>NON-EXAMPLES</i>
<b>1. ENGAGES IN SETTING LEARNING GOALS</b>	
Students set short or long term goals for content areas, assessment data <ul style="list-style-type: none"> <li>• Students write personal achievement goals in journal &amp; share with partner</li> </ul>	<ul style="list-style-type: none"> <li>• Begins a unit of study without expectations or outcomes</li> </ul>
<b>2. ENGAGES IN MAKING CHOICES</b>	
Students assigned same concept but given some control in the learning process, e.g., choices of practice tasks <ul style="list-style-type: none"> <li>• Selects learning activity, text or product to create from several options</li> </ul>	<ul style="list-style-type: none"> <li>• Same learning task or text for all students</li> <li>• No choice in how to demonstrate mastery</li> </ul>
<b>3. ENGAGES IN READING WITH PURPOSE</b>	
Students provided time daily to read connected text they can read accurately <ul style="list-style-type: none"> <li>• Sustained silent reading time; reading workshop, literature circles, reciprocal teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Reading only occurs in English/language arts</li> <li>• Reading a worksheet and answering procedural or interrogative questions</li> </ul>
<b>4. ENGAGES IN WRITING WITH PURPOSE</b>	
Students engage in sustained writing across grades & content areas. <ul style="list-style-type: none"> <li>• Journal writing, note-taking, blogging</li> </ul>	<ul style="list-style-type: none"> <li>• Fill-in-the-blank exercises</li> <li>• No choice of topics</li> </ul>
<b>5. ENGAGES IN DISCUSSING TEXT OR OTHER INPUT</b>	
Students talk with peers about what their reading & writing; talk is purposeful, & related to curricular texts/topics <ul style="list-style-type: none"> <li>• Small group/partner problem solving or dialogue response to texts read</li> </ul>	<ul style="list-style-type: none"> <li>• Interrogational nature</li> <li>• Teachers pose questions, students respond, teacher verifies or corrects</li> </ul>
<b>6. ENGAGES IN PROBLEM SOLVING</b>	
Problem-based tasks or inquiry often in small groups on authentic problems <ul style="list-style-type: none"> <li>• Prioritizing and selecting alternatives for solutions; dissecting scenarios</li> </ul>	<ul style="list-style-type: none"> <li>• Isolated problems with no relevancy or meaning to answers</li> </ul>
<b>7. CREATES PRODUCTS</b>	
Students engage in information gathering, critical thinking hands-on task <ul style="list-style-type: none"> <li>• Constructs models, games, videos, simulations, books, posters, PSA</li> </ul>	<ul style="list-style-type: none"> <li>• Filling in the blanks on worksheet</li> <li>• Reading teacher-made PowerPoint</li> </ul>
<b>8. PEER TUTORING, COOPERATIVE LEARNING, RECIPROCAL TEACHING, COOPERATIVE GROUPS</b>	
Students teach & learn from each other. <ul style="list-style-type: none"> <li>• Cooperative groups jigsaw a text with members assigned parts to teach</li> <li>• Reciprocal Teaching groups discuss a text read using cognition roles</li> </ul>	<ul style="list-style-type: none"> <li>• Using whole class as the dominant structure</li> <li>• Students work independently with no interaction with peers</li> </ul>
<b>DESCRIPTIONS OF STUDENT ENGAGEMENT TERMS</b>	
<i>DESCRIPTION &amp; EXAMPLES</i>	<i>NON-EXAMPLES</i>
<b>9. ENGAGES IN RELEVANT, REAL-WORLD LEARNING EXPERIENCES</b>	
Students work & create in simulated or actual real-world	<ul style="list-style-type: none"> <li>• Contrived, anachronistic experiences</li> </ul>

experiences; other student engagement is present, e.g., choice, metacognition	<ul style="list-style-type: none"> <li>• Irrelevant</li> </ul>
<b>10. APPLIES METACOGNITION STRATEGIES</b>	
Students construct meaning while reading text using cognition strategies <ul style="list-style-type: none"> <li>• Students text &amp; write connections, questions, inferences in journals or use graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>• Focus is on skills such as cause and effect</li> <li>• Responses to text reading focus on rote, low-level comprehension questions</li> </ul>
<b>11. CREATES/USES LEARNING TOOLS, INDICATE: CONCEPT MAP, GRAPHIC ORGANIZERS, MANIPULATIVES, OTHER</b>	
Graphic organizers & concept mapping used to learn & retain concepts, make connections among concepts <ul style="list-style-type: none"> <li>• Use of calculators on math problems</li> <li>• Creating foldables as study guides</li> </ul>	<ul style="list-style-type: none"> <li>• Using teacher-made graphic organizers &amp; concept maps</li> </ul>
<b>12. ENGAGES IN SELF-ASSESSMENT OF THEIR WORK, WHAT THEY LEARN, AND HOW THEY LEARN</b>	
Students reflect on work, assess their learning progress & next steps <ul style="list-style-type: none"> <li>• Student checks work before turning in to teacher; completes an Exit Ticket</li> </ul>	<ul style="list-style-type: none"> <li>• Checking responses without asking students to explain their thinking when not correct</li> </ul>
<b>13. ENGAGES IN ASKING FOR AND GIVING SPECIFIC FEEDBACK TO PEERS AND TO THE TEACHERS</b>	
Time and structure are provided for peer-to-peer feedback. <ul style="list-style-type: none"> <li>• Partners use rubric to give feedback to each other; student-teacher conference</li> </ul>	<ul style="list-style-type: none"> <li>• Programmed instruction, praise, punishment, extrinsic rewards (p. 174)</li> <li>• Summative feedback</li> </ul>
<b>LOWER-YIELD PRACTICES FOR STUDENTS      CONSIDER SUGGESTING</b>	
<b>1. COMPLETES WORKSHEET AND HOMEWORK</b>	
Predominant & overuse of worksheets for practice	Authentic reading & writing tasks
<b>2. ENGAGES IN ORAL TURN TAKING</b>	
Whole class checking of work	Small groups or partners check work & interaction is increased.
<b>3. RESPONDS ORALLY</b>	
In whole class, students raise hands or call out answer in response to teacher's questions	Every student uses a dry-erase boards display simultaneously an answer
<b>4. ENGAGES IN LISTENING</b>	
While teacher lectures, students passively listen	Students use interactive note-taking or graphic organizer

**LESSON PLAN TEMPLATE**

**Surry County Public Schools Lesson Plan**

Teacher \_\_\_\_\_ Date(s) \_\_\_\_\_ Content \_\_\_\_\_

<b>Unit Title:</b>	<b>Focus of the Day:</b>												
<b>SOL # Learning Objective:</b>	<b>Specific Objective: (Setting A Purpose)</b> How will the objective be communicated to the students?												
<b>Materials/Technology Needed:</b>	<b>Vocabulary:</b>												
<b>Essential Understanding/Questions/Knowledge/Skills:</b> (based on Curriculum Framework) <b>Page Number(s)</b> _____													
<b>Prerequisite/Anticipatory Set (Hook):</b> (How will the concept or skill be introduced to the students?)													
<b>Bloom's Taxonomy</b> <b>Used:</b> Remembering    Understanding    Applying    Analyzing    Evaluating    Creating (List the questions being asked of students according to Blooms taxonomy?)													
<b>Research Based Strategies Used: Hattie's High Yield Student Engagement Strategies:</b> (Highlight the strategies used and make sure there is evidence within throughout instruction.) <table><tr><td>Setting learning goals</td><td>Making Choices</td><td>Reading</td></tr><tr><td>Writing</td><td>Discussing Text</td><td>Cooperative Learning</td></tr><tr><td>Meta-cognition Strategies</td><td>Create/Use Learning Tools</td><td>Self-Assessment</td></tr><tr><td>Feedback</td><td>Problem Solving</td><td>Creates Products</td></tr></table>		Setting learning goals	Making Choices	Reading	Writing	Discussing Text	Cooperative Learning	Meta-cognition Strategies	Create/Use Learning Tools	Self-Assessment	Feedback	Problem Solving	Creates Products
Setting learning goals	Making Choices	Reading											
Writing	Discussing Text	Cooperative Learning											
Meta-cognition Strategies	Create/Use Learning Tools	Self-Assessment											
Feedback	Problem Solving	Creates Products											
<b>Direct Instruction/Model/Teach:</b>													
<b>Guided or Direct Instruction:</b> (How will the teacher guide the students in practicing the concepts or skill?) 15-20 min													
<b>Check for Understanding:</b> (How will you know that students are learning the concept or skill?)													
<b>Independent Practice:</b> (What will students do to independently practice the concept or skill?)													
<b>Closure:</b> How will the lesson be summarized?)													
<b>Evaluation/Assessment:</b> (How will you measure the student's success?)													
<b>Differentiation/Modification for Students with Disabilities/504 Plans:</b>	<b>Differentiation/Modification for Gifted/High Achieving Students:</b>												
<b>Reflections/Revisions based on data:</b> (What would you do differently, change or improve? What concerns do you have about the lesson?)													
<b>Co-Teacher/Assistant/Special Education Teacher Tasks:</b> (i.e. literacy/math stations, co-teaching, small groups, modifying tests, read-alouds)													

## **MAILBOXES**

Staff should check their mailboxes at least three times a day; morning, lunch, and at the end of the day. Important memos or confidential information are often put in the mailboxes that do not need to be read by students. Please **do not** allow students to check your mailbox.

## **MAINTENANCE REPAIR FORM**

All facilities related problems should be reported to maintenance by completing a Maintenance Repair Form. The maintenance repair form is located in the main office.

## **NON-CUSTODIAL RIGHTS**

The General Assembly added Code Section 22.1 – 279.4 to the Code of Virginia which specifically allows non-custodial parents to participate in school related activities. An Amendment to Section 22.1 – 4.3 provided that, unless a court order has been issued to the contrary, the non-custodial parent of a student enrolled in a public school or daycare center must be included, upon the request of such non-custodial parent, as an emergency contact for events occurring during school or day care activities.

State Board of Education regulations concerning management of student scholastic records (8 VAC 20-150-370 {10}), clearly state that data contained in the record

shall be disclosed to the parent or guardian of the student including a non-custodial parent, unless such parent's parental rights have been terminated or a court of competent jurisdiction has restricted or denied such access until the student is 18 years of age or is enrolled in an institution of post-secondary education.

## **PARENT CONTACT**

Teachers are required and encouraged to keep parents informed of the performance of their children. An interim report will be sent home approximately 4 ½ weeks after the beginning of each marking period. Report cards will be sent home at the end of each nine week marking period. Teachers should keep parents fully aware of the lack of progress or downward change in grades by way of progress reports, written notes, e-mails, agendas and/or phone calls. A communication log will be kept by the teacher. Teachers should also make an effort to communicate with parents the **SUCSESSES** their children are making. Parents may also keep abreast of their child's progress by accessing their records through the student information system, PowerSchool. This may be done by visiting the website:

<https://surryschools.powerschool.com/public/home.html>

## **TIPS ON PARENT CONFERENCEES**

1. Keep a written record of each parent conference. This may be helpful during subsequent contacts with the parent.



2. Build a rapport with the parent. Start off with something pleasant. Set the parent at ease. Find something nice to say about the child.
3. Try to learn something new about the child. Ask questions such as:
  - a. How does your child feel about school?
  - b. How does he/she feel he is doing at school?
  - c. How do you feel he/she is doing at school?
  - d. What does he/she enjoy most about school?
  - e. What does he/she enjoy least about school?
  - f. Who does your child like at school?
  - g. Who does your child dislike at school?
  - h. Does he/she want to come to school?
  - i. What are some things your child enjoys at home?
  - j. How does he/she spend his leisure time?
  - k. Who is your child most like – which parent?
  - l. Who does he/she spend most of his time with at home?
4. Be prepared to show a written evaluation and some examples of the child's work, emphasizing:
  - a. Effort
  - b. Motivation
  - c. Attitude
  - d. Achievement
5. Do not generalize. (Your child is lazy.) Be specific. (Give concrete examples.) (Today your child completed only one out of twenty problems in math.)
6. Try to leave the parent with good, hopeful feelings about the child. The parent will convey this to the child.  
Remember that if the parent feels negative about the child, the child will feel negative about himself/herself and will regress. If the parent feels positive about the child, the child will feel positive about himself/herself and will progress.
7. **REMEMBER:** ALL PARENTS WANT TO HEAR GOOD THINGS ABOUT THEIR CHILDREN!

Official Parent-Teacher conferences are scheduled twice a year in November and March.

## **PARENT TEACHER ORGANIZATION**

### ELEMENTARY AND MIDDLE SCHOOL

Parent Teacher Organization is a school organization that provides parents, families and the community the opportunity to speak on behalf of every child and to provide the best tools to help their children be safe and healthy in school. We need your support, please join.

## **PARKING**

Surry County High School - The front parking area is to be used by office personnel and visitors only. Staff and substitutes are to park in the lot off New Design Road. Staff members do not have assigned parking spaces; however, five spaces in the New Design lot are reserved for office personnel. Staff may also park in the lot behind the dumpsters and the shop areas. **Please be advised that you must park in a designated lot. Vehicles parked on the grass or other unauthorized areas may be towed at the owner's expense.**

## **PROFESSIONAL DEVELOPMENT**

Staff members who are interested in attending professional conferences or workshops will need prior approval from the principal. Staff members will be required in many cases to pay up front and request reimbursement. **In order to be reimbursed, the Travel Authorization Form must be completed, signed by the principal and sent to the Superintendent for approval.** Upon returning from the conference, the Travel Reimbursement Form must be completed with receipts included for the same month of the activity. Reimbursement checks are issued after the monthly school board meeting.

## **PROFESSIONAL STAFF GRIEVANCES**

Grievance means, for the purpose of Part II (8 VAC 20-90-20 et seq.), a complaint or a dispute by a teacher relating to his employment, including but not necessarily limited to the application or interpretation of personnel policies, rules and regulations, ordinances, and statutes; acts of reprisal as a result of discrimination on the basis of race, color, creed, political affiliation, handicap, age, national origin, or sex. Grievance means, a complaint or a dispute involving a teacher relating to his employment involving dismissal or placing on probation. The term "grievance" shall not include a complaint or dispute by a teacher relating to the establishment and revision of wages or salaries, position classifications or general benefits; suspension of a teacher or nonrenewal of the contract of a teacher who has not achieved continuing contract status; the establishment or contents of ordinances, statutes, or personnel policies, procedures, rules and regulations; failure to promote; or discharge, layoff, or suspension from duties because of decrease in enrollment, decrease in a particular subject, abolition of a particular subject, insufficient funding; hiring, transfer, assignment, and retention of teachers within the school

division; suspension from duties in emergencies; or the methods, means, and personnel by which the school division's operations are to be carried on.

### **GRIEVANCE PROCEDURES**

A grievance must be initiated within 15 business days following either the event giving rise to the grievance, or within 15 business days following the time when the employee knew or reasonably should have known of its occurrence.

The grievance procedure is a five step process:

1. **Step 1 - Informal.** The first step shall be an informal conference between the teacher and his immediate supervisor (which may be the principal). The teacher shall state the nature of the grievance, and the immediate supervisor shall attempt to adjust the grievance. It is mandatory that the teacher present the grievance informally prior to proceeding to Step 2.
2. **Step 2 - Principal.** If for any reason the grievance is not resolved informally in Step 1 to the satisfaction of the teacher, the teacher must perfect his grievance by filing said grievance in writing within 15 business days following the event giving rise to the grievance, or within 15 business days following the time when the employee knew or reasonably should have known of its occurrence, specifying on the form the specific relief expected. Regardless of the outcome of Step 1, if a written grievance is not, without just cause, filed within the specified time, the grievance will be barred.

A meeting shall be held between the principal (or his designee or both) and the teacher (or his designee or both) within five business days of the receipt by the principal of the written grievance. At such meeting the teacher or other party involved, or both, shall be entitled to present appropriate witnesses and to be accompanied by a representative other than an attorney. The principal (or his designee or both) shall respond in writing within five business days following such meeting.

The principal may forward to the teacher within five days from the receipt of the written grievance a written request for more specific information regarding the grievance. The teacher shall file an answer thereto within 10 business days, and the meeting must then be held within five business days thereafter.

3. **Step 3 - Superintendent.** If the grievance is not settled to the teacher's satisfaction in Step 2, the teacher can proceed to Step 3 by filing a written notice of appeal with the superintendent, accompanied by the original grievance appeal form within five business days after receipt of the Step 2 answer (or the due date of such answer). A meeting shall then be held between the superintendent (or his designee or both) and the teacher (or his designee or both) at a mutually agreeable time within five business days. At such meeting both the superintendent and the teacher shall be entitled to

present witnesses and to be accompanied by a representative who may be an attorney. A representative may examine, cross-examine, question, and present evidence on behalf of a grievant or the superintendent without violating the provisions of § 54.1-3904 of the Code of Virginia. If no settlement can be reached in said meeting, the superintendent (or his designee) shall respond in writing within five business days following such meeting. The superintendent or designee may make a written request for more specific information from the teacher, but only if such was not requested in Step 2. Such request shall be answered within 10 business days, and the meeting shall be held within five business days of the date on which the answer was received. If the grievance is not resolved to the satisfaction of the teacher in Step 3, the teacher may elect to have a hearing by a fact-finding panel, as provided in Step 4, or after giving proper notice may request a decision by the school board pursuant to Step 5.

4. Step 4 - Fact-finding panel. In the event the grievance is not settled upon completion of Step 3, either the teacher or the school board may elect to have a hearing by a fact-finding panel prior to a decision by the school board, as provided in Step 4. If the teacher elects to proceed to Step 4, he must notify the superintendent in writing of the intention to request a fact-finding panel and enclose a copy of the original grievance form within five business days after receipt of a Step 3 answer (or the due date of such answer). If the school board elects to proceed to a fact-finding panel, the superintendent must serve written notice of the board's intention to the grievant within 15 business days after the answer provided by Step 3.

\*Additional information regarding the fact-finding panel can be found in the Policy Manual, File GBM.

5. Step 5 – Decision by the school board (See Policy Manual – File GBM)

### **PROJECT STARS/SUMMER SCHOOLS**

Project STARS provides after school tutoring. The goal of the program is to increase student performance in the classroom and on SOL tests.

The program begins immediately after school on designated days and ends at approximately 5:00 P. M. Transportation is provided.

Summer school is offered for approximately 20 days during the summer for remediation or enrichment. The criteria for attendance are as follows: teacher recommendation, benchmark results or classroom performance.

## **PROMOTION POLICY**

### **K-8**

Students will be retained based on any of the following:

1. Failing reading (grades K-4)
2. Failing English (grades 5-8)
3. Failing math (K-8)
4. Failing in two or more core subjects (reading, English, math, science, or social science)
5. Exceeding 8 days of unexcused absences.

A student who fails English **or** math but demonstrates proficiency of the content by passing the corresponding SOL test **may** be placed.

Placement advances the student but does not indicate successful completion of coursework.

**The Individualized Education Plan Committee** will make promotion/retention decisions for students who are in a primarily non-academic, functional life skills curriculum provided through the Special Education Department.

## **PROMOTION POLICY**

### **9-12**

#### PROMOTION POLICY

Grade level classifications are based on the following requirements:

- A Minimum of 6 units including English 9 is required for promotion to the tenth grade.
- A Minimum of 13 units including English 10 is required for promotion to the eleventh grade.
- A Minimum of 19 units including English 11 is required for promotion to the twelfth grade.

The Individual Education Plan Committee will make promotion/retention decisions for students who are in primarily non-academic, functional life skills curriculum provided through the Special Education Department.

High school students may not be granted credit for a course if unexcused absences from class total more than four class periods per semester.

## **PROTOCOL FOR SPEAKING TO SCHOOL BOARD MEMBERS**

The Surry County School Board supports and encourages the concept of two-way communication between the Board and employees. The Superintendent is the official representative of the School Board as its chief administrative officer in its relations and communications with its employees.

If a teacher has an administrative concern or issue, please adhere to the following procedures:

- Discuss the concern/issue with your immediate supervisor, the principal/designee.
- If the concern/issue is not resolved at that level, request a meeting with the division superintendent/designee.

If the concern/issue is not resolved at that level, request a meeting with the school board member from your district or the school board chairperson.

## **PURCHASE ORDER REQUISITIONS**

Do not purchase any materials that you would like to be reimbursed for without prior notice from building administration.

## **RADIOS**

Please make sure a radio is available for outside activities during the instructional day. Radios should be on the appropriate channel and volume turned up. Radios that are not charged should be brought to the office and you will be provided with a working one.

## **RECERTIFICATION POINTS**

### **LICENSURE GUIDELINES**

All questions pertaining to Licensure should be directed to the Director of Human Resource located at the School Board Office.

P.O. Box 317  
45 School Street  
Surry, VA 23883  
757-294-5229

Licensure Renewal information can be found at  
[http://www.doe.virginia.gov/teaching/licensure/licensure\\_renewal\\_manual.pdf](http://www.doe.virginia.gov/teaching/licensure/licensure_renewal_manual.pdf)

### **RESPONSIBILITIES OF LICENSE HOLDER**

To complete the requirements for renewal, the license holder should annually plan and review his/her program of professional development activities in consultation with an advisor who has been designated by Surry County Public Schools. When the renewal activity has been completed, the license holder must supply reasonable documentation to the advisor. During the fifth year of the validity period, the license holder and advisor should submit the Application for License Renewal, documentation, and fee to the designee.

The license holder is responsible for completing the following steps in order to accrue the 180 professional development points necessary for renewal during the five-year validity period of the certificate.

- Develop an individualized renewal plan based on your professional need(s), goal(s) and the employing educational agency's staff development priorities; and,
- Initiate an annual meeting with the advisor, as necessary, to review, amend, and verify the individual renewal plan and activities on the Application for License renewal. The record should be completed and signed by the advisor after January 1 but before June 1 of the final year of the current validity period.

## **SAFETY & CRISIS MANAGEMENT**

### **SCHOOL CRISIS, EMERGENCY MANAGEMENT, AND MEDICAL EMERGENCY RESPONSE PLAN**

Each school will develop a written school crisis, emergency management and medical emergency response plan as defined below. The School Board will annually review each school's plan. The School Board has the authority to withhold or limit the review of any security plans and specific vulnerability assessment components as provided in the Virginia Freedom of Information Act, Va. Code § 2.2-3705.2. The Department of Education and the Virginia Center for School Safety will provide technical assistance to the school division in the development of the plans. In developing these plans, schools may consult the model school crisis, emergency management, and medical emergency response plan developed by the Board of Education and the Virginia Center for School Safety.

Each school will annually conduct school safety audits as defined below. The results of such school safety audits will be made public within 90 days of completion. The school board may withhold or limit the release of any security plans and specific vulnerability assessment components as provided in the Virginia Freedom of Information Act, Va. Code § 2.2-3705.2. Each school will maintain a copy of the school's safety audit, which may exclude such security plans and vulnerability assessment components, within the office of the school principal and will make a copy of such report available for review upon written request.

“School crisis, emergency management, and medical emergency response plan” means the essential procedures, operations, and assignments required to prevent, manage, and respond to a critical event or emergency, including natural disasters involving fire, flood, tornadoes, or other severe weather; loss or disruption of power, water, communications or shelter; bus or other

accidents; medical emergencies, including cardiac arrest and other life threatening medical emergencies; student or staff member deaths; explosions; bomb threats; gun, knife or other weapons threats; spills or exposures to hazardous substances; the presence of unauthorized persons or trespassers; the loss, disappearance or kidnapping of a student; hostage situations; violence on school property or at school activities; incidents involving acts of terrorism; and other incidents posing a serious threat of harm to students, personnel, or facilities.

“School safety audit” means a written assessment of the safety conditions in each public school to (1) identify and, if necessary, develop solutions for physical safety concerns, including building security issues and (2) identify and evaluate any patterns of student safety concerns occurring on school property or at school-sponsored events. Solutions and responses will include recommendations for structural adjustments, changes in school safety procedures, and revisions to the school board’s standards for student conduct.

Each school will maintain records of regular safety, health and fire inspections that have been conducted and certified by local health and fire departments. The frequency of such inspections will be determined by the local school board in consultation with the local health and fire departments. In addition, the school administration will:

1. equip all exit doors with panic hardware as required by the Uniform Statewide Building Code (13 VAC 5-61-10 et seq.); and
2. conduct fire drills at least once a week during the first month of school and at least once each month for the remainder of the school term. No fire drills will be conducted during periods of mandatory testing required by the Board of Education. Evacuation routes for students shall be posted in each room. At least one simulated lockdown and crisis emergency evacuation activity should be conducted early in the school year. Each school will have contingency plans for emergencies that include staff certified in cardiopulmonary resuscitation (CPR), the Heimlich maneuver, and emergency first aid.

In addition, the school administration will ensure that the school has:

1. written procedures to follow in emergencies such as fire, injury, illness, and violent or threatening behavior. The plan will be outlined in the student handbook and discussed with staff and students during the first week of each school year;
2. space for the proper care of students who become ill;
3. a written procedure for responding to violent, disruptive or illegal activities by students on school property or during a school sponsored activity; and
4. written procedures to follow for the safe evacuation of persons with special physical, medical, or language needs who may need assistance to exit a facility.

## **BOMB THREATS**

Bomb threats are to be treated as a serious threat to all persons in the school. The school staff, teachers, and administrators are prepared for this type of emergency. Immediate evacuation of the building and notification of authorities are the standard procedures. The school administration with the advice of emergency authorities will determine whether it is safe to



return to the school. If determined that the school building is not safe to return, the students will be taken home on the school busses. Parents who pick up their children will be notified as soon as a phone is secured. Announcement of school closing will be announced through instant alert, the radio and television media.

### **EARTHQUAKE DRILL**

Via the public announcement (PA) system, alarms, or verbal direction (in the event of a real earthquake your signal will be the beginning of shaking itself):

- Announce that the earthquake drill has begun and to *Drop, Cover and Hold On*.
  - *Drop* to the ground or floor to prevent falling
  - Take *Cover* under a sturdy table or desk, if possible, or near an interior wall while protecting your neck, head and chest.
  - *Hold On* until the shaking stops

(These procedures should be adapted for anyone who cannot take this position and for anyone in any unique locations, including outdoors.)

- While dropping under a sturdy desk or table, students and teachers should look around at what would be falling on them in a real earthquake. These items should be secured or moved after the drill.
- After at least one minute, announce that the shaking is over.
- Teachers, students and staff should follow school evacuation procedures.
- If an aftershock occurs while you are exiting, *Drop, Cover, and Hold On* until the shaking stops.
- When the shaking has stopped (or when the all clear bell rings) **IMMEDIATELY** and before you exit your room take ten seconds to look around, make a mental note of damage and dangers, check to see if any students are injured. If immediate help can be given to open airway, stop serious bleeding, or put out a small fire do so. Ask responsible students to assist lightly injured. Non-ambulatory injured should be reassured and wait for treatment where they are, unless it is more dangerous to remain.
- Take your classroom Roll book and Emergency Go Bag (including your Emergency Notebook). Make sure these stay with the person actually escorting the class to the Emergency Assembly Area.
- Use the suggested routes on your evacuation map or alternate route if yours is blocked or unsafe. Everyone should stay together and to quickly and quietly evacuate following the Rules: Don't Talk! Don't Push! Don't Run! Don't Turn Back!

### **FIRE DRILLS**

In every public school in Virginia, there will be a fire drill at least once every week during the first twenty school days of each session and more often if necessary, in order that pupils may be thoroughly practiced in such drills. During the remainder of the school sessions, fire drills shall be held at least monthly. No fire drills will be conducted during periods of mandatory testing required by the Board of Education.

### **Fire Drill Procedure:**

Close windows.

Line up quietly (No talking.)

Take roll book.

Exit the room.

Cut off lights.

Follow designated route to a point at least 250 feet from the building.

Call the roll to make sure all students are present.

Report any missing students to security or an administrator.

Complete the evacuation form.

Remain outside of building until the signal is given to return to the building.

### **LOCKDOWN/ACTIVE SHOOTER DRILL**

In every public school in Virginia, there will be at least two Lockdown/Active Shooter drills each year. One drill will be conducted each semester and more often if necessary, in order that pupils may be thoroughly practiced in such drills. No lockdown drills will be conducted during periods of mandatory testing required by the Board of Education.

### **NUCLEAR FALLOUT SHELTER**

LPJ Middle School is the primary Nuclear Fallout Shelter. The high school is secondary. Since the schools are used for shelters, the staffs of the schools are the immediate personnel for the shelter. It is mandatory that teachers and other staff personnel respond when called for shelter duties. Emergency drills are conducted for the shelters. The shelter conducts drills at least once a year.

Follow the Emergency Evacuation Procedure from the Radiological Plan.

### **SEVERE WEATHER**

Legislation was approved mandating that public schools conduct drills once a year to train children on proper safety procedures should a tornado touch down in the vicinity of the school. All the schools do this drill at the same time, and they are alerted by the NOAA Weather Radio by primary emergency alert system stations. For our school, the station is WGH (A.M.-1310)/WAFX (FM-106.9)

The drill is conducted in March at 9:45 A.M. after the alert. All students while supervised by teachers are to assume the correct position, referred to as “duck and cover,” in designated areas. The drill will be started by the announcement of Code Orange over the PA System. In the event of a severe weather watch or warning, Code Orange is used. When the code is given the following steps will be taken:

1. Principal/Designee alerts staff of impending situation. Call emergency numbers as

- needed; call the superintendent/designee;
2. Evacuate classrooms according to plan. Provide for impaired students/staff;
  3. Move students quickly and quietly to designated area in the interior hallways. Avoid windows, auditoriums, gyms, and any wide span or overhead structures. Have students sit in a fetal position with faces and heads protected;
  4. Get word to all students and staff who are outside or who are in outlying buildings;
  5. Check for and provide care for injured;
  6. Account for all students/staff and others;
  7. Determine the status for a safe return to classes or dismissal.

### **TORNADO DRILLS**

In every public school in Virginia, there will be at least one tornado drill every school year, in order that pupils may be thoroughly practiced in such drills.

The Governor has proclaimed March as Tornado Preparedness Month. The Virginia Department of Emergency Management and the national Weather Service will conduct a statewide tornado drill in March. The purpose of this drill is to provide schools, businesses and residents of Virginia with an opportunity to test their emergency plans for tornadoes. Two tornado drills will be conducted during the school year. The first drill will be conducted in September. The second drill will be conducted in March.

Upon receiving notification of a tornado watch, the principal will alert staff members. Upon receiving notification of a tornado warning, students should file out of the classroom in an orderly line. Students will assemble in the hallway, away from windows and doors. They will be instructed to get on their knees, make sure their heads face interior walls, and place their hands over their heads.

## **SCHOOL BOARD POLICY MANUAL**

The School Board Policy manual can be found online at  
<https://www.surryschools.net/Page/121>

### **SCHOOL RESOURCE OFFICER**

Surry County Public Schools will have a School Resource Officer (SRO) working with all three schools this year. The SRO is an employee of the Surry County Sheriff's Department who is assigned to the school division by the sheriff. The officer will work with administration, teachers, coaches, and students and use law enforcement resources and expertise to help maintain a safe learning environment. He/she will communicate with multiple stakeholders in the school and community through classroom presentations, assemblies, and meetings/workshops.

## **SMOKE AND VAPING FREE CAMPUS**

Surry County Public Schools is a Smoke and Vaping Free Campus school division. Smoking, chewing or any other use of any tobacco products is prohibited.

## **SPECIAL POPULATION SERVICES**

### **Questions and Answer Document**

#### **Referral to Child Study Committee**

**What:** Referral to the Child Study Committee is made by the principal of a student's school or by anyone (including parent, teacher, friend, etc.) who has concerns about a student's learning or feels that a student may have special learning needs. In some cases, referral is made to the Special Education Director (in the case of preschool age student or private school enrollees).

**How:** Complete a form called "Referral to Child Study Committee". This form is available in every school and in the special education office located at Surry Elementary School.

**When:** Anytime.

**PLEASE NOTE:** All students new to a public school are screened within 60 days of initial enrollment for possible problems in the areas of vision, hearing, speech, voice, and language. Fine and gross motor development are screened through grade three only to determine if formal assessment is indicated. All problems noted in the screening process are to be reported to the building principal/designee who will make a referral to the Child Study Committee.

**What:** The Child Study Committee reviews the "Referral to Child Study Committee Form", and discusses the information in the referral.

**Who:** The Child Study Committee is made up of at least three people, including the principal/designee, teacher(s), other staff who have observed or worked with the student, and the person who made the referral. The school can hold the Child Study Committee meeting without parent permission, but must invite the parent to attend, and notify the parent of the date and time of the meeting.

**When:** Within 10 administrative working days of receipt of the referral

**What Happens Next:** After reviewing the information presented, the Child Study Committee discusses the student's needs and makes one of the following recommendations:

The student should stay in general education class. Sometimes specific ideas for classroom modifications and alternative teaching techniques are suggested to the student's general education teacher. Sometimes arrangements are made for a student to work with other professionals, such as the reading specialist or school counselor. There must be documented evidence that research based strategies have been implemented and the student's response to the intervention.

The student should be given certain tests to find out whether he or she may be eligible for special education and related services. Testing cannot begin until the parent gives permission.

The committee determines that they need to gather more information before a decision can be made.

In this case, the committee obtains additional information and meets again within a specified time period.

**What/Who:** After the Child Study Committee's recommendation for evaluation is made and the parent has given written permission for the testing to begin, a team of teachers and specialists evaluate the student through tests, and observation(s). These evaluations include: observation of academic performance in a classroom by a member of the evaluation team other than the student's teacher.

**Educational:** A written report by a qualified evaluator describing current educational performance, and identifying the strengths and weaknesses in academic skills.

**Medical:** A written medical report (if determined necessary) indicating general medical history and any medical/health problems which may be affecting a student's ability to learn.

**Psychological:** A written report from a qualified psychologist based on a battery of appropriate instruments which include individual intelligence test(s) and psychoeducational tests. Also, when appropriate, a clinical/psychiatric evaluation is included. Surry County Public Schools' test battery includes projective testing for students suspected of having serious emotional problems. For students suspected of having mental retardation, adaptive behavior will be assessed.

**Sociocultural:** A written report from a qualified visiting teacher or school social worker based on information collected through social appraisal instruments which include background and social/adaptive behavior in the home, school, and community.

**Other Evaluations as Necessary:** May include evaluation for speech-language therapy, occupational therapy, physical therapy, and vision and hearing screening.

**When:** In Virginia, within 65 administrative working days of the Student Study Committee's recommendation for an evaluation.

**When:** When the formal evaluations are completed, an Eligibility Committee meets to determine if the student has a disability, as defined by IDEIA, and requires special education and related

services. The committee may determine that a student is not eligible for special education services and that the student's learning needs can be met within his/her educational program.

**Who:** The Eligibility Committee usually includes the professional staff that tested the student as well as the Special Education Administrator/Designee, classroom teacher(s), and the parent of the student. A parent is entitled to a copy of all reports two days prior to the eligibility meeting.

**What Happens Next:** If a student is found eligible for special education services, the IEP Team develops an "Individualized Education Program."

**What:** If the Eligibility Committee determines the student is eligible for special education services, the IEP, a written document that describes an educational program specifically designed to meet the student's learning needs is developed. The IEP includes the following information:  
A description of what help a student needs in order to be successful in school and how this help will be given through special education services (including related services).  
A description of a student's educational levels based on classroom performance and other assessment data.  
A summary of a student's strengths and weaknesses.  
A listing of annual goals and short term objectives directed toward developing weak areas.  
How a student's progress in meeting goals and objectives will be measured.  
Accommodations (if necessary) for success in the learning environment.  
A description of how much special education will be delivered in the special education setting.  
Transition goals and objectives for students 16 years and older.  
Diploma options (if appropriate).  
When special education services will begin and how long they will last.

**Who:** Mandatory members of the IEP team include school administrator/designee, teachers, parents, and student (if appropriate). The parent/adult student or school division may invite individuals who have knowledge or special expertise regarding the student participate in this meeting. The determination of the knowledge or expertise shall be made by the person/party extending the invitation.

**When:** Within 30 calendar days after a student is initially found eligible for special education services, the school will work with the parent to select a convenient time for the IEP meeting and confirm in writing the date and time agreed upon.

**What Happens Next:** Special Education Services begin with parental permission.

**What:** Special education and related services begin when the parent gives written approval of the IEP. The program of service is specified in the IEP.

**Who:** The special education teacher/staff in each school.

**When:** After the IEP is signed.

**What Happens Next:** Annual Review of the IEP.

**What:** The IEP is reviewed at least annually by the IEP team. An annual review assures that special education goals and objectives specified in the IEP are appropriate and progress is reviewed.

**Who:** Refer to members of the IEP team.

**When:** At least annually.

**What Happens Next:** Triennial Reevaluation

**What:** Every three years, each student receiving special education services must be reevaluated to determine continued eligibility in special education. The requirements for this triennial reevaluation differ from those of the original eligibility. Reevaluations focus on the area of the student's disability and do not necessarily repeat all the evaluations required for the original eligibility. At each school, the staff reviews the student's performance levels at the last eligibility and makes a decision regarding which evaluation components are to be gathered for the triennial evaluation. If no further evaluation(s) are recommended to determine eligibility, then the student continues receiving special education services.

**Who:** Special education staff, general education teachers, and members of the eligibility team (if necessary).

**When:** The reevaluation must be completed on or before the third anniversary date of the previous eligibility meeting.

**What Happens Next:** A student remains eligible for special education and a new IEP is developed, or the student no longer requires special education services.

## **STAFF IDENTIFICATION**

All faculty and staff members should wear your Staff Identification Badge during the workday.

## **STAFF MEETINGS**

Faculty and staff meetings will be held on a monthly basis or as needed. Faculty and staff meetings are mandatory. Each staff member must sign-in.

## **TEACHER ASSISTANTS**

The teacher assistant is a very important part of the total instructional program at Surry County High School. The assistant is primarily an instructional assistant and not a clerical aide. All teacher assistants are required to be highly qualified.

Teacher assistants are to reinforce skills that have been previously introduced and taught by the teachers. They may assist individual students, small groups, and the entire class if the teacher is out of the room.

Teacher assistants can grade objective-answer tests, short answer worksheets, or quizzes with an answer key during a resource period or from 3:00 to 3:30 p.m.

The assistant is under the direct supervision of the assigned teacher. The teacher is responsible for plans for the teacher assistant. It is important that the teacher and assistant review the plans and expectations daily. The administration expects a high level of professionalism in the teacher-assistant relationship. The principal reserves the right to change the assignments of assistants if and when necessary.

## **TEACHER EXPECTATIONS**

Teachers are always expected to:

1. Emphasize the good things of the school to the public.
2. Keep the principal current on all criticisms or problems.
3. Play an active part in in-service and extracurricular activities.
4. Leave any part of the building in good order after using it.
5. Attend all faculty meetings and committee meetings promptly.
6. Take appropriate steps to correct student misconduct whether or not the student is assigned under that particular teacher's supervision.
7. Refrain from discussing school affairs in a non-professional manner.
8. Report to school at the contracted time.
9. Implement all pertinent regulations issued by the School Board and contained in the School Board Policy Manual.
10. Attend all teacher meetings called and approved by the Superintendent.
11. Report personal illness to the principal or designee in ample time for a substitute to be employed. Prepare comprehensive lesson plans for the substitute teacher to use each day of absence.
12. Help maintain the building and grounds in a neat and attractive manner
13. Learn to use the technology that is available properly.
14. Handle all monies in an accurate and efficient manner (see Activity Funds Policy in this handbook).
15. Follow the established policies and procedures of the administration of Surry County High School.
16. Sign out if leaving the building for a few minutes during the contracted time after approval by an administrator.



17. Report to the bus ramp and hallways before, during, and after school, if assigned to duty. Staff members, please check your original duty schedule to see your location for bus duty. Please divide up so that some are on the sidewalk and some are in the center of the bus ramp. Assigned staff members to bus duty must report every afternoon.

### **TEACHER RESPONSIBILITIES**

To promote effective teaching-learning situations in the classroom, each teacher shall:

1. Adhere to the direction and supervision of the principal in a professional and cooperative manner;
2. Report to school at or before 7:40 a.m. and leave at or after 3:25 p.m.;
3. Be in attendance each day. However, if the teacher finds it necessary to be absent from school, he/she should notify building principal or designee.
4. Show his/her awareness of his/her influence upon students by exhibiting acceptable social and moral behavior and a healthful and well-groomed appearance;
5. Strive to keep abreast of new trends in teaching methods through further course work and professional study; and
6. Be responsible for notifying the principal and the superintendent of changes in name, social security number, or beneficiary.

### **RESPONSIBILITIES OF TEACHER TO STUDENTS**

In order to cultivate productive relationships, the teacher shall:

1. Develop an understanding of the pupil's needs, interest, abilities, and environmental influences;
2. Help pupils to develop sound moral, intellectual, and patriotic values;
3. Keep adequate records on each child. These records should never be made available to anyone other than authorized persons;
4. Be responsible for the discipline of the student and know what procedures to follow in disciplining. Teachers are not to put students in the hallway for disruptive behavior or make-up work. Teachers are encouraged to make arrangements with fellow teachers to use their rooms as a buddy room for disruptive students;
5. Guard carefully each student's health, taking note of symptoms of illness and accidents occurring at school;
6. Contact homes, with a letter, email and/or phone call; and
7. Refrain from making any undue criticism of a student in the presence of his/her peers and avoid giving excessive praise for a student in the presence of his/her peers.

### **RESPONSIBILITIES OF TEACHER TO INSTRUCTION**

To promote effective teaching-learning situations in the classroom, each teacher shall:

1. Prepare daily lesson plans which will enable the principal, the substitute teacher, and others to better understand the work in process;
2. Be responsible for the order, discipline, and progress of classes under his or her direction;
3. Be flexible in his or her program to best meet the needs of the students;
4. Attend all meetings called by the principal and superintendent, give assistance to the planning of meetings of an in-service nature;
5. Aid in curriculum planning and revision;
6. Make appropriate use of all instructional data;
7. Be proficient in the use and operation of technology; and
8. Be prepared to be innovative where changes are deemed necessary to improve the learning situation.

### **RESPONSIBILITIES OF TEACHERS RELATING TO RECORDS AND REPORTS**

To facilitate records and reports, each teacher shall:

1. Accurately and promptly submit all records and reports when requested by the principal and superintendent;
2. **Keep accurate student attendance records for each class;**
3. **Give receipts for funds collected and deposit such funds through the school office daily; and**
4. Make a report at interim and each grading period on the progress of each of his/her students. A minimum of nine grades is required for each nine-week marking period. Teachers are reminded that they need to be able to explain and/or justify each grade upon request.

### **RESPONSIBILITIES OF TEACHER TO CARE OF PROPERTY**

In order to maintain attractive and comfortable physical surroundings in the school, each teacher shall:

1. Be responsible for the neatness of his/her classroom and other supplies necessary for a good learning environment;
2. Report any damages to the assistant principal;
3. Prepare an inventory of all items of furniture and instructional materials;
4. Be aware of physical comforts of students at all times;
5. Strive to give every consideration to the custodians in the discharge of their duties and make requests for custodial services through the assistant principal;
6. Make every effort to be conservative in the use of all supplies and utilities;
7. Submit at the close of the year a list of needed supplies and necessary repairs;
8. Continually stress the proper use and care of public property; and
9. Be responsible for locking classroom doors at the end of the day using the key issued by the front office. If a key or access card is lost or misplaced the office should be notified immediately. A fee of \$50.00 will be charged for replacement of lost keys and access cards. All keys must be turned in to the office prior to leaving for the summer.

## **RESPONSIBILITIES OF TEACHER TO PROFESSIONAL ASSOCIATES**

To foster and maintain constructive and cordial relationships with his/her professional associates each teacher shall:

1. Be cooperative and loyal and manifest integrity in daily relations with associates;
2. Work with his/her associates for continued professional growth;
3. Strive to uphold the image of the teaching profession;
4. Always conduct school affairs through the proper channels of the school system;
5. Avoid discussing confidential and official information with unauthorized person;
6. Regard gossiping and criticism of associates as most unprofessional;
7. Avoid the discussion of associates in the presence of students; and
8. Deem unprofessional any and all matters which impede the progress of education.

## **RESPONSIBILITIES TO THE COMMUNITY**

To provide productive relationships with patrons and the community in general, each teacher shall:

1. Seek to interpret the educational program to the community through visits, meetings, and all manner of suitable communication;
2. Arrange for needed conferences at a time convenient for both parent and teacher;
3. Realize that Surry County High School belongs to the people of the community; and therefore, encourage participation in shaping the purposes and objectives of the school.

## **TEACHER REMOVAL OF STUDENTS FROM CLASS**

A teacher has the entitled authority to remove students who repeatedly disrupt the class. Several reports to the administrators must be made. All attempts (subject to restrictions according to School Board Policy File: JFCA) must be made to redirect the student. Failure of interventions by the teacher may prevent removal. However, the principal or designated administrator may deem it necessary to remove a student from the classroom at any time for disruptive behavior to improve the learning environment. A teacher should read School Board Policy File: JFCA included in this handbook if he/she is considering to request the removal of a student from his/her class permanently. The student must continue to receive the necessary instruction for that class. (See Appendix)

## **TECHNOLOGY**

### **ACCEPTABLE USE POLICY (AUP)**

All staff will be required to read the Acceptable Use of Technology and Internet safety policy and complete the staff consent form. The policy and consent form is included in the appendix.

### **IT DIRECT**

All staff members are asked to use IT Direct (SchoolDude) for all technology requests.

Steps to a Technology Incident Report:

Please refer to this website [www.surryschools.net](http://www.surryschools.net).

Click on Departments and then Technology

Click on SCPS IT Direct

Then complete the Technology Incident Report

Submit form (submittal password is Surry)

### **STAFF ACCOUNTS AND ACCESS**

All staff members will be issued a SCPS email account and access to any SCPS purchased resources applicable to their position.

All non-returning staff accounts will be deactivated on June 30<sup>th</sup> or on the last day of employment. It is the responsibility of the staff member to retrieve all necessary documents prior to the deactivation date.

### **SOCIAL MEDIA GUIDELINES**

Social media and online platforms are great ways to connect and communicate. Surry County Public Schools recognizes that employees have the right to keep their personal interests separate from their business interests. However, we all must acknowledge that public employees are held to the highest standards of ethical and moral conduct by the public. Consequently, what SCPS employees say or do on social media can impact how employees are viewed professionally. Employees engaging in social media platforms (examples include Facebook, Twitter, LinkedIn, Instagram, etc.) for personal use should pay special attention to how information posted under the account could be viewed and disseminated publicly. To help employees use the powerful communication tools that social media channels offer, SCPS has developed the following suggestions for the successful use of social media.

#### **DO**

- Refrain from accepting current school district students as “friends” on social media.
- Be aware that people classified as “friends” often have the ability to download and share your information with others.

- Remember that once something is posted on social media, it may remain available online even if you think it is removed.
- Understand social networking privacy settings for each platform and set them at appropriately restrictive levels.
- Report, as required by law, any information found on a social networking site that falls under the mandatory reporting guidelines.
- Consider whether a particular posting puts your professional reputation and effectiveness as a district employee at risk.
- Use social media during scheduled work time.

### **DO NOT**

- Use a social networking site to discuss students or employees.
- Use an unapproved social media platform to conduct or discuss school-related business with parents or students.
- Post images or communications that include personal or revealing information about students or employees.
- Identify yourself as a representative of or spokesperson for the district, unless you have been approved to do so by the superintendent. This includes using school logos, mascots, photographs or other such graphic representations or images associated with the district.

Anyone who wishes to establish a social media account for specific school offices, initiatives, or programs must submit a request to their building administrator. If you have questions, would like to start a social media initiative or have content you would like posted to the district's online presence, please submit a request to your administrator. This request should then be forwarded to the Technology Department and School Board Office for final approval.

### **STAFF WEBSITE GUIDELINES**

All SCPS teachers are required to have a web presence on their school site to address weekly assignments, projects, and establish an email line of communication. We strongly encourage you to use creativity.

1. The following basic information is **required** for all teachers:
  - a. Teacher's name
  - b. Teacher's email contact (SCPS email address required) and voice mail contact
  - c. Classes taught
  - d. Weekly assignments including but not limited to
    - SOL and/or brief description of what is being taught
    - Homework
    - Major assignments with due dates (ie: projects, tests, etc.)
  - e. Specifically core teachers, provide helpful educational websites
- 2.) The following information is **highly recommended** as items that may be included:
  - a. Syllabus (if provided to students)
  - b. Class rules (if provided to students)
  - c. Downloadable documents you have created (activities students can work on daily)
  - d. Calendar (if different than basic information in #2)

- e. Supply lists
- f. Helpful educational websites
- g. Other information that is educationally relevant
- h. Educational background/certification

3.) Items **not** to include:

- a. Student contact and identification information
- b. Photos of students or student work *without signed parental permission* on file

Each teacher is responsible for ensuring that content is posted and is updated on a weekly basis. Administrators will review websites as necessary to ensure they are current and provide feedback. Teachers who need training or have questions should contact the building ITRT.

### **TELEPHONES**

School phones are for school related business and/or emergencies. Front office staff will make every attempt to contact you immediately if you receive an emergency phone call. Please inform family members and other persons who need to call you at work about our phone system and the selection process for your calls. Please let family members know that if they have an emergency, they need to let the person who picks-up the call know. If not, the call may be forwarded to your voice message. Staff members should not give out extensions to non-Surry County Public Schools' employees.

Teachers are required to set up their voicemail and check it regularly.

Sample Voicemail Message

**Away from My Desk Message**

You have reached the desk of\_\_\_\_\_. I am unable to take your call at this time. Please leave your name, a phone number and a brief message. I will return your call as soon as possible. Thank you and have a great day.

### **USE OF VIDEOS**

Videos used in the classroom must be designated for educational viewing, not home viewing. The videos must correlate with the objective(s) being taught with follow-up activities planned. Prior to showing to the class, teachers must preview the videos for appropriateness. Any videos not located in the Media Center must be approved by an administrator prior to its showing. Every precaution should be taken to avoid copyright infringements.

### **VIDEO SURVEILLANCE**

As a component of a comprehensive safe school plan, video surveillance with or without audio capability may be used in the common areas of school and on school buses to maintain the

security of students, staff members and visitors. Video recordings also may be used for disciplinary purposes. In a criminal investigation, law enforcement representatives may view or subpoena video surveillance.

## **VISITORS**

All visitors **MUST** report to the front office to sign-in to obtain a visitor's pass. If you see a visitor on the premises, please direct them to the front office.

## **FAST PASS VISITOR SECURITY SYSTEM**

Surry County Public Schools has implemented the Fast Pass visitor check in system. The system is used to help track visitors, vendors, contractors, and volunteers in our schools during business hours. Visitors will need to have their driver's license with them to receive a pass.

All visitors are scanned if they are entering the building during these hours. They will also be scanned out. Fast Pass will assist Surry County Public Schools' with ensuring that our students are more secured in a safe environment.

## **WEBSITE LINKS**

[www.surryschools.net](http://www.surryschools.net) – Information for Surry Schools

[www.doe.virginia.gov](http://www.doe.virginia.gov) – Department of Education

## **WRITTEN COMMUNICATION**

All written communications (announcements, letters to students or parents, newsletters, etc.) must be approved by an administrator prior to distribution. This includes announcements, field trips permissions, etc.

## APPENDIX

### ACCEPTABLE COMPUTER/TECHNOLOGY SYSTEM USE

The school board provides a computer/technology system, including the internet, to promote educational excellence by facilitating resource sharing, innovation and communication. The term computer/technology system includes, but is not limited to, hardware, software, data, communication lines and devices, terminals, display devices, printers, CD, DVD and other media devices, tape or flash drives, storage devices, servers, mainframe and personal computers, tablets, laptops, telephones, cameras, projectors, multimedia devices, workstations, the internet and other electronic services and internal or external networks. This includes any device that may be connected to or used to connect to the school division's network or electronically stored division material.

All use of the division's computer/technology system must be (1) in support of education and/or research, or (2) for legitimate school business. Use of the computer/technology system is a privilege, not a right. Inappropriate use may result in cancellation of those privileges, disciplinary action, and/or legal action. Any communication or material generated using the computer/technology system, including electronic mail, social media posts, instant or text messages, tweets, and other files, including communications and materials deleted from a user's account, may be monitored, read, and/or archived by division staff.

This policy applies to all users of the division's computer/technology system. By using or accessing the computer/technology system, the user agrees to abide by this policy.

The superintendent is responsible for establishing Technology Use Guidelines, containing the appropriate uses, ethics and protocols for use of the computer/technology system. It is the user's responsibility to know and follow this policy and the Technology Use Guidelines.

The Guidelines include:

- (1) a prohibition against use of the division's computer equipment and communications services for sending, receiving, viewing or downloading illegal material via the internet;
- (2) provisions, including the selection and operation of a technology protection measure – content filter for the division's computers having internet access to filter or block internet access through such computers, that seek to prevent access to:
  - a. child pornography as set out in Va. Code § 18.2-374.1:1 or as defined in 18 U.S.C. § 2256;
  - b. obscenity as defined by Va. Code § 18.2-372 or 18 U.S.C. § 1460; and
  - c. material that the school division deems to be harmful to juveniles as defined in Va. Code § 18.2-390, material that is harmful to minors as defined in 47 U.S.C. § 254(h)(7)(G), and material that is otherwise inappropriate for minors;
- (3) provisions establishing that the technology protection measure – content filter is enforced during any use of the division's computers;
- (4) provisions establishing that all usage of the computer/technology system may be monitored;
- (5) provisions designed to educate students and employees about appropriate online behavior, including interacting with students and other individuals on social networking websites, blogs, in chat rooms, and cyberbullying awareness and response;
- (6) provisions designed to prevent unauthorized online access by minors, including "hacking" and other unlawful online activities;



- (7) provisions requiring every user to protect the security of information necessary to access the computer/technology system, such as usernames and passwords, and prohibiting the sharing of passwords;
- (8) provisions prohibiting the unauthorized disclosure, use, and dissemination of photographs and/or personal information of or regarding minors; and
- (9) a component of internet safety for students that is integrated in the division's instructional program.

Use of the school division's computer/technology system shall be consistent with the educational or instructional mission or administrative function of the division as well as the varied instructional needs, learning styles, abilities and developmental levels of students.

The division's computer/technology system is not a public forum.

Users of the division's computer/technology system have no expectation of privacy for use of the division's resources or electronic devices including non-division owned devices while connected to division networks or computer resources.

Software and/or services may not be installed or downloaded on the division's computer/technology system without the prior approval of the superintendent or superintendent's designee.

The failure of any user to follow the terms of this policy or the Technology Use Guidelines may result in loss of computer/technology system privileges, disciplinary action, and/or appropriate legal action.

The school board is not responsible for any information that may be lost, damaged or unavailable when using the computer/technology system or for any information retrieved via the internet. Furthermore, the school board will not be responsible for any unauthorized charges or fees resulting from access to the computer/technology system.

The school board will review, amend if necessary, and approve this policy every two years.

Adopted: August 13, 2019

Legal Refs: 18 U.S.C. §§ 1460, 2256.

47 U.S.C. § 254.

Code of Virginia, 1950, as amended, §§ 18.2-372, 18.2-374.1:1, 18.2-390, 22.1-70.2, and 22.1-78.

<p>Cross Refs.: EGAA GAB-R/IIBEA-R GBA/JHFA GCPD GCQB JFC JFC-R</p>	<p>Reproduction and Use of Copyrighted Materials Technology Use Guidelines Prohibition Against Harassment and Retaliation Professional Staff Discipline Staff Research and Publishing Student Conduct Standards of Student Conduct</p>
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## TECHNOLOGY USE GUIDELINES

All use of the **Surry County** School Division's computer/technology system shall be consistent with the school board's goal of promoting educational excellence by facilitating resource sharing, innovation and communication. The term computer/technology system includes, but is not limited to, hardware, software, data, communication lines and devices, terminals, display devices, printers, CD, DVD and other media devices, tape or flash drives, storage devices, servers, mainframe and personal computers, tablets, laptops, telephones, cameras, projectors, multimedia devices, workstations, the internet and other electronic services and any other internal or external network. This includes any device that may be connected to or used to connect to the school division's network or electronically stored division material.

### Computer/Technology System Use-Terms and Conditions:

1. **Acceptable Use.** Access to the division's computer/technology 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/technology system is a privilege, not a right.
3. **Unacceptable Use.** Each user is responsible for his or her actions on the computer/technology system. Prohibited conduct includes but is not limited to:
  - using the network for any illegal or unauthorized activity, including violation of copyright or contracts, or transmitting any material in violation of any federal, state, or local law.
  - sending, receiving, viewing or downloading illegal material via the computer/technology system.
  - unauthorized downloading of software.
  - using the computer/technology system for private financial or commercial purposes.
  - wastefully using resources, such as file space.
  - gaining unauthorized access to resources or entities.
  - posting material created by another without his or her consent.
  - submitting, posting, publishing, or displaying any obscene, profane, threatening, illegal, or other inappropriate material.
  - using the computer/technology system while access privileges are suspended or revoked.
  - vandalizing the computer/technology system, including destroying data by creating or spreading viruses or by other means.
  - intimidating, harassing, bullying, or coercing others.
  - threatening illegal or immoral acts.
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, lascivious, threatening or disrespectful language is prohibited.
  - users shall not post personal information other than directory information as defined in Policy JO Student Records about themselves or others.
  - users shall respect the computer/technology system's resource limits.
  - users shall not post chain letters or download large files.
  - users shall not use the computer/technology system to disrupt others.
  - users shall not modify or delete data owned by others.
5. **Liability.** The school board makes no warranties for the computer/technology system it provides. The school board shall not be responsible for any damages to the user from use of the computer/technology system, including loss of data, non-delivery or missed delivery of information, or service interruptions. The school division is not responsible for the accuracy or quality of information obtained through the

computer/technology 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.

6. **Security.** Computer/technology system security is a high priority for the school division. If any user identifies a security problem, the user shall notify the building principal or system administrator immediately. All users shall keep their passwords confidential and shall follow computer virus protection procedures.
7. **Vandalism.** Intentional destruction of or interference with any part of the computer/technology system through creating or downloading computer viruses or by any other means is prohibited.
8. **Charges.** The school division assumes no responsibility for any unauthorized charges or fees as a result of using the computer/technology system, including telephone, data, or long-distance charges.
9. **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. All electronic mail may be archived. Unauthorized access to an electronic mail account by any student or employee is prohibited. Users may be held responsible and personally liable for the content of any electronic message they create or that is created under their account or password. 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.
10. **Enforcement.** Software will be installed on the division's computers/technology devices having internet access to filter or block internet access through such computers/technology devices to child pornography and obscenity. The online activities of users may also be monitored manually. **Any violation of these regulations shall result in loss of computer/technology system privileges and may also result in appropriate disciplinary action, as determined by school board policy, or legal action.**

Adopted: August 13, 2019

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Legal Refs: 18 U.S.C. §§ 1460, 2256.  
47 U.S.C. § 254.

Code of Virginia, 1950, as amended, §§ 18.2-372, 18.2-374.1:1, 18.2-390, 22.1-70.2 and 22.1-78.

Cross Refs:	GAB/IIBEA	Acceptable Computer/technology system Use
	GCPD	Professional Staff Discipline
	JFC	Student Conduct
	JFC-R	Standards of Student Conduct

ACCEPTABLE COMPUTER/TECHNOLOGY SYSTEM USE AGREEMENT

**Each employee must sign this Agreement as a condition for using the School Division's computer/technology system. Each student and his or her parent/guardian must sign this Agreement before being permitted to use the School Division's computer/technology system. Read this Agreement carefully before signing.**

Prior to signing this Agreement, read Policy GAB/IIBEA and Regulation GAB-R/IIBEA-R, Acceptable Computer/Technology System Use. If you have any questions about this policy or regulation, contact your supervisor or your student's principal.

I understand and agree to abide by the School Division's Acceptable Computer/Technology System Use Policy and Regulation. I understand that the School Division may access, monitor, and archive my use of the computer/technology system, including my use of the internet, e-mail and downloaded material, without prior notice to me. I further understand that should I violate the Acceptable Use Policy or Regulation, my computer/technology system privileges may be revoked and disciplinary action and/or legal action may be taken against me.

Student/Employee Signature \_\_\_\_\_ Date \_\_\_\_\_

Student/Employee Name \_\_\_\_\_  
(Please Print)

I have read this Agreement and Policy GAB/IIBEA and Regulation GAB-R/IIBEA-R. I understand that access to the computer/technology system is intended for educational purposes and the **Surry County** School Division has taken precautions to eliminate inappropriate material. I also recognize, however, that it is impossible for the School Division to restrict access to all inappropriate material and I will not hold the School Division responsible for information acquired on the computer/technology system. I have discussed the terms of this agreement, policy, and regulation with my student.

I grant permission for my student to use the computer/technology system in accordance with Surry County School Division's policies and regulations and for the School Division to issue an account for my student.

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian Name \_\_\_\_\_  
(Please Print)

# ADMINISTRATION OF MEDICATION TO STUDENTS

**Surry County Public Schools**  
**Authorization For Medication Administration**  
(Prescription medication to be administered more than 10 days)

To be completed by Physician ONLY

Name of Student: \_\_\_\_\_ D.O.B.: \_\_\_\_\_ Grade: \_\_\_\_\_

School: Surry Elementary School

Address: 1600 Hollybush Road Dendron VA, 23839

Phone: (757) 267-2558

Fax: (757) 267-0107

Diagnosis: \_\_\_\_\_

Reason medication is needed:

(1) \_\_\_\_\_ Side Effects to be reported: \_\_\_\_\_ Action Required: \_\_\_\_\_

(2) \_\_\_\_\_ Side Effects to be reported: \_\_\_\_\_ Action Required: \_\_\_\_\_

(3) \_\_\_\_\_ Side Effects to be reported: \_\_\_\_\_ Action Required: \_\_\_\_\_

	Medication / strength	Dosage:	Route	Time of day	Length of Time:
1					
2					
3					

To the child's Physician: This form is required to be completed by a physician or health care provider ***before*** any medication can be given to the student for more than 10 days.

\*If an inhaler is prescribed: a **VA ASTHMA ACTION PLAN** is required as well.

\*If an Epi-Pen is prescribed: a known allergic reaction or a Life Threatening Allergy:  
an **ALLERGY HEALTH CARE PLAN** is required.

Name of Physician: \_\_\_\_\_ Address: \_\_\_\_\_

Phone: \_\_\_\_\_

\_\_\_\_\_  
( Printed )

( Physician's Signature )

( Date of Order )

\_\_\_\_\_  
FAX: \_\_\_\_\_

**Surry County Public Schools**  
**Authorization For Medication Administration**  
(Over The Counter-Medication to be administered on a PRN basis)

To be completed by the student's Parent or Guardian

Name of Student: \_\_\_\_\_ D.O.B.: \_\_\_\_\_ Grade: \_\_\_\_\_

School: Surry Elementary School  
1600 Hollybush Road Dendron VA, 23839

Phone : (757) 267-2558 Fax : (757) 267-0107

Medication needed For: (1) \_\_\_\_\_ Side Effects: \_\_\_\_\_ Action Required: \_\_\_\_\_  
(2) \_\_\_\_\_ Side Effects: \_\_\_\_\_ Action Required: \_\_\_\_\_  
(3) \_\_\_\_\_ Side Effects: \_\_\_\_\_ Action Required: \_\_\_\_\_  
(4) \_\_\_\_\_ Side Effects: \_\_\_\_\_ Action Required: \_\_\_\_\_

	Name of Medication / Strength of the medication:	Dosage: amount to be given	Route: by mouth/IM/inhaled	Time of day to be given:	Length of Time: (1-4 codes below)
1					
2					
3					
4					

#1: School year: ( \_\_\_\_\_ ) #2: 1 month #3: 10 days or 2 weeks #4: 5 days or 1 week

To be completed by the student's Parent or Guardian

*Please sign and bring this form and the properly labeled medication to school. All medication must be in its original bottle or it cannot be administered. Your signature gives permission for the nurse/principal's designee to administer prescribed medication and gives the nurse/principal's designee permission to contact physician / dentist if necessary.*

I give permission for my child \_\_\_\_\_ to receive the above medication as directed from the school nurse/office staff or principal's designee.

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Parent or Guardian Signature)

Phone: \_\_\_\_\_  
(Home) (Work) (Cell)

Received by : \_\_\_\_\_ Date : \_\_\_\_\_

**Surry County Public Schools**  
**Authorization For Medication Administration**  
(Prescription medication to be administered more than 10 days)

To be completed by Physician ONLY

Name of Student: \_\_\_\_\_ D.O.B.: \_\_\_\_\_ Grade: \_\_\_\_\_

School: **Luther Porter Jackson Middle School**

Address: **4255 New Design Rd-Dendron VA, 23839**

Phone: **(757) 267-2810** Fax: **(757) 267-0809**

Diagnosis: \_\_\_\_\_

Reason medication is needed:

(1) \_\_\_\_\_ Side Effects to be reported: \_\_\_\_\_ Action Required: \_\_\_\_\_

(2) \_\_\_\_\_ Side Effects to be reported: \_\_\_\_\_ Action Required: \_\_\_\_\_

(3) \_\_\_\_\_ Side Effects to be reported: \_\_\_\_\_ Action Required: \_\_\_\_\_

	Medication / strength	Dosage:	Route	Time of day	Length of Time:
1					
2					
3					

To the child's Physician: This form is required to be completed by a physician or health care provider **before** any medication can be given to the student for more than 10 days.

\*If an inhaler is prescribed: a **VA ASTHMA ACTION PLAN** is required as well.

\*If an Epi-Pen is prescribed: a known allergic reaction or a Life Threatening Allergy: an **ALLERGY HEALTH CARE PLAN** is required.

Name of Physician: \_\_\_\_\_ Address: \_\_\_\_\_

Phone: \_\_\_\_\_  
( Printed )

\_\_\_\_\_  
( Physician's Signature ) ( Date of Order )

\_\_\_\_\_  
FAX: \_\_\_\_\_

**Surry County Public Schools**  
**Authorization For Medication Administration**  
(Over The Counter-Medication to be administered on a PRN basis)

To be completed by the student's Parent or Guardian

Name of Student: \_\_\_\_\_ D.O.B.: \_\_\_\_\_ Grade: \_\_\_\_\_

School: Luther Porter Jackson Middle School  
4255 New Design Rd-Dendron VA, 23839

Phone : (757) 267-2810 Fax : (757) 267-0809

Medication needed For: (1) \_\_\_\_\_ Side Effects: \_\_\_\_\_ Action Required: \_\_\_\_\_  
(2) \_\_\_\_\_ Side Effects: \_\_\_\_\_ Action Required: \_\_\_\_\_  
(3) \_\_\_\_\_ Side Effects: \_\_\_\_\_ Action Required: \_\_\_\_\_  
(4) \_\_\_\_\_ Side Effects: \_\_\_\_\_ Action Required: \_\_\_\_\_

	Name of Medication / Strength of the medication:	Dosage: amount to be given	Route: by mouth/IM/inhaled	Time of day to be given:	Length of Time: (1-4 codes below )
1					
2					
3					
4					

#1: School year: ( \_\_\_\_\_ ) #2: 1 month #3: 10 days or 2 weeks #4: 5 days or 1 week

To be completed by the student's Parent or Guardian

*Please sign and bring this form and the properly labeled medication to school. All medication must be in its original bottle or it cannot be administered. Your signature gives permission for the nurse/ principal's designee to administer prescribed medication and gives the nurse/principal's designee permission to contact physician / dentist if necessary.*

I give permission for my child \_\_\_\_\_ to receive the above medication as directed from the school nurse/office staff or principal's designee.

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Parent or Guardian Signature)

Phone: \_\_\_\_\_  
(Home) (Work) ( Cell )

Received by : \_\_\_\_\_ Date : \_\_\_\_\_



**Surry County Public Schools**  
**Authorization For Medication Administration**  
(Prescription medication to be administered more than 10 days)

To be completed by Physician ONLY

Name of Student: \_\_\_\_\_ D.O.B.: \_\_\_\_\_ Grade: \_\_\_\_\_

School: Surry County High School

Address: 1675 Hollybush Road Dendron VA, 23839

Phone: (757) 267-2211

Fax: (757) 267-2978

Diagnosis: \_\_\_\_\_

Reason medication is needed:

(1) \_\_\_\_\_ Side Effects to be reported: \_\_\_\_\_ Action Required:

(2) \_\_\_\_\_ Side Effects to be reported: \_\_\_\_\_ Action Required:

(3) \_\_\_\_\_ Side Effects to be reported: \_\_\_\_\_ Action Required:

	Medication / strength	Dosage:	Route	Time of day	Length of Time:
1					
2					
3					

To the child's Physician: This form is required to be completed by a physician or health care provider *before* any medication can be given to the student for more than 10 days.

\*If an inhaler is prescribed: a **VA ASTHMA ACTION PLAN** is required as well.

\*If an Epi-Pen is prescribed: a known allergic reaction or a Life Threatening Allergy:  
an **ALLERGY HEALTH CARE PLAN** is required.

Name of Physician: \_\_\_\_\_ Address: \_\_\_\_\_

Phone: \_\_\_\_\_  
( Printed )

\_\_\_\_\_  
( Physician's Signature ) ( Date of Order )

FAX: \_\_\_\_\_

**Surry County Public Schools**  
**Authorization For Medication Administration**  
 (Over The Counter-Medication to be administered on a PRN basis)

To be completed by the student's Parent or Guardian

Name of Student: \_\_\_\_\_ D.O.B.: \_\_\_\_\_ Grade: \_\_\_\_\_

School: Surry County High School  
1675 Hollybush Road Dendron VA, 23839

Phone : (757) 267-2211 Fax : (757) 267-2978

Medication needed For: (1) \_\_\_\_\_ Side Effects: \_\_\_\_\_ Action Required: \_\_\_\_\_  
 (2) \_\_\_\_\_ Side Effects: \_\_\_\_\_ Action Required: \_\_\_\_\_  
 (3) \_\_\_\_\_ Side Effects: \_\_\_\_\_ Action Required: \_\_\_\_\_  
 (4) \_\_\_\_\_ Side Effects: \_\_\_\_\_ Action Required: \_\_\_\_\_

	Name of Medication / Strength of the medication:	Dosage: amount to be given	Route: by mouth/IM/inhaled	Time of day to be given:	Length of Time: (1-4 codes below)
1					
2					
3					
4					

#1: School year: ( \_\_\_\_\_ ) #2: 1 month #3: 10 days or 2 weeks #4: 5 days or 1 week

To be completed by the student's Parent or Guardian

*Please sign and bring this form and the properly labeled medication to school. All medication must be in its original bottle or it cannot be administered. Your signature gives permission for the nurse/ principal's designee to administer prescribed medication and gives the nurse/principal's designee permission to contact physician / dentist if necessary.*

I give permission for my child \_\_\_\_\_ to receive the above medication as directed from the school nurse/office staff or principal's designee.

\_\_\_\_\_  
 (Date)

\_\_\_\_\_  
 (Parent or Guardian Signature)

Phone: \_\_\_\_\_  
 (Home) (Work) ( Cell )

Received by : \_\_\_\_\_ Date : \_\_\_\_\_

**EVACUATION FORM  
SURRY COUNTY PUBLIC SCHOOLS**

**TEACHER'S NAME:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**BLOCK:** \_\_\_\_\_

\_\_\_\_\_ **\*\* Initial here** if ALL STUDENTS/ADULTS ARE ACCOUNTED FOR DURING THE EVACUATION.

\*\*If you have initialed here, this form is complete. If not, please continue in the appropriate areas below.

**ABSENT** students/adults during the evacuation (List all students/adults who **are supposed to be with you, but they are not.** Include their suspected location (absent, signed out early, media center, nurse, restroom, another classroom, etc.):

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**EXTRA** students/adults during the evacuation (List all students/adults who **are with you, but who are normally not**):

_____	_____
_____	_____
_____	_____
_____	_____