

2024-2025 Student/Parent Handbook



Rappahannock County High School
540-227-0745

RCHS Attendance Office
540-227-0745 extension 3500

Athletic Director
540-227-0745 extension 3471
www.rappahannockcountyhs.rschooteams.com

School Social Worker Crisis Hotline
540-683-0437

Rappahannock County Public Schools
www.rappahannockschoools.us

Karen Ellis
Interim Principal

Karen Sanborn
Assistant to the Principal

Dani Pond
Director of School Counseling

Courtney Atkins
Athletic Director/School Nurse

Crystal Smith
District Director of Testing and PowerSchool Administrator

RAPPAHANNOCK COUNTY SCHOOLS VISION AND MISSION

Vision: The RCPS Vision is to empower every student to reach their full potential.

Mission: To promote a culture of learning, a roadmap for excellence, and the passion and character that leads to each student's success.

Rappahannock County High School fully supports the Vision and Mission of RCPS. We strive to put people and processes in place that embody the spirit and intent of empowering our students to be their best and promoting the qualities that lead to their successes.

PARENT PORTAL

Parents can access their child's grades and attendance records through the Parent Portal connection of the PowerSchool student data system. User IDs and passwords must be obtained in person through the attendance office. Parents can access period attendance and grades for assessments recorded in the database. Teachers can be contacted through the portal via email.

Parents are encouraged to request a Parent Portal access in order to monitor student progress and foster informed communication with teachers and the school.

Access will not be granted to persons other than the documented parent/guardian of the requested child. User IDs and passwords should be kept secure.

User IDs and passwords will not be e-mailed, mailed, or faxed. They can only be distributed in person for security purposes. Identification may be required to pick up access information. Please contact Angie Jenkins to pick up your child's ID and password in the counseling and/or main office. Please note you only need to create an account one time for each child. **You do not need to recreate an account for each school year, continue to use your existing ID and password.**

LIBRARY GUIDELINES

Library hours: 8:00 a.m. - 3:30 p.m.

Students may visit the library with permission to check out or return books, to use reference materials for projects or reports, or to read. **A pass is required from the classroom teacher.**

The library exists for the purpose of utilizing the materials. In order that the rights of others are not infringed upon, students are to:

1. Properly check out materials taken from the library.
2. Return materials on or before their due dates. A fine of five cents per day will be assessed for each day the book is overdue.
3. Promptly pay the replacement costs for books lost, stolen or damaged. If a student does not pay promptly, library privileges will be revoked.

PARTICIPATION/ATTENDANCE FOR EXTRACURRICULAR ACTIVITIES

Students may participate in or attend any after school activity (home or away) if they were in attendance at school on the day of the activity and are a student in good standing with no discipline referral limitations on extracurricular attendance. **Students must be in attendance by 8:20am to participate in OR ATTEND any after school activities unless they have permission from the administration.** In addition, consistent with our pursuit of academic excellence, we have a set of scholastic standards for students who wish to participate in co-curricular activities (athletics, clubs, plays, etc.) These standards recognize the philosophy of the Virginia High School League (VHSL) as well as the sustained effort of our school division to promote excellence in all student endeavors and to develop all of the abilities of every young person in our system.

In order for a student to be eligible, he/she must have passed 3 of the 4 courses taken in the previous semester. In order to maintain in-season eligibility, a student athlete must be passing a minimum of 3 classes. Students not meeting this requirement must be seeking remediation for affected classes.

Student athletes should refer to the Athletic Handbook for detailed rules, regulations, and procedures governing eligibility and athletic participation.

CAFETERIA PRICING

RCHS cafeteria uses a computerized system which allows for convenient prepayment of meals by the week or month. Additionally, an online payment system - <http://www.k12paymentcenter.com/> - will be available on the Food Services page of the RCPS website for convenient online payment. Please see the handout in your child's back to school packet for further information. **Applications for free and reduced meals are available in the guidance office at any time or ONLINE at <http://www.lunchapplication.com/> - select Virginia, then choose RCPS, then follow the prompts.** All families in need of assistance are encouraged to apply. **Parents must submit one application per family at the start of each school year to continue receiving discounted meals.** Student accounts should not enter a negative balance.

PLEASE NOTE - Only clear water bottles containing water will be allowed in classrooms. Students may bring sealed drinks only for lunch. Soda is discouraged. Energy drinks are not allowed at any time at RCHS.

STUDENTS WITH FOOD ALLERGIES

If a student has a life threatening food allergy please notify the school, teachers and school nurse. Students with known allergic reactions to food, insect stings and/or other life threatening allergies need to have: Emergency information up to date, doctor's written documentation, instructions, and a Food Allergy Action Plan. Parents should make sure that the student has their EPI-PEN with them at school.

COUNSELING SERVICES

The Counseling Department seeks to help all students in making decisions concerning your educational and career plans. They will help you to better understand yourself as well as your interests, aptitudes, and abilities so that you can choose a program of study which will prepare you for either work or college.

The Counseling Department is also always available for any other problems or concerns you may have.

Mrs. Pond will be responsible for all students at RCHS, with members of the Profile of a Graduate team also working with students.

R.C.H.S. GRADUATION REQUIREMENTS

Standard Diploma Course Requirements (8 VAC 20-131-51) for Students Entering Ninth Grade for the First Time in 2018-2019 and Beyond

Subject Area	Standard Credits	Verified Credits	Specifications
English	4	2	N/A
Mathematics	3	1	Courses completed to satisfy this requirement shall include at least two different course selections from among: algebra I, geometry, algebra functions, and data analysis, algebra II, or other mathematics courses approved by the board to satisfy this requirement. Per the Standards of Quality, a computer science course credit earned by students may be considered a mathematics course credit.
Laboratory Science	3	1	<p>Courses completed to satisfy this requirement shall include course selections from at least two different science disciplines: Earth sciences, biology, chemistry, or physics, or completion of the sequence of science courses required for the International Baccalaureate Diploma and shall include interdisciplinary courses that incorporate Standards of Learning content from multiple academic areas. The board shall approve courses to satisfy this requirement. Per the Standards of Quality, a computer science course credit earned by students may be considered a science course credit.</p> <p>Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association, or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for either a laboratory science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the board as an additional test to verify student achievement.</p>
History and Social Sciences	3	1	<p>Courses completed to satisfy this requirement shall include Virginia and U.S. history, Virginia and U.S. government, and one course in either world history or geography or both. The board shall approve courses to satisfy this requirement.</p> <p>Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association, or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for either a laboratory science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the board as an additional test to verify student achievement.</p>
Health and PE	2	0	N/A
World Language, Fine Arts or Career and Technical Education	2	0	Per the Standards of Quality, credits earned for this requirement shall include one credit in fine or performing arts or career and technical education. Per the Standards of Quality, a computer science course credit earned by students may be considered a career and technical course credit.
Economics & Personal Finance	1	0	N/A
Electives	4	0	Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.

Total	22	5	N/A
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Additional Requirements for Graduation

- **Advanced Placement, Honors, or International Baccalaureate Course or Career and Technical Education Credential** - In accordance with the Standards of Quality, students shall either (i) complete an Advanced Placement, honors, or International Baccalaureate course credential, or (ii) earn a career and technical education credential approved by the board, except when a career and technical education credential in a particular subject area is not readily available or appropriate or does not adequately measure student competency, in which case the student shall receive satisfactory competency-based instruction in the subject area to satisfy the standard diploma requirements. The career and technical education credential, when required, could include the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness assessment.
- **Virtual Course** - Students shall successfully complete one virtual course, which may be a non-credit-bearing course or a required or elective credit-bearing course that is offered online.
- **Training in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED)** - Students shall be trained in emergency first aid, CPR, and the use of AED, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. Students with an IEP or a 504 Plan that documents that they cannot successfully complete this training shall be granted a waiver from this graduation requirement, as provided in [8VAC20-131-420 B](#).
- **Demonstration of the five Cs** - Students shall acquire and demonstrate foundational skills in critical thinking, creative thinking, collaboration, communication, and citizenship in accordance with the Profile of a Virginia Graduate approved by the board.

Advanced Studies Diploma Course Requirements (8 VAC 20-131-51) for Students Entering the Ninth Grade for the First Time in 2018-2019 and Beyond

Subject Area	Standard Credits	Verified Credits	Specifications
English	4	2	N/A
Mathematics	4	1	Courses completed to satisfy this requirement shall include at least three different course selections from among: algebra I, geometry, algebra II, or other mathematics courses above the level of algebra II. The board shall approve courses to satisfy this requirement. Per the Standards of Quality, a computer science course credit earned by students may be considered a mathematics course credit.
Laboratory Science	4	1	Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: Earth sciences, biology, chemistry, or physics or completion of the sequence of science courses required for the International Baccalaureate Diploma and shall include interdisciplinary courses that incorporate Standards of Learning content from multiple academic areas. The board shall approve additional courses to satisfy this requirement. Per the Standards of Quality, a computer science course credit earned by students may be considered a science course credit.
History and Social Sciences	4	1	Courses completed to satisfy this requirement shall include Virginia and U.S. history, Virginia and U.S. government, and two courses in either world history or geography or both. The board shall approve additional courses to satisfy this requirement.
World Language	3	0	Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.
Health and Physical Education	2	0	N/A
Fine Arts or Career and Technical Ed	1	0	Per the Standards of Quality, a computer science course credit earned by students may be considered a career and technical credit.
Economics & Personal Finance	1	0	N/A
Electives	3	0	Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.
Total Credits	26	5	N/A

Additional Requirements for Graduation

- Advanced Placement, Honors, or International Baccalaureate Course or Career and Technical Education Credential - In accordance with the Standards of Quality, students shall either (i) complete an Advanced Placement, honors, or International Baccalaureate course or (ii) earn a career and technical education credential approved by the board, except when a career and technical education credential in a particular subject area is not readily available or appropriate or does not adequately measure student competency, in which case the student shall receive satisfactory competency-based instruction in the subject area to satisfy the advanced studies diploma requirements. The career and technical education credential, when required, could include the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness assessment.
- Virtual Course - Students shall successfully complete one virtual course, which may be a non-credit-bearing course or a required or elective credit-bearing course that is offered online.
- Training in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED) - Students shall be trained in emergency first aid, CPR, and the use of AED, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. Students with an IEP or a 504 Plan that documents that they cannot successfully complete this training shall be granted a waiver from this graduation requirement, as provided in [8VAC20-131-420 B](#).
- Demonstration of the five Cs - Students shall acquire and demonstrate foundational skills in critical thinking, creative thinking, collaboration, communication, and citizenship in accordance with the Profile of a Virginia Graduate approved by the board.

*For additional information regarding graduation requirements visit
www.doe.virginia.gov*

Career and Technical Education

Rappahannock County School Division's Department of Career and Technical Education offers a variety of career and technical programs to all students at the middle and high school levels. The program areas include the following:

- Business and Information Technology
- Family and Consumer Sciences
- Technology Education
- Trade and Industrial Education
- Agriculture Education

For more information about Career and Technical Education, call 540-227-0475.

Our school counselor meets with students at least once every year to review progress towards graduation and to help plan what comes after high school. Additionally our Profile of a Graduate Room (Room 7) is a tremendous resource for our students.

Our Laurel Ridge Community College Career Coach and Virginia College Advising Corps Coach and our Student Programming Coordinator via Family Futures and Headwaters Foundation, are all available in Room 7, our POG room. They, along with our school counselor, Ms. Dani Pond, are here at RCHS to work with our students and parents to help them navigate their way through their high school years and to ensure the best possible foundation is established for success after high school.

STUDENT ATHLETES

Rappahannock County High School follows VHSL rules for player eligibility. In addition, athletes are expected to maintain a passing grade in all of their current classes. Athletes that are underperforming in the classroom will be expected to participate in any available tutoring or make up sessions.

Additionally, academic monitoring reports will be required of those underperforming athletes on a weekly basis. Effort to improve must be demonstrated in order to continue to participate in sports.

The athletic director and coaches will monitor grades throughout the season.

Athletes are not permitted to participate in athletics, games or practices, on days when they are in ISS - for any instructional time - or have been assigned OSS. No exceptions.

PLEASE SEE THE RCHS STUDENT/ATHLETE HANDBOOK FOR MORE DETAILS

GRADING SCALE

The Rappahannock County School Board adopted a grading scale as follows:

Class Grade, Letter Grade, Grade Points, Pre-AP & Advanced Placement and Dual Enrollment Grade Points

Class Grade	Letter Grade	Grade Points	Pre-AP	AP/DE Grade Points
97-100	A+	4.0	4.5	5.0
93-96	A	4.0	4.5	5.0
90-92	A-	3.7	4.2	4.7
87-89	B+	3.3	3.8	4.3
83-86	B	3.0	3.5	4.0
80-82	B-	2.7	3.2	3.7
77-79	C+	2.3	2.8	3.3
73-76	C	2.0	2.5	3.0
70-72	C-	1.7	2.2	2.7
67-69	D+	1.3	1.8	1.3
61-66	D	1.0	1.5	2.0
60 and below	F	0.0	0	0.0

NINE-WEEK GRADES (REPORT CARDS)

At the end of every nine-week period, students will receive a detailed report card from each of their teachers. The Counseling Department will mail nine-week grades home as well. Additionally, interim grade reports will be sent home with students at the 4 ½ week point of the marking period.

The frequency of parental contact is based upon the nature of the student's behavior and performance as well as the parents' desire for regular communication with the school. In general, teachers will make every effort to contact parents with information that will facilitate the development of a collaborative working relationship between the home and the school.

INCOMPLETE GRADES

Students who have incomplete grades for valid reasons at the end of the nine-weeks will be given "I" on the report card. This grade will be changed after a grade is received from the teacher. Make sure you keep up with your work and complete all assignments.

STUDENT ORGANIZATIONS

Student organizations are important to the development of the whole child. They play an important role in developing teamwork, building social skills, and teaching and learning how to become a more responsible member of the community. Students collaborate planning, organizing, and conducting activities with a common goal in mind.

STUDENT COUNCIL ASSOCIATION

The Student Council Association (SCA) works with the school administration on a variety of issues related to the student body. Representatives and officers work in concert to sponsor activities such as Homecoming, spirit weeks, and pep rallies to foster an atmosphere of pride and excitement about school. SCA also sponsors teacher appreciation activities several times a year. Officers include President, Vice-President, and Secretary, with representatives elected for each grade level.

NATIONAL HONOR SOCIETY

Rappahannock County High School is pleased to be a longstanding host of a chapter of the National Honor Society. To be eligible for membership, the candidate must be a member of the sophomore, junior or senior class, and must have been enrolled in RCHS for the equivalent of one semester. (For transfer students, the principal may seek a recommendation from the previous school principal pursuant to the candidate's selection, and may waive this regulation based on this recommendation.)

Candidates must have a cumulative GPA of at least 3.5 to be considered for membership, thereby fulfilling the scholarship requirement of selection. Sophomores, juniors and seniors maintaining a GPA of 3.5 or higher will receive an invitation for consideration of potential membership in the RCHS Chapter of the NHS in late September of the school year. Full criteria for NHS selection can be found in the NHS bylaws.

Invited students must obtain a Candidate Packet from the chapter adviser, complete this packet, and return it to the chapter adviser by the due date stated in their invitation letter. Late submissions will NOT be accepted; this may be reviewed on a case-by-case basis for extenuating circumstances only. A completed Candidate Packet will consist of evidence of scholarship, leadership, service, and character, including two teacher recommendations and two formal essays. These materials will be used by the Faculty Council in the selection of candidates for membership.

In addition, before students may be considered, both he or she, and one parent/legal guardian must read the chapter bylaws and sign a consent form to confirm their complete understanding and compliance with the aforementioned bylaws. Incomplete Candidate Packets will *not* be considered. Packets or any piece of a packet received after the given deadline will *not* be considered.

All faculty members may be invited to make comments on candidates, which will be taken into consideration by the Faculty Council. Each student must receive a majority vote of the Faculty Council in the areas of leadership, character, and service. Once selected for potential membership by a majority vote of the Faculty Council, candidates will be notified by mail in writing no less than two weeks before the induction ceremony.

A candidate will be considered an inductee after successfully accepting their invitation for membership, done so by signing and returning the acceptance form accompanied by a dues payment of ten dollars to the chapter adviser. Candidates become active members when inducted at a special ceremony. Participation in this ceremony is mandatory. Special circumstances may be considered by the Faculty Council but must be presented to the chapter advisor at least 5 school days before the ceremony.

Parents and students must understand that while all qualifying students have the right to be eligible for application, no student has a right to be selected for membership and must also remember that a student's superior grades may merit an application but not guarantee an invitation. As stated in the National Bylaws, chapters are not legally or constitutionally obligated to share with parents/guardians and students information concerning specific students not selected for membership in the NHS. However, in the case of non-selection, students may appeal the decision and the steps for the appeal process can be found in the NHS bylaws.

ATTENDANCE REGULATIONS AS REQUIRED BY VIRGINIA & THE RAPPAHANNOCK COUNTY SCHOOL BOARD

Student attendance is a cooperative effort and the School Board shall involve parents and students in accepting the responsibility for good attendance. Regular, punctual student attendance is expected unless excused by a parent, guardian, or school official. Unexcused absences and/or tardiness may impact successful course completion. The Virginia Department of Education requires each school district to include the number of days absent for the given year on each student's transcript.

When an absence is unexpected, you will receive a call to confirm you are aware. Please call the office if the phone number changes. Please email: attendance@rappahannockschools.us if your child will be absent.

Excused Absences

Excused Absences include illness, death, quarantine, religious holiday, violent storm, court summons, or state emergency. A note from the parent or guardian must be received within two (2) days of the student's return. It is the student's responsibility to make up for missed school work.

Parents/guardians are limited to excusing up to ten (10) absences without third-party documentation per school year. Once a student has accumulated their tenth (10th) parent-excused absence, a notification will be sent to the parent asking for any documentation of past absences and explaining that subsequent absences will need third-party documentation to be excused. If extenuating circumstances apply, parents may ask the principal or designee to excuse subsequent absences without third-party documentation.

The school division recognizes the occasional need of parents/guardians to have their children absent from school due to travel for a family emergency or vacation. Such absences will count towards the ten (10) parent-excused absences unless the principal affirms extenuating circumstances. A request for pre-arranged absences must be completed before planned travel and can be accessed by calling the school. Requests for pre-arranged absences should be made two weeks prior to a planned travel date. Students traveling for more than fifteen (15) consecutive days will be withdrawn from school enrollment until their return. Placement into the same classes or courses from which the student withdrew will be attempted but is not guaranteed.

Unexcused Absences

Unexcused Absences exceeding three (3) days during a quarter may impact a student's ability to successfully complete a course. Fifteen (15) consecutive days of absence automatically withdraws the student from school. Missed work is not made up.

Late Arrivals

Late Arrivals must report directly to the Attendance Office and sign in. Students should present a note or phone call from their parent/guardian.

Tardiness

Excessive tardiness can negatively impact a student's academic achievement. Students who are habitually late to class are also subject to disciplinary consequences.

Early Departure

Students must present a note or phone call from their parent or guardian and sign out in the Attendance Office before leaving school. Otherwise, the absence will be considered unexcused for the period(s) missed that day. If the student is returning the same day, he/she must report to the Attendance Office to sign in before going to class.

Withdrawal/Transfer

Any student wishing to withdraw from school or transfer to another school must bring a letter signed by his/her parent or guardian to the Counseling Department stating the reason for the withdrawal/transfer and indicating the last day of attendance. Upon request, a transcript of the student's official record will be mailed directly to the new school. All monetary obligations and materials on loan must be cleared and the parent or guardian must sign a release before records will be sent.

How Absences Are Counted

In the case of an absence, parents need to telephone the school at 540-227-0745 extension 3500 and contact our attendance officer. This telephone call should occur each morning of the student's absence. A written note is required upon return to school. Tardiness to class is unacceptable and will be dealt with through the Code of Conduct.

Returning to School After Absences

Students returning from an absence must have a written explanation for the absence. It is the student's responsibility to arrange for making up missed work.

ILLNESS/INJURY DURING THE DAY

- Students who become ill or sustain an injury must report to the nurse's office if possible. The nurse will go to any student who is unable to travel due to injury or illness. The parent will be contacted if the nurse determines the illness or injury warrants the student going home or further medical attention is needed. The nurse will call for an ambulance if necessary; however, the parent will be contacted by school staff right away.
- If a student becomes ill during the school day, he/she will only be permitted to leave school with parent's permission.
- The school staff will make calls to the parents.
- The person picking the student up from school will be required to come into the attendance office and sign the student out.
- If a student leaves school early due to illness or an appointment **other than** a doctor's appointment, he/she may not return for after school activities that same day without administrative approval.

ASSIGNMENT BOOKS/HALL PASSES

Students must have a pass from their teacher in order to leave the classroom for any reason. Teachers or students must record the time that the student left their room on the class sign-out sheet, as well as recording their re-entry, and the hall pass or a signed assignment notebook serves as evidence that the student was allowed out of class. Students who are out of class without a hall pass may be subject to a referral for skipping.

FOOD & DRINKS

Food and drinks are not to be consumed in the library, computer labs, gym or auditorium or any other space where food and drinks are advertised as prohibited.

OPEN DRINK CONTAINERS

Students may possess open drink containers only during their lunch period. Drinks may not be shared between students. No other open containers will be permitted in school during the school day. Teachers may allow bottled water in their individual classroom areas. **Energy drinks are not permitted at any time.**

ELECTRONIC DEVICES

Cell phones, iPods, or other personal electronic devices are not allowed to be used during the academic school day (except before the morning bell, during lunchtime, between blocks, and after the final bell) and should not be visible or audible during instructional times, regardless of where the student may be in the building. **Additionally, the use of electronic devices of any kind are strictly prohibited in locker rooms and bathrooms.**

CELL PHONE USAGE

Students are allowed to use their cell phones before 8:20, during class changes, during lunch, and after school. They may not use them during instructional time including leaving the classroom to travel to another area in the school i.e. use the restroom. The tiered consequences for violating the cell phone usage policy is as follows:

1. First offense: Teacher warning
2. Second offense: Teacher reports incident to administration. Phone privilege is suspended one day. Student phone is surrendered to the front office for pick up by the student at the end of the day. Parents are notified.
3. Third offense: Phone privileges are suspended for five days. Student phone is surrendered to the front office for pick up by the student at the end of the day. Parents are notified.
4. Fourth offense: Phone privileges are suspended for ten days and a conference with parents to determine further action which may include loss of phone privileges for up to the remainder of the school year. Student phone is surrendered to the front office for parent pickup.

School phones in the main office will continue to be available for students to call parents for legitimate reasons. A student who violates the electronic device use policy at school has a

diminished expectation of privacy. Consequences for violation of the electronic device use policy are outlined in the Code of Conduct.

The RCHS administration strongly discourages students from bringing these electronic devices to school due to the risk of loss or damage. All students will have access to school-issued electronic devices as needed for instructional purposes; therefore, personal electronic devices are not necessary. Furthermore, Rappahannock County Public Schools do not accept responsibility for the loss or damage to personal electronic devices.

BEFORE SCHOOL PROCEDURES

Unsupervised students are not allowed in the high school before 8:00 AM. Please use the drop off zone located in the back parking lot when dropping off students between 8:00 and 8:20 AM. Students will enter through Door 7 and proceed to the commons area.

AFTER SCHOOL PROCEDURES

Students are not to stay on school grounds after the academic day unless under the direct supervision of a coach or teacher. Car riders are to remain in the commons area until they are picked up by a parent. **Students are not permitted to remain after school in order to wait for athletic competitions or practices scheduled to start after 4 p.m.**

LOCKERS

Lockers are assigned to 8th grade students and to all other students by request for the purpose of storing belongings during the school year. Students are provided locks for securing their materials and books. Students with locks that are damaged or not returned will be charged the replacement cost of \$5.00. Lockers are subject to searches by the school administrators. Students are not permitted to store items in lockers that are banned from school grounds or are inappropriate to have in school.

RULES FOR COMPUTER USE

The use of Chromebooks or any other school issued electronic device is a privilege, and in order to support student learning and assuage the rising costs of computer maintenance, the following guidelines will be implemented.

All computer users must comply with the Acceptable Use Policy as outlined below.

The following rules apply to all computers:

1. No food or drink is allowed near computers.
2. Playing games is not allowed.
3. Changing settings, such as screen size, background, wallpaper, and screensavers is not allowed.

4. Physically defacing the computer, disassembling of computers, wires or parts thereof, is prohibited.
5. Students **MUST** ask permission to print.

ACCEPTABLE USE POLICY

All use of the school division's computer system shall be consistent with the School Board's goal of promoting educational excellence by facilitating resource sharing, innovation and communication. The term computer system includes hardware, software, data communication lines and devices, terminals, printers, CD-ROM devices, servers, mainframe and personal computers, Internet and any other internal or external network. (Taken from RCPS Policy IIBEA-R)

Terms and Conditions for Use Acceptable Use: Access to the division's computer system shall be (1) for the purpose of education or research and be consistent with the educational objectives of the division or (2) for legitimate school business.

Privilege: The use of the division's computer system is a **privilege, not a right**.

Liability: The School Board makes no warranties for the computer system it provides. The School Board shall not be responsible for any damages to the user from the use of the computer system, including the loss of data, non-delivery or missed delivery of information, or service interruptions. The school division denies any responsibility for the accuracy or quality of information obtained through the computer system. The user agrees to indemnify the School Board for any losses, costs or damages incurred by the School Board relating to or arising out of any violation of these procedures.

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 educational tool. **Electronic mail is not private.** Users shall be personally liable for the content of any electronic message they create.

Internet Safety: K-12 students and staff are required to participate in and successfully complete internet safety training annually.

Network Use: The following uses of school-provided computer networks including Internet access are not permitted unless authorized by the Rappahannock County Public Schools Technology Department:

- To access the school division computer network with privately owned laptop computers
- To download or install software on the school division's computers

Violation of the Acceptable Use Policy may result in loss of computer system privileges, disciplinary action, and or possible legal action.

Code of Ethics

Users of technology are responsible for appropriate behavior on school computer networks just as they are in a classroom or a school library. General school rules for behavior and communications apply; consequences for inappropriate behavior also apply. Access to these electronic resources is provided in order for students and staff to conduct educational activities. **Technology users are expected to act in a considerate and responsible manner.** All users of technology will be informed of expectations and responsibilities related to computers prior to gaining access as indicated in the staff and student handbooks. Technology users are expected to abide by the following.

- Use school facilities and equipment only for school-related, educational activities. This includes but is not limited to the use of the Internet, e-mail, school networks, and other electronic and online resources.
- Be courteous and use appropriate language. Do not harass or attack others or use expressions of bigotry, racism, and/or hate. Do not send, display, search, or use profanity, obscenities, sexually explicit, or offensive materials.
- Users protect privacy and safety by not disclosing such personal information as names, home, school or work addresses, telephone numbers, passwords, or personally identifiable information about themselves or others. Use only assigned passwords. The use of others' passwords is forbidden.
- Recognize and respect the intellectual property of others. For example, do not tamper with, copy, download, or upload files without permission.
- Adhere to federal copyright laws and publishers' licensing agreements.
- Respect the integrity of the network system. Do not attempt to circumvent or subvert system security measures. Do not tamper or alter the system in such a way that would disrupt the network.
- Report suspected computer viruses or other problems immediately to the classroom teacher, supervisor or system administrator so that action can be taken and damage can be minimized.
- Use equipment responsibly. Do not damage hardware, software, electronic systems or networks.
- Conserve resources including but not limited to file storage space, bandwidth, online time, toner, and paper.
- Do not use the computer system to sell merchandise, operate a business or for personal gain.

FIRE DRILLS / EMERGENCY EVACUATION

The following are fire drill/emergency protocols:

1. When the fire alarm sounds, everyone is to leave the building.
2. As soon as the signal sounds, all work stops, students leave materials on their desks, and evacuate the building as quickly as possible.
3. Windows should be closed and shades raised to above the first pane. The door should be closed and the teacher should be the last to leave, taking the class roll outside to take attendance.
4. The teacher will check immediately to be sure that all students are present in line. If someone is missing, notify an administrator immediately.
5. Order must be maintained. Absolutely no running, horseplay or excessive noise is allowed.
6. Everyone should be beyond danger and out of the path of emergency vehicles.

7. Be alert for necessary changes in course of action.
8. We return to the building only after a bell signal.
9. In an actual emergency, only the fire chief can authorize return to the building.

Always assume that an alarm signals a real emergency and proceed accordingly. In addition to regular fire drills, students will participate in earthquake, tornado, and lockdown drills. These drills occur as mandated by the state. Procedures and expectations are reviewed with students before these drills occur. Please note that parents are not contacted prior to these drills. The purpose of drills is to practice procedures and expectations so that students remain safe in the event of an emergency.

THREATENING BEHAVIOR/COMMENTS

Anyone witnessing/aware of threatening or violent behavior/comments should report those immediately to school staff. School staff are directed to report the incident immediately to an administrator. Administrators will begin the threat assessment process whereby all involved including potential witnesses will be interviewed. Action taken will be dependent upon the results of the threat assessment but could include disciplinary consequences as outlined in the student code of conduct including possible law enforcement involvement.

STUDENT PARKING & DRIVING

Student parking is limited and is a privilege extended to students. Students wishing to drive to school, on a regular basis, **MUST** obtain a parking permit and sign a student driver contract. Any student driver that does not abide by the student driver contract may lose his/her driving privilege. Parking permits will be sold in the office.

Students must purchase a parking permit no longer than one week after they begin driving to school. Students who do not purchase a permit will lose their privilege of driving to school and parking on school grounds.

RCHS is a **closed campus**. That means that when students arrive at school, they are expected to remain at school until the conclusion of the day, checking out through the main office when legitimate needs arise that require an early departure.

Students who have two or more discipline referrals, or commit a major violation of the Code of Conduct, may lose or have driving privileges suspended.

Students who drive to school are expected to park in the student lot and immediately enter the school. **No student may leave the school building during the school day without the approval of an administrator.** There is to be no loitering in the parking lot. **Student drivers should only drive other students whose parents have granted permission.**

SCHOOL VISITORS

Student visitors (Non-RCHS students) are not permitted in school without the permission of the principal. Parents must sign-in at the main office and wait for a staff member to escort

them throughout the building. Parents and other adults are not permitted to visit classrooms without prior notification to the teacher and principal.

FAMILY/SCHOOL COMMUNICATIONS

The Rappahannock County School Division is committed to providing accurate and timely information to our students and their families. The RCHS faculty will meet or exceed this standard on behalf of every student.

CODE OF RESPONSIBLE STUDENT DRESS

A successful educational process includes not only academic instruction but also student development of marketable job skills and positive behaviors and attitudes towards honesty, hard work, family, modesty, civility, wellness, and country. To these ends, students are expected to observe a Code of Responsible Student Dress. This code helps create and ensure a healthy, safe, and an effective learning environment for everyone. It promotes a school atmosphere of respect, civility, pride, self-esteem and cohesiveness, reinforces community values and positive respect for authority and discipline, and assists in readying students for employment by advancing their mature transition from the world of school to the world of work. This code applies to all students in the Rappahannock County Public Schools while present on or using school or school-controlled property and while attending school-related events or activities.

DRESS CODE

RCPS respects students' right to express themselves in the way they dress. It is important, however, that their appearance is appropriate for a K-12 school setting. Any clothing that interferes with or disrupts the educational environment is unacceptable. Discussion about dress code violations shall be held privately and maintain the dignity of the student.

Clothing and accessories should not:

- Display vulgar, discriminatory, racist, culturally divisive, obscene language or images
- Promote illegal or violent conduct
- Contain threats or gang symbols
- Promote the unlawful use of weapons, alcohol, tobacco, drugs, or drug paraphernalia
- Expose private parts or show an excessive amount of bare skin (see-through clothing that exposes under garments)
- Contain studs or chain belts
- Include hoods or other head coverings that cover the face unless worn for significant religious, cultural, or a medical purpose (School administration may reach out to a student's family if clarification is needed regarding the purpose of a head covering.)

***Each school has the prerogative to further define the specifics of student dress in their Student Handbook after review and approval by the RCPS Equity Team.**

DRESS CODE VIOLATIONS

Students who choose not to conform to the dress code will be given the opportunity to correct the violation. Change of clothes will be provided by the school if necessary. If a student violates the dress code policy then he/she will be given the choice of changing clothes to comply with the dress code or wearing school provided clothing. At the administrator's discretion, a student may be assigned to ISS.

ADMINISTERING MEDICINES TO STUDENTS

Prescription Medications

Rappahannock County Public School personnel may give prescription medication to students only with a physician's written order and written permission from the student's parent or guardian. Such medicine must be in the original container and delivered to the school nurse or school division designee by the parent/guardian of the student.

Non-prescription Medications

Rappahannock County Public School personnel may give non-prescription medication to students only with the written permission of the parent or guardian. Such permission shall include the name of the medication, the required dosage of the medication, and the time the medicine is to be given. Such medicine must be in the original container and delivered to the school nurse or school division designee by the parent/guardian of the student.

Self-Administration of Medication

Self-administration of any medication is prohibited for students in kindergarten through seventh grade.

Students in grades eight through twelve may be allowed to possess and self-administer non-prescription medicine if:

- Written parental permission for self-administration of specific non-prescription medication is on file with the school;
- The non-prescription medication is in the original container and appropriately labeled with the manufacturer's directions;
- The student's name is affixed to the container; and
- The student possesses only the amount of non-prescription medicine needed for one school day/activity.

NOTE: Sharing, borrowing distributing, manufacturing or selling any medication (prescription or over the counter) is prohibited.

Permission to self-administer non-prescription medication may be revoked if the student violates this policy and the student may be subject to disciplinary action in accordance with the Standards of Student Conduct.

SEARCH AND SEIZURE

Personal Searches

A student's person and/or personal effects (e.g. purse, book bag, etc.) may be searched by a school official whenever the official has **reasonable suspicion** to believe that the student has violated or is about to violate the law or a school rule and that the search will yield evidence of the violation.

A personal search may include requiring a student themselves to be searched.

If a search is conducted, it will be conducted in private by a school official with an adult witness.

Locker Searches

Student lockers are school property and remain at all times under the control of the school. Students are expected to assume full responsibility for the security of their lockers and are responsible for the content of their assigned locker at all times. Periodic general inspections of lockers may be conducted by school authorities for any reason at any time, without notice, without student consent, and without a search warrant.

Automobile Searches

Students are permitted to park on school premises as a matter of privilege, not of right. The school retains authority to conduct routine patrols of student parking lots and inspections of the exteriors of student automobiles on school property. The interiors of student vehicles may be inspected whenever a school official has **reasonable suspicion** to believe that the student has violated or is about to violate the law or a school rule and that the search will yield evidence of the violation, or that illegal or unauthorized materials or other evidence of illegal or otherwise prohibited activities are contained inside the automobile. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant.

STUDENT RECORDS

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

- (1) The right to inspect and review the student's education records within 45 days of the day the school division receives a request for access. Parents and students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible students of the time and place where the records may be inspected.

- (2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask Rappahannock County Public Schools to amend a record that they believe is inaccurate to misleading. They should write to the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the school division decided not to amend the record as requested by the parent or eligible student, the school division will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- (3) The right to consent to disclosures of personally identifiable information contained in the student's educational record, except to the extent the FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is: a person employed by the division as an administrator, supervisor, instructor or support staff member (including health or medical staff or law enforcement unit personnel); a person serving on the School Board; a person or company with whom the division has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

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

Upon request, the school division discloses education records without consent to officials of another school division in which a student seeks or intends to enroll.

- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school division to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave SW, Washington, DC 20202-4605.

Rights under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

• *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sexual behavior or attitudes;
4. Illegal, antisocial, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;

6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;

7. Religious practices, affiliations, or beliefs of the student or parents; or

8. Income, other than as required by law to determine program eligibility.

•*Receive notice and an opportunity to opt a student out of –*

1. Any other protected information survey, regardless of funding;

2. Any nonemergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and

3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

•*Inspect, upon request and before administration or use –*

1. Protected information surveys of students;

2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and

3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under state law.

Rappahannock County Public Schools will develop policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Rappahannock County Public Schools will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Rappahannock County Public Schools will also directly notify, such as through U.S. mail or e-mail, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation in the specific activity or survey. Rappahannock County Public Schools will make this notification to parents at the beginning of the school year if the district has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any nonemergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5901

Family Educational Rights and Privacy Act (FERPA)

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

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

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student’s information disclosed without their prior written consent.

If you do not want Rappahannock County Public Schools to disclose any or all of the types of information designated below as directory information from your child’s education records without your prior written consent, **you must notify the Rappahannock County Public Schools in writing by September 8, 2024.** Rappahannock County Public Schools has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended

Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user

- A student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

RCPS Attendance Multi-Tiered System of Supports (MTSS)

RCPS aims to provide support through a tiered approach to effectively intervene early, provide targeted interventions, and prevent chronic absenteeism. The Virginia Department of Education defines chronic absenteeism as missing 10% or more of the school year for any reason, including excused absences, unexcused absences, and suspensions. Based on a 180-day school year, that means approximately 18 days per year or 2 to 3 days per month. Students who are chronically absent are at an increased risk for adverse outcomes such as falling behind in reading and math, social & emotional challenges, and dropping out of school.

Attendance Threshold	Tier 1 Supports	Stakeholders
All Students	<ul style="list-style-type: none"> • Establish Clear Attendance Policies: <ul style="list-style-type: none"> ◦ Develop and communicate clear attendance policies that outline expectations for students, parents/guardians, and school staff. Policies include procedures for reporting absences, excused vs. unexcused absences, and consequences for excessive absenteeism. • Promote Positive School Climate: <ul style="list-style-type: none"> ◦ Foster a positive and welcoming school environment where students feel valued, safe, and connected. A positive school climate encourages students to attend regularly and engage in learning. • Regular Monitoring and Data Collection: <ul style="list-style-type: none"> ◦ Implement a system for monitoring daily attendance and collecting attendance data consistently. Use attendance data to identify trends, patterns, and areas of concern early on. • Early Intervention and Support: <ul style="list-style-type: none"> ◦ Identify students at risk of attendance issues early through regular monitoring of attendance data. Provide timely interventions and support to address potential barriers to attendance. ◦ Teacher phone call to parent/guardian at 3-5 absences • Educate Students and Families on the Importance of Attendance: <ul style="list-style-type: none"> ◦ Conduct orientation sessions or resources at the beginning of the school year to educate students and families about the link between attendance and academic success. Emphasize the importance of regular attendance and punctuality. • Attendance Recognition: <ul style="list-style-type: none"> ◦ Implement recognition programs to reward students with good attendance. Examples include perfect attendance awards, monthly attendance celebrations, or class competitions. • Use of Technology for Attendance Tracking: <ul style="list-style-type: none"> ◦ Utilize attendance tracking systems or apps that allow for efficient recording and monitoring of student attendance. Technology helps streamline attendance processes and improve accuracy. Parents can access attendance in the PowerSchool Parent Portal. • Positive Reinforcement Strategies: <ul style="list-style-type: none"> ◦ Use positive reinforcement strategies to encourage and reinforce regular attendance behaviors. Provide verbal praise, certificates, or small rewards for students who demonstrate consistent attendance. • School-wide Attendance Incentives: <ul style="list-style-type: none"> ◦ Launch school-wide campaigns or initiatives focused on improving attendance. Engage students, staff, and families in activities that promote attendance awareness and commitment. • Collaboration with Families and Community Partners: <ul style="list-style-type: none"> ◦ Establish partnerships with families and community organizations to support attendance efforts. Communicate regularly with parents/guardians about their child's attendance and collaborate on strategies to address barriers. 	Principal, Assistant Principal, School & Division Staff, Parents, Students

Tier 1-Supports for attendance focus on universal strategies and practices that promote regular attendance for all students. These strategies are proactive and aim to prevent attendance issues before they escalate.

Tier 2- Supports for attendance focus on targeted interventions for students who are at risk of chronic absenteeism but do not yet require intensive, individualized interventions.

Attendance Threshold	Tier 2 Supports	Stakeholders
Missing 11 days regardless of reason. Demonstrating patterns of irregular attendance that raise concerns but do not yet require the intensive interventions of Tier 3.	<ul style="list-style-type: none"> • Letter Mailed Home from Principal at 10 Absences: Parents will receive notification that their child has been identified as being at risk of chronic absenteeism. Documentation (such as doctor's notes, court/legal documents, counseling appointment verifications, etc) will be required for future absences. Failure to provide documentation will result in future unexcused absences. • Collaborative Problem-Solving Meeting: Convene a team made up of school staff (e.g., teachers, counselors, administrators), parents, and the student to review attendance data, identify barriers, and develop targeted interventions for students at risk of chronic absenteeism. <p>Some Possible Interventions May Include:</p> <ol style="list-style-type: none"> 1. Attendance Mentoring Programs: Assign mentors or trusted adults to students with irregular attendance patterns. Mentors can provide encouragement, support, and accountability to help improve attendance. 2. Check-In/Check-Out (CICO) Systems: Implement a daily check-in/check-out system where students meet with a designated staff member (e.g., counselor, teacher) at the beginning and end of each school day. This provides students with regular feedback and support related to attendance. 3. Group Interventions: Conduct small group sessions focused on improving attendance habits and addressing barriers to attendance. These sessions can include discussions on the importance 	<p>Principal, Attendance Clerk</p> <p>Principal or Assistant Principal, Attendance Clerk, Attendance Officer Teachers, School Counselors, Parents, Student</p> <p>Teachers, School Staff & Administrators, Coaches, Division Staff, Volunteers</p> <p>Attendance Clerks, Mentors, School Staff, Teachers, Attendance Officer</p> <p>Counselors, School Social</p>

	<p>of attendance, problem-solving around obstacles, and goal-setting for improved attendance.</p> <p>4. Behavioral Contracts: Develop behavioral contracts with students and their parents/guardians outlining attendance expectations, consequences for absences, and rewards for improved attendance. Contracts should be clear, specific, and regularly reviewed.</p> <p>5. Alternative Scheduling: Develop an alternative schedule to address barriers and transition into a regular schedule.</p> <p>6. Family Engagement and Support: Engage parents/guardians in discussions about attendance and involve them in developing strategies to support their child's attendance. Provide resources, workshops, or home visits to address family-specific barriers to attendance.</p> <p>7. School-Based Supports: Offer additional academic or social-emotional support during school hours for students struggling with attendance. This could include tutoring, counseling, or mentoring sessions tailored to meet individual student needs.</p> <p>8. School-wide Positive Behavior Interventions and Supports (PBIS): Implement PBIS strategies that reinforce positive attendance behaviors across the school environment. Recognize and celebrate students who demonstrate improved attendance through incentives or rewards.</p> <ul style="list-style-type: none"> • Progress Monitoring: Regularly monitor the attendance of Tier 2 students to track their progress and determine if additional supports or adjustments to interventions are needed. 	<p>Worker, Mentors</p> <p>Teachers, School Administrators,</p> <p>Counselors, Attendance Officer</p> <p>Admin, School Counselors</p> <p>Teachers, School Social Worker</p> <p>Teachers, Counselors, School Social Worker, Mentors</p> <p>Teachers, Attendance Clerks,</p> <p>School Administrators, Attendance Officer</p> <p>Attendance Clerks, School Administrators, Teachers</p>
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Tier 3- Supports for attendance are intensive interventions designed for students who exhibit severe and persistent absenteeism despite Tier 1 and Tier 2 interventions. Tier 3 supports require a coordinated and intensive effort from school personnel, families, and community partners to address the complex factors contributing to chronic absenteeism. These interventions are highly individualized and aim to address complex barriers to attendance.

Attendance Threshold	Tier 3 Supports	Stakeholders
<p>Accumulating 5 unexcused absences.</p> <p>Demonstrating patterns of irregular attendance that raise concerns of significantly impacting academic progress, regardless of the exact number of absences.</p>	<ul style="list-style-type: none"> • Letter Mailed Home from Principal at 3 Unexcused Absences: Parents will receive notification that their child is at risk of reaching the tier 3 attendance threshold. Any absences with out approved documentation will be labeled as unexcused. The parent will be required to attend a SAM team meeting at 5 unexcused absences. • Referral to the School Attendance Matters (SAM) Team: Parents will be required to attend a meeting with school and division personnel to review tier 2 interventions and develop strategies to prevent legal proceedings. <p>Strategies May Include:</p> <ol style="list-style-type: none"> 1. Parent Workshop: Parents are enrolled in a course to help address family-specific barriers to improve attendance outcomes. 2. Individualized Attendance Plans (IAPs): Develop detailed plans tailored to the specific needs of each student with chronic absenteeism. IAPs include clear goals, strategies, and supports to improve attendance, such as personalized incentives, alternative transportation arrangements, or modified schedules. The school division, parents, and students identify their responsibilities and sign the IAP. 3. Home Visits and Family Outreach: Conduct home visits by school staff (counselors, social workers, teachers, attendance officer) to understand and address family-specific barriers to attendance. Establishing positive relationships with families can help identify solutions and build trust. 4. Child Study Meeting or IEP Team Meeting: Referral to the Child Study Team or Individualized Education Plan (IEP) Team to identify any ways in which a student's disability may be impacting attendance and develop mitigation strategies. 5. Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP): Conduct an FBA to identify the function of the student's absenteeism (e.g., avoidance of academic tasks, social anxiety). Develop a BIP that includes strategies to address these underlying behaviors and promote regular attendance. 6. Intensive Counseling and Mental Health Services: Provide ongoing counseling and mental health services to address emotional or psychological barriers to attendance, such as anxiety, depression, or trauma. Ensure access to qualified professionals who can support the student's well-being. 7. Alternative Education Programs: Offer alternative education settings or programs (e.g., alternative schools, virtual learning options) for students who struggle to attend traditional school settings due to health concerns, disabilities, or other reasons. These programs should still focus on academic progress and attendance improvement. 8. Transition Planning: Develop transition plans for students re-entering school after extended absences. Plan gradual transitions with supports in place to help students adjust and maintain regular attendance. 9. Collaboration with Community Agencies: Partner with community organizations, social services, or health providers to address underlying issues impacting student attendance, such as housing instability, health concerns, or family crises. Coordinate services and resources to support the student and their family. <ul style="list-style-type: none"> • Data-Driven Decision Making and Monitoring: Continuously monitor attendance data and progress toward attendance goals. Adjust interventions based on ongoing assessment of effectiveness and the student's response to supports • Legal and Truancy Interventions: Implement legal interventions as necessary, such as truancy court proceedings or involvement of juvenile justice system personnel. These interventions may provide additional supports and consequences to motivate improved attendance. 	<p>Principal & Attendance Clerk</p> <p>Attendance Officer, Principal, School Social Worker, Counselors, Case Managers Teachers, Parents, Student</p> <p>Parents/Guardians</p> <p>Attendance Officer, Principal, School Social Worker, Counselors, Case Managers Teachers, Parents, Student</p> <p>Attendance Officer, Principal, School Social Worker, School Resource Officer</p> <p>Principals, Teachers, Parents, Counselors, Case Managers, Student</p> <p>School Social Worker, Counselors, School Psychologist</p> <p>Counselors, School Social Worker</p> <p>Principal, Counselors, Division Administrators, Parents, Student</p> <p>Principal, Counselors, Parents, Student</p> <p>Principal, Counselors, Division Administrators</p> <p>Attendance Officer, Principal, School Social Worker, Counselors, Case Managers Teachers, Parents, Student</p> <p>Attendance Officer</p>

What Are Eating Disorders?

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

Eating disorders affect both males and females of all ages.

Eating disorders can be diagnosed based on weight changes, but also based on behaviors, attitudes and mindset. Be alert for any of these signs in your child.

Key things to look for around food:

- Eating a lot of food that seems out of control (large amounts of food may disappear, you find a lot of empty wrappers and containers hidden)
- Develops food rules—may eat only a particular food or food group, cuts food into very small pieces, or spreads food out on the plate
- Talks a lot about, or focuses often, on weight, food, calories, fat grams, and dieting
- Often says that they are not hungry
- Skips meals or takes small portions of food at regular meals
- Cooks meals or treats for others but won't eat them
- Avoids mealtimes or situations involving food
- Goes to the bathroom after meals often
- Uses a lot of mouthwash, mints, and/or gum
- Starts cutting out foods that he or she used to enjoy

Key things to look for around activity:

- Exercises all the time, more than what is healthy or recommended – despite weather, fatigue, illness, or injury
- Stops doing their regular activities, spends more time alone (can be spending more time exercising)

Physical Risk Factors:

- Feels cold all the time or complains of being tired all the time. Likely to become more irritable and/or nervous.
- Any vomiting after eating (or see signs in the bathroom of vomiting – smell, clogged shower drain)
- Any use of laxatives or diuretics (or you find empty packages)

Weight is NOT the only indicator of an eating disorder, as people of all sizes may be suffering.

How to Communicate with Your Child

Understand that eating disorder sufferers often deny that there is a problem.

Educate yourself on eating disorders

Ask what you can do to help

Listen openly and reflectively

Be patient and nonjudgmental

Talk with your child in a kind way when you are calm and not angry, frustrated, or upset

Let him/her know you only want the best for him/her

Remind your child that he/she has people who care and support him/her

Be flexible and open with your support

Be honest

Show care, concern, and understanding

Ask how he/she is feeling

Try to be a good role model- don't engage in 'fat talk' about yourself

Understand that your child is not looking for attention or pity

Seek professional help on behalf of your

Other Risk Factors:

- Believes that they are too big or too fat (regardless of reality)
- Asks often to be reassured about how they look
- Stops hanging out with their friends

- ☐ Not able to talk about how they are feeling
- ☐ Reports others are newly judgmental or “not connecting”

If Your Child Shows Signs of a Possible Eating Disorder

Seek assistance from a medical professional as soon as possible; because they are so complex, **eating disorders should be assessed by someone who specializes in the treatment of eating disorders**. The earlier a person with an eating disorder seeks treatment, the greater the likelihood of physical and emotional recovery.

RAPPAHANNOCK COUNTY SCHOOLS NONDISCRIMINATION POLICY

In compliance with Executive Order 11246, Title II of the Education Amendment of 1976, Title VI of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972, Section 504 of the Rehabilitation Act of 1973, and all other Federal, State School rules, laws, regulations and policies, Rappahannock County Public Schools shall not discriminate on the basis of race, color, national origin, religion, gender, age, or disability in educational programs and activities. It is the intent of Rappahannock County Public Schools to comply with both the letter and spirit of the law in making certain that discrimination does not exist in its policies, regulations, and operations. Grievance procedures, for Title IX and Section 504, have been established for students, their parents and employees who feel discrimination has been shown by the school division. All students attending Rappahannock County Public Schools may participate in educational programs and activities, including but not limited to, health, physical education, music, career and technical education. Educational programs and services will be designed to meet the varying needs of all students and will not discriminate against any individual for reason of race, color, national origin, religion, gender, age or disability.

Any student who believes he or she has been the victim of prohibited discrimination should report the alleged discrimination as soon as possible to one of the Compliance Officers designated below or to any other school personnel. The alleged discrimination should be reported as soon as possible, and the report generally should be made within fifteen (15) school days of the occurrence. Further, any student who has knowledge of conduct which may constitute prohibited discrimination should report such conduct to one of the Compliance Officers or to any school personnel. Any employee who has knowledge of conduct which may constitute prohibited discrimination shall immediately report such conduct to one of the Compliance Officers.

Compliance Officer:

Dr. Carol Johnson

Asst. Superintendent

6 Schoolhouse Road

Washington, VA 22747

Telephone: 540-227-0023

Alternate Compliance Officer

Michelle Berta

Human Resources Coordinator

6 Schoolhouse Road

Washington, VA 22747

Telephone: 540-227-0023

cjohnson@rappahannockschoools.us

mberta@rappahannockschoools.us

NONDISCRIMINATION STATEMENT

Rappahannock County Public Schools do not unlawfully discriminate on the basis of race, color, national origin, religion, gender, age, or disability in employment or in its educational programs and activities and provides equal access to designated youth groups

RAPPAHANNOCK COUNTY PUBLIC SCHOOLS

SCHOOL CLOSING INFORMATION

6 Schoolhouse Road Washington, Virginia 22747

Telephone (540) 227-0023 Fax (540) 987-8896

www.rappahannockschoools.us

TO: All Parents and School Employees

FROM: Holly Jenkins, Public Relations and Digital Communications Officer

Closings are posted on the school division website at www.rappahannockschoools.us. Automated messages will be sent to home phones and to cell phones registered on our student information systems. Email/text alerts will be sent to all email accounts and cell phone numbers on file. Please make sure that all contact information (home phone, cell phone, and email addresses) are current for the 2024-2025 school year. School closure information will be posted on our RCPS Facebook page. <https://www.facebook.com/rappahannockcountypublicschools/>

Rappahannock County Public Schools Annual Public Notice



WE ARE RAPPAHANNOCK