

Curriculum, Instruction, and Support



**“Education is the most powerful weapon which
you can use to change the world.”**

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Mission, Vision and Equity Statements

Mission Statement

Pulaski County Public Schools, with its commitment to excellence and equity, will educate all students to be productive, responsible citizens and life-long learners in a rapidly changing, global society.

At Pulaski County Public Schools we believe:

- All students must achieve at their highest levels
- That every child will excel
- Learning occurs best in an atmosphere of mutual respect
- Schools must provide a supportive and safe environment for students to learn
- We recruit, hire, and retain the best staff
- We hold our teachers to the highest professional standards
- Parents can make the biggest difference in students' learning
- Families are critical to the success of students in school

Vision Statement

Pathway to a brighter tomorrow

Racial and Social Equity Statement

Pulaski County Public Schools acknowledges that systemic and institutional inequities, especially in matters of race, remain significant barriers for people and communities working to reach their full potential. We are committed to the principles of equity by requiring non-biased, fair, and non-discriminatory actions, decisions, and treatment of all people who interact with the school system. Our schools will provide an environment that respects every individual regardless of race, gender, intellectual & physical abilities, sexual orientation, religion, socioeconomic status, physical appearance, gender expression, family configuration, ethnicity, age, and the language spoken in their homes.

School Board Members

Pulaski County School Board Members

Beckie Cox, Chair, Massie District

Timothy C. Hurst, Vice-Chair - Draper District

Bill Benson – Cloyd District

Dr. Paige Cash – Robinson District

Penny Golden – Ingles District

The Pulaski County School Board is an equal opportunity employer, committed to nondiscrimination in recruitment, selection, hiring, pay, promotion, retention or other personnel actions affecting employees or candidates for employment. Therefore discrimination in employment against any person on the basis of race, color, creed, religion, national origin, ancestry, political affiliation, sex, sexual orientation, gender, gender identity, age, pregnancy, childbirth or related medical conditions, marital status, status as a veteran, genetic information or disability is prohibited. Personnel decisions are based on merit and the ability to perform the essential functions of the job, with or without reasonable accommodation.

La interpretación de este documento está disponible. Llame a Dannah Card, especialista en EL, al 540-643-0919.

可以阅读本文档的解释。请拨打电话540-643-0919致电EL专家

Dannah Card

School Information

Pulaski County High School

Principal: Jennifer Bolling
Grades: 9-12
5414 Cougar Trail
Dublin, VA 24084
(540) 643-0747

Career and Technical Education**Pulaski County High School**

Director: Megan Atkinson
202 N. Washington Avenue
Pulaski, VA 24301
(540) 994-2590

Pulaski County Middle School

Principal: Rebecah Smith
Grades 6-8
4396 Lee Highway
Pulaski, VA 24301
(540) 643-0767

Critzer Elementary School

Principal: Anthony Viers
Grades: PK-5
100 Critzer Drive
Pulaski, VA 24301
(540) 643-0274

Dublin Elementary School

Principal: Elizabeth Webb
Grades: PK-5
600 Dunlap Road
Dublin, VA 24084
(540) 643-0337

Pulaski Elementary School

Principal: Mike Price
Grades: PK-5
2004 Morehead Lane
Pulaski, VA 24301
(540) 643-0737

Riverlawn Elementary School

Principal: Kim Sink
Grades: PK-5
8100 Beth Nelson Drive
Fairlawn, VA 24141
(540) 643-0748

Snowville Elementary School

Principal, Amy Shrewsbury
Grades: PK-5
4858 Leads Mine Road
Hiwassee, VA 24347
(540) 643-0766



Central Office Directory

Name	Title
Robert Graham	Superintendent
Brenda Crawford	Executive Administrative Assistant
David Gravely	
Dr. Sarah Polcha	Assistant Superintendent of Student Services
Ann Benson	Licensed School Psychologist
Dan Butler	School Psychologist
Rhonda Carner	Medicaid Office Assistant
Mary Cheverton	Coordinator of Student and Family Services
Cheryl Hall	Coordinator of Special Education
Barbara Lawson	Administrative Assistant
Brittany O'Dell	Coordinator of Special Education
Dr. Tara Grant	Assistant Superintendent of Administration and Instruction
Candice Richardson	Bookkeeper/Office Assistant
Tonia Singleton	Coordinator of Elementary Education/Supervisor of Preschool
Roxanne Souma	Coordinator of Secondary Education
Megan Sklar	Director of Finance
Tammy Harrell	Accounting Assistant
Bryanna Love	Accounting Assistant
Teresa Porter	Assistant Director of Finance
Ashley Coble	Director of Human Resources
Kim Clisby	HR Administrative Assistant
Yvonne Quesenberry	Benefits Manager
Jess Shull	Director of Operations and Maintenance
Tina O'Dell	Administrative Assistant to Director of Operations
Sarah Taylor	Maintenance & Grounds Office Assistant
Troy Barkley	Director of Transportation
Vickie Jarrells	Transportation/Dispatch Manager
Lincoln Whitaker	Director of Information Technology/Network Administrator
Debbie Compton	Database Administrator
Grey Crawford	
Judy Ferrell	Technology Administrative Assistant
Jennifer Harris	Student Information Technology Specialist
Paul Manning	Senior Technician
Jeremiah Simpkins	Network Administrator
Jessica Morrison	Director of School Nutrition Program
Elaine East	Office Assistant

Mastery Connect

1. Mastery Connect is the benchmark testing system for the district.
2. ITRT's will be conducting training sessions at each school during the beginning of the 2023-2024 school year. Both teachers and students will receive user names and passwords.
3. Mastery Connect will be updated through PowerSchool.
4. The testing calendar for the 2023-2024 school year is listed on the pcva webpage.
5. Teachers may use the system to create their own.

Chronic Absenteeism

In Virginia, school attendance is considered as part of school accreditation measures. Chronic absenteeism is defined as missing 10% or more of the scheduled instructional time. Every type of absence (unverified, parent contact, professional documentation, suspensions, etc.) counts towards the chronic absenteeism rate. A student is considered to be chronically absent if he/she misses four or more days per nine weeks. If a student meets this threshold, a letter will be mailed home to parents to review their child's attendance. This intervention is intended to foster positive communication between the school, the child, and the child's parent/guardian in order to promote regular attendance and make-up for any missing assignments. Students may have as many as four Attendance Success Plans since absences are reviewed every 9 weeks.



DSS Reporting of Child Abuse and Neglect

All Pulaski County Public School employees are mandated reporters. According to Virginia Code § 22.1-291.3, all school personnel who have any reason to suspect that a child is an abused/neglected child is required to report such suspected cases of child abuse/neglect to local or state social services agencies or the person in charge of the relevant school or his designee. All suspected reports of abuse/neglect must be made to the local Department of Social Services as soon as possible but at least within 24 hours of receiving the information. If a school employee has knowledge of abuse/neglect or suspects abuse/neglect and does not make the report, legal consequences such as fines or possible misdemeanor charges can be pursued. All reports must be documented on the Suspected Child Abuse/Neglect Report Record and a copy must be provided to the Administrator. If imminent danger is suspected or the report involves a school employee, the Administrator must be notified immediately.

PULASKI COUNTY PUBLIC SCHOOLS
Suspected Child Abuse/Neglect Report Record

School _____ Date _____

Reported by: _____
Name _____
Title _____

Indicate which agency is being contacted:

_____ Pulaski Co. Child Protected Services	540-980-7995	Intake Worker contact _____
_____ Virginia State Hotline	1-800-552-7096	
_____ Pulaski County Sheriff's Office	540-980-7800	
_____ Pulaski Town Police Department	540-994-8680	
_____ Dublin Town Police Department	540-674-5167	

Child's Name _____ Grade _____
Last First Middle

Date of Birth: _____
Address: _____

Mother/Guardian _____ Phone _____
Address _____

Father/Guardian _____ Phone _____
Address _____

All complaints must be made within 24 hours of initial report

This document is **NOT** to be placed in the student's cumulative folder or otherwise included in any student file. Each individual is to maintain this form in your own records. Administrators must be notified when a report has been made and a copy of this report provided to them. Reporter is to notify administration immediately if imminent danger is suspected. If report involves school employees, notify administrator immediately.

Core Team

1. For students served by an existing 504 or IEP, concerns are to be referred directly to that team, in lieu of the CORE team.
2. Core Team will serve as the initial agent for:
 - Most 504 referrals
 - Most special education referrals
 - Most school based NRVCS referrals
 - Assessment of behavior/positive behavior support plan for general education students
3. Core Team is a resource of professionals (teachers, administrators and outside agencies if invited) to support students in all facets of their educational experience. The goal is to help students succeed. Core Team is a general education function that may or may not lead to Special Education referrals.
4. Refer any student who consistently exhibits inappropriate behaviors, who are not consistently performing at an academic level and/or not attending school regularly.
5. The school administrator, who is the chair of Core Team, will receive all referrals, evaluate the referral, and schedule meetings accordingly. If a meeting is held, a committee to include the administrator (chair), referring source, teacher, school counselor, parent, and others having knowledge of the child as appropriate will meet to discuss the concerns and make recommendations regarding academic, behavioral, social, and/or emotional issues based on data.
6. During a Core Team meeting, interventions are identified for the purpose of increasing student success. These interventions will be documented and the student's progress will be monitored while these interventions are being implemented. Baseline data and progress monitoring are required. If possible, teachers meet together in weekly grade-group meetings to discuss data and instructional strategies for students experiencing learning or behavioral difficulties. Core Team reconvenes in 3 to 6 week increments to review data and make adjustments to the plan. Data is used to determine the effectiveness of interventions and strategies. Research based interventions and strategies are tried and the effectiveness is charted. The team will follow a Virginia Tiered System of Support to make data driven decisions.
7. After the Core Team implements and monitors the progress of appropriate interventions, they may suspect the student meets the criteria for a disability. At that time, they may decide to make a referral for special education, if and only if the Core Team has appropriate data to support the referral. It is appropriate at this time to invite a Special Education teacher to the meeting.
8. For information concerning Special Education programs in Pulaski County Public Schools visit link www.pcva.us/sped.html

Pacing Guides

The pacing guides are accessed from the Curriculum, Instruction, and Academic Support Web site: <http://www.pcva.us/CIAPacingguides.html>. The CIP website has alignment guides to HMH on the 2nd-5th grade English pages.

All instructional personnel must follow the pacing guides. All students at each grade level are required to participate in the comprehensive instruction program assessments. These are based on the pacing guides which are aligned to the SOL's.

Field Trips

1. District field trip policies:

[See Board Policy IICA: Field Trips](#)

[See Board Policy IICA-R FIELD TRIPS and APPROVED SCHOOL ACTIVITIES](#)

Each school may have additional requirements for field trips. Check with your building administrator for these.

Note: To see policies, you must put the policy number in the search field.

2. To request a field trip, please see your building administrator for the procedure for your school. All trips will be entered in Versatrans TripTracker by the principal or his/her designee.
3. All field trips must be listed on the school's Activity Calendar for the year that is submitted to the School Board. These calendars are submitted to the Board twice a year, once in September and once in January.
4. Send final list of students participating in the field trip to the nurse 2 weeks prior to the field trip for verification of medicine.



Grading/Reporting

Important Dates for Grading/Reporting – Second semester dates may change if the calendar has to be updated due to a large number of inclement weather days. Schools may choose to roll grades earlier than the date in the chart, with notification by the school principal to IT.

At the end of the fourth nine weeks, schools will be responsible for creating the mailing labels and mailing the report cards to the students.

Nine Weeks	Midterm	Term Ends	Report Cards Sent
1 st nine weeks	September 7	October 11	October 17
2 nd nine weeks	November 16	December 20	January 10
3 rd nine weeks	February 7	March 13	March 20
4 th nine weeks	May 5	May 31	June 7

Parental Call Procedure for Teachers:

- Contact Parents by phone if a student's grade drops to a D, F, or U. (Teachers may need to make multiple contacts.)
- Document all calls on the log. (If teachers show this log to parents, other students' names on the log are to be redacted.)
- If the student has an IEP or 504, case managers are to be contacted.
- Call log is to be ready for review upon request from an administrator.
- Teachers work with IEP and 504 Case Managers on progress reports.

Primary Grading/Reporting

Teachers will make every effort to resolve incomplete grades **PRIOR** to the end of each 9 weeks. Incompletes should only be used for extenuating circumstances.

1. Primary Grading Scale:
 - a. **Elementary Kindergarten**
 1. Check sheet and narrative comments
 - b. **Elementary 1-2**
 1. G - Consistently Good to Outstanding Achievement
 2. S - Consistently Satisfactory Achievement
 3. I - Inconsistent Achievement
 4. U - Unsatisfactory Achievement
 - c. **Grade 1:**

1. G, S, I, or U is used in reading, written composition, and math. Only an S or I is used in science and social studies.
2. In K-5 art, music, and physical education, S or I is used to assess participation.
3. In handwriting, work habits, and citizenship, an S, I, or U is used.
2. Grading Considerations
 - a. PK-K checklist for skill mastery
 - b. Grade 1
 - I. Daily assignments, classroom participation, and unit tests
 - II. Science and Social Studies grades of 'S' or 'I' should reflect student observable achievement in understanding and application of subject skills and/or concepts.
3. Power Teacher is used for the gradebook and for taking attendance. At the primary level, teachers are not required to use Power Teacher as a gradebook. Teachers may choose to use only a final assignment to trigger the final grade; however, it is permissible for them to use Power Teacher as a gradebook. The primary grading scale will be setup in Power Teacher before the start of the year. If teachers choose to use Power Teacher as a gradebook, they will not need to compute a final average for each subject for the year. The system will do this for them.
4. For consistency in grading, teachers should work with their grade levels to determine categories, weights, scale, and number of assignments (A limited number of assignments in a category can skew the results.) If you have questions about this, see your building administrator.
5. Achievement is the **level** at which the student is performing academically. Progress is the range between the levels of achievement, i.e., if a student started out a year below grade level and has risen to grade level, the achievement may be satisfactory while progress may be outstanding. Student progress should be addressed through comments.

Note: A list of comments is available for teachers to use in PowerSchool.
DO NOT ADD YOUR OWN COMMENTS.

- a. Only one electronic comment per subject can be utilized. Teachers can check specific student characteristics contained on the rubrics on the back of the report card.
- b. No narratives should be handwritten on the front of the report card. However, if a teacher determines that more information needs to be included, he/she may write a narrative and attach it to the report card.
- c. Comments explaining grades should be given for all grades; however, comments are **required** for grades as follows:
 1. Elementary - **I or U**
 2. Elementary - **D or F**
- d. Use a comment on the report card to indicate that a student is working below grade level.

Teachers will use the **Midterm Form** generated in PowerSchool. ITRT's will provide tutorials.

Upper Elementary Grading/Reporting

Teachers will make every effort to resolve incomplete grades **PRIOR** to the end of each 9 weeks. Incompletes should only be used for extenuating circumstances.

1. Upper Elementary Grading Scale:
 - a. **Elementary 3-5**
 - A -90-100
 - B - 80-89
 - C - 70-79
 - D - 60-69
 - F - 0-59
 - b. In K-5 art, music, and physical education, S or I is used to assess participation. Teachers for these classes must enter their grades into PowerSchool.
 - c. In handwriting, work habits, and citizenship, an S, I, or U is used.
2. Students' grades should correlate with performance on grade level standards.
3. Power Teacher is used for the gradebook and for taking attendance. At the upper elementary level, teachers are required to use Power Teacher as a gradebook. Power Teacher will do the final average for the year, and teachers do not need to compute this average and enter it into the system.
4. For consistency in grading, teachers should work with their grade levels to determine categories, weights, scale, and number of assignments (A limited number of assignments in a category can skew the results.). If you have questions about this, see your building administrator.
5. Achievement is the **level** at which the student is performing academically. Progress is the range between the levels of achievement, i.e, if a student started out a year below grade level and has risen to grade level, the achievement may be satisfactory while progress may be outstanding. Student progress should be addressed through comments.
6. Weekly updating of grades by the end of the day each Friday (1-3 grades per week is a suggestion).

Note: This is a list of comments that should be at each school. Be sure to use the comments that are listed in the Power Teacher Gradebook for your school. **Do not add your own comments to the report card.**

- e. Only one electronic comment per subject can be utilized. Teachers can check specific student characteristics contained on the rubrics on the back of the report card.
- f. No narratives should be handwritten on the front of the report card. However, if a teacher determines that more information needs to be included, he/she may write a narrative and attach it to the report card.
- g. Comments explaining grades should be given for all grades; however, comments are **required** for grades as follows:
 - 1. Elementary - **I or U**
 - 2. Elementary - **D or F**
- h. Use a comment on the report card to indicate that a student is working below grade level.

Teachers will use the **Midterm Form** generated in PowerSchool. ITRT's will provide tutorials.

Middle School Grading/Reporting

Teachers will make every effort to resolve incomplete grades **PRIOR** to the end of each 9 weeks. Incompletes should only be used for extenuating circumstances.

- 1. Middle School Grading Scale:
 - a. **Middle 6-8**
 - A -90-100
 - B - 80-89
 - C - 70-79
 - D - 60-69
 - F - 0-59
 - S\N for 6th grade exploratory classes
- 2. Students' grades should correlate with performance on grade level standards.
- 3. Power Teacher is used for the gradebook and for taking attendance. Teachers are required to use Power Teacher as a gradebook. Power Teacher will do the final average for the year, and teachers do not need to compute this average and enter it into the system.
- 4. For consistency in grading, teachers should work with their grade levels to determine categories, weights, scale, and number of assignments (A limited number of assignments in a category can skew the results.). If you have questions about this, see your building administrator.
- 5. Achievement is the **level** at which the student is performing academically. Progress is the range between the levels of achievement, i.e., if a student started out a year below grade level and has risen to grade level, the

achievement may be satisfactory while progress may be outstanding. Student progress should be addressed through comments.

6. Parent must be contact when the students' grade falls below "C".

Note: This is a list of comments that should be at each school. Be sure to use the comments that are listed in the Power Teacher Gradebook for your school. **Do not add your own comments to the report card.**

- a. Only one electronic comment per subject can be utilized. Teachers can check specific student characteristics contained on the rubrics on the back of the report card.
- b. No narratives should be handwritten on the front of the report card. However, if a teacher determines that more information needs to be included, he/she may write a narrative and attach it to the report card.
- c. Comments explaining grades should be given for all grades; however, comments are **required** for grades as follows:
 1. **Middle - D or F**
- d. Use a comment on the report card to indicate that a student is working below grade level.

Teachers will use the **Midterm Form** generated in PowerSchool. ITRT's will provide tutorials.

High School Grading/Reporting

Teachers will make every effort to resolve incomplete grades **PRIOR** to the end of each 9 weeks. Incompletes should only be used for extenuating circumstances.

1. High School Grading Scale:
 - a. **High School - 9-12**
 - A -90-100
 - B - 80-89
 - C - 70-79
 - D - 60-69
 - F - 0-59
2. Power Teacher is used for the gradebook and for taking attendance. Teachers are required to use Power Teacher as a gradebook. Power Teacher will do the final average for the year, and teachers do not need to compute this average and enter it into the system.
3. For consistency in grading, teachers should work with their grade levels/subject areas to determine categories, weights, scale, and number of assignments (A limited number of assignments in a category can skew the results.)
4. Teachers use Power Teacher to generate a midterm.
5. Classroom teachers provide IEP goal progress to Case Managers.

6. Parent must be contact when the students' grade falls below "C".

Note: This is a list of comments that should be at each school. Be sure to use the comments that are listed in the Power Teacher Gradebook for your school. **Do not add your own comments to the report card.**

- a. Only one electronic comment per subject can be utilized. Teachers can check specific student characteristics contained on the rubrics on the back of the report card.
- b. No narratives should be handwritten on the front of the report card. However, if a teacher determines that more information needs to be included, he/she may write a narrative and attach it to the report card.
- c. Comments explaining grades should be given for all grades; however, comments are **required** for grades **D or F**.
- d. Use a comment on the report card to indicate that a student is working below grade level.

Teachers will use the **Midterm Form** generated in PowerSchool. ITRT's will provide tutorials.

Middle School and Elementary Writing Project Grading/Reporting

The Standards of Learning for English in grades 3-8 require students to write for a variety of purposes. The English pacing guides for grades 3-8 specify a writing project for each nine weeks. Starting with the first nine weeks of the 2021-20252 school year, the final grade for this project each nine weeks will count 10% of the final written composition grade for grades 3-5 at the elementary level and 10% of the final English grade for grades 6-8. This will be indicated in the gradebook setup for each teacher.

Cursive Handwriting and Keyboarding

1. Second grade teachers will begin the process of teaching cursive handwriting. This will happen during the second semester.
 - 2.11 The student will maintain legible printing and begin to make the transition to cursive.
2. Third grade teachers will continue the process of teaching cursive handwriting.
3. Keyboarding will start in fourth grade and continue into fifth grade. We will use the Web-based program Edutyping.

Homework

1. Division homework policy - [See Board Policy IKB-R: Homework](#)

Board Policy IKB-R: HOMEWORK

The school division recognizes the inherent worth of homework in terms of its value in helping to train the minds of students, in providing teachers and administrators with a clearer picture of student progress, and in offering students greater opportunities to learn and to explore in greater depth the issues and skills introduced in the classroom. At the same time, the school division recognizes the complexity of the issues surrounding appropriate assignment and use of homework in the larger context of student assessment issues and is committed to establishing and maintaining a comprehensive program of assessment which includes a reasonable approach to the design, assignment, and use of homework.

Definitions

For purposes of this policy and attendant regulation(s), the term **“homework”** refers to assignments given students by classroom teachers which are expected to be completed by the student wholly or mostly away from school, outside school hours, with little or no outside direct assistance other than that which may be stipulated at the time of the assignment (i.e., group project assignments, etc.).

Note: this is in no way intended to prohibit or limit that assistance given by parents/guardians to students while they are working on homework assignments at home.

Except where specifically stipulated by the classroom teacher, long-term research and other recurring projects, including those which require periodic “benchmark” checks or similar assessment and/or monitoring by the teacher, are **not** subject to the same policy and regulation requirements and restrictions as other “homework.” In cases where such long-range projects are assigned, principals have the final authority to decide to what extent these homework regulations apply.

Purpose and Usage

In all grades and subjects, the purpose and usage of homework shall be as follows:

1. To address areas of student strength and weakness, allowing teachers to design and deliver instructional activities and learning opportunities which propel students towards desired and designated levels of knowledge

acquisition and skill proficiency.

2. To afford students the opportunity to reflect upon, review, and practice that knowledge and those skills introduced, taught, and drilled in class.
3. To provide students study skills that relate to preliminary preparation for classroom subjects and issues upcoming in near-future classroom sessions.
4. To give teachers another tool (as one of several) for assessment of student understanding and proficiency in subject-matter knowledge and skills.

It is inappropriate to assess homework assignments when the material which constitutes that assignment has not been previously covered in classroom instruction.

Primary Grades (pK-2)

Classroom teachers may assign homework to students in grades pK-2 and use it for student assessment only under the following guidelines:

1. Aggregate homework assignments shall be designed so as to be completed by the majority of students within 20-30 minutes per night total. Additional reading-only assignments may be made, designed not to exceed an additional 20 minutes.
2. Homework assignments must be designed to reinforce and expand upon one or more of the following:
 - previously-taught material
 - academic processes & procedures
 - study skills
 - school-related knowledge separate and apart from subject-matter (however, academic subject matter may be used as the medium by which these components are delivered).
3. All homework assignments shall be reviewed in-class within one or two days of their assignment for completion and accuracy. Teachers are encouraged to provide time, individual and/or small-group assistance, cooperative peer-tutoring, and/or other differentiation methods to support students who fail to complete and/or reach proficiency on homework assignments.
4. Under no circumstances shall a student's aggregate homework grade be counted more than 10% of the final Nine (9) weeks academic grade.

5. Within each elementary school, teachers of the same grade levels (PK-2) shall work and plan together to establish similar homework assignments.
6. The Assistant Superintendent of Administration and Instruction shall work with grade-level leaders to establish, implement, and evaluate all school-based homework plans, policies, and practices so that some level of consistency in sound instructional practice and adherence to these division-wide regulations shall be maintained across the division.

Elementary Grades (3-5)

Classroom teachers may assign homework to students in grades 3-5 and use it for student assessment only under the following guidelines:

1. Aggregate homework assignments shall be designed so as to be completed by the majority of students within 30-45 minutes per night total. Additional reading-only assignments may be made, designed not to exceed an additional 30 minutes.
2. Each individual homework assignment must be designed to address one or both of the following:
 - a) *Practice*: assignments which emphasize reinforcement of skills introduced, taught, and drilled in class.
 - b) *Preparation*: assignments which are designed to prepare students to receive and assimilate instruction in specific subject-area concepts, know-ledge, and/or skills on the occasion of the next upcoming class period(s).

No homework assignments shall be given which require students to work at a higher level than that required for practice and/or preparation.

3. All homework assignments shall be reviewed in-class within one or two days of their assignment for completion and accuracy. Teachers are encouraged to provide time, individual and/or small-group assistance, cooperative peer-tutoring, and/or other differentiation methods to support students who fail to complete and/or reach proficiency on homework assignments.
4. Under no circumstances shall a student's aggregate homework grade be counted more than 10% of the final Nine (9) weeks academic grade.
5. Within each elementary school, teachers of the same grade levels (3-5) shall work and plan together to establish similar homework assignments. Students who fail to complete assignments or who complete them with less-than satisfactory accuracy will be provided opportunities to complete

and/or re-do the assignments until they reach the expected level of proficiency.

6. The Assistant Superintendent of Administration and Instruction shall work with grade-level leaders to establish, implement, and evaluate all school-based homework plans, policies, and practices so that some level of consistency in sound instructional practice and adherence to these division-wide regulations shall be maintained across the division.

Middle Grades (6-8)

Classroom teachers may assign homework to students in grades 6-8 and use it for student assessment only under the following guidelines:

1. Aggregate homework assignments shall be designed so as to be completed by the majority of students within 50-70 minutes per night total. Additional reading-only assignments may be made, designed not to exceed an additional 50 minutes.
2. Each individual homework assignment must be designed to address one or both of the following:
 - a) *Practice*: assignments which emphasize reinforcement of skills introduced, taught, and drilled in class.
 - b) *Preparation*: assignments which are designed to prepare students to receive and assimilate instruction in specific subject-area concepts, know-ledge, and/or skills on the occasion of the next upcoming class period(s).No homework assignments shall be given which require students to work at a higher level than that required for practice and/or preparation.
3. All homework assignments shall be reviewed in-class within one or two days of their assignment for completion and accuracy. Teachers are encouraged to provide time, individual and/or small-group assistance, cooperative peer-tutoring, and/or other differentiation methods to support students who fail to complete and/or reach proficiency on homework assignments.
4. Under no circumstances shall a student's aggregate homework grade be counted more than 10% of the final Nine (9) weeks academic grade.
5. Each middle school shall establish policies for the design, assignment, proficiency remediation, and assessment use of homework so that the following conditions are met within that school:

- a) grade-level teams plan and work together so as not to exceed the maximum aggregate homework time constraints;
- b) subject-matter teachers design, assign, remediate for proficiency, and assess/grade homework together so that all students receive comparable benefits of the best practices and resource sharing capabilities of the school's staff;
- c) homework grading is consistent across grade levels, subject areas, and teams in terms of value and relative academic weight.

Such policies shall be submitted and approved annually by the Director of Instruction and shall be published in the school handbook.

- 6. The Assistant Superintendent of Administration and Instruction shall work with grade-level and subject-area leaders to establish, implement, and evaluate all school-based homework plans, policies, and practices so that some level of consistency in sound instructional practice and adherence to these division-wide regulations shall be maintained across the division.

High School Grades (9-12)

Classroom teachers may assign homework to students in grades 9-12 and use it for student assessment only under the following guidelines:

- 1. Homework assignments shall be designed so as to be completed by the majority of students within 30 minutes maximum per course per night, including read-only assignments (see "Definitions" for clarification of the exception regarding long-range project assignments; see also #6 below for exceptions designed to increase flexibility with this requirement).
- 2. Each individual homework assignment must be designed to address one or both of the following:
 - a) *Practice*: assignments which emphasize reinforcement of skills introduced, taught, and drilled in class.
 - b) *Preparation*: assignments which are designed to prepare students to receive and assimilate instruction in specific subject-area concepts, know-ledge, and/or skills on the occasion of the next upcoming class period(s).
 - c) No homework assignments shall be given which require students to work at a higher taxonomy level.
- 3. Teachers shall review and assess the accuracy of homework assignments, both graded and ungraded, and return them to students with

- feedback within 5 school days of their submission.
4. Under no circumstances shall a student's aggregate homework grade be counted more than 10% of the final grade.
 5. The high school shall develop internal policies and procedures governing the design, assignment, grading, and use of homework so that:
 - a) The spirit and intent of these regulations are embraced and incorporated into the instructional and assessment practices of all courses and individual classrooms, by all teachers;
Flexibility may be achieved within and across subject areas where the 30- minute-per-course time maximum is concerned – that is, the overall absolute 2-hour-per-night cap is inviolate, but the configuration of minutes-per-subject within that cap might be flexed according to student course loads;
 - b) Student preparation for tests and other major assessment activities (project deadlines, etc.) is supported by internal procedures regulating the scheduling of such activities so that students are not overwhelmed by the “piling up” of several major assessment activities in a short-proximity time period;
 - c) Subject-area teachers shall plan and work together to develop common course syllabi with consistently similar or identical homework design, assignment, and grading practices and procedures.
 6. The Assistant Superintendent of Administration and Instruction shall work with department chairs to establish, implement, and evaluate all school-based homework plans, policies, and practices so that some level of consistency in sound instructional practice and adherence to these division- wide regulations shall be maintained across the division.

Accountability

Principals shall have the responsibility for monitoring and implementing these regulations in each school, in consultation with the Assistant Superintendent of Administration and Instruction and the Superintendent. Teachers and parents shall be afforded the opportunity for periodic review and evaluation of the general policies, practices, and procedures relative to the design, assignment, and grading use of homework in each school.

Lesson Plans

1. Please check with your building administrator or mentor teacher to see if your grade level, subject area, or school uses a special lesson plan template.
2. All teachers will have written weekly plans that are readily available at all times and easily accessible or on view.

3. All instructional personnel will have emergency plans for a substitute. Often the plans that a teacher has made for daily instruction are not suitable for emergencies requiring a substitute to step in and take over the class. A folder of emergency activities should be readily accessible at these times.
4. All teachers will need to leave plans if out for an extended period. Please work with your substitute to develop written instructional plans and student activities. Prior to FMLA approved leave, written plans and activities will need to be made available for the substitute.

Purchase Requisitions

All purchase requisitions for the Instruction must be submitted electronically to [Candice Richardson](#).

Textbook Requisitions

Textbook Requisition Form - **Forms - All forms are now located in the shared folder at each school. F-Home-Shared- District Guidelines and Files 2.**

- a. All textbook requests must be placed on the updated form with priority ranking.
 - b. All textbook requests must have principal or assistant principal approval. With principal approval at the high school, department chairs may complete textbook orders.
 - c. All requests are to be sent electronically to [Candice Richardson](#) by due dates.
 - d. If a student loses a textbook, the replacement price (Contact Candice Richardson for replacement price) must be paid. Students are not allowed to buy their own replacement books.
 - e. Please be sure that the correct ISBN number is on the form.**
2. Textbook/Barcode Information
 - a. All hardcover textbooks except for reading at the elementary level and literature at the middle schools should be barcoded. If a book is missing a barcode or has a damaged barcode, please contact your building media specialist.
 - b. All textbooks books are to be checked out from the library in the fall and returned to the system in the spring. If classroom sets are used, the textbooks are to be checked out to the teacher. At the beginning of

year each teacher is to keep a record of the book number issued to each student. Teachers are responsible for collecting the books from the students at the end of the year. Please work with your librarian on this procedure.

- c. At the high school, there are scanners in each pod and in the CTE building. If classroom sets are used, the textbooks are to be checked out to the teacher. At the beginning of each semester, each teacher is to keep a record of the book number issued to each student. Teachers are responsible for collecting the books from the students at the end of the semester. Due to block scheduling, this must be done at the beginning and end of each semester.

Promotion, Retention and Grade Acceleration Retention Policy

[See Board Policy IKEB-R: Basic Instructional Program- Promotion, Retention, and Acceleration](#)

Board Policy IGA-R (Also IKEB-R): BASIC INSTRUCTIONAL PROGRAM

The Pulaski County Public Schools supports the findings of educational research, which show that grade retention is rarely effective in terms of raising a given student's academic performance. At the same time, the Pulaski County Public Schools recognizes the need to consider each student's academic and related progress, along with other factors such as maturity and appropriately assigned grade level, when making decisions about student placement. Finally, the Pulaski County Public Schools is opposed to the practice of "social promotion," which can result in students being promoted past their academic performance ability level, ensuring academic failure. For those reasons, the Pulaski County Public Schools directs principals and teachers to follow these procedures in determining whether or not individual students should be retained-in-grade, promoted, or accelerated.

Promotion

At all grade levels, students who earn passing grades in accordance with county grading policies and whose relevant standardized test scores indicate satisfactory progress shall be assumed to be "on-track" for progressive promotion at the end of each successive year to the next grade.

Retention Criteria: Grades K-2

Students in grades K, 1, or 2 may only be considered for retention-in-grade if they are determined by teachers and principals to need an additional year of developmental growth and/or maturity and readiness for learning.

When parents disagree with a school's recommendation to retain, their wishes will be honored (K-2 only). A letter outlining the school's opposition will be sent to the parents with a copy placed in the student's permanent file.

Retention Criteria: Grades 3-8

Students in grades 3 through 8 may be considered for retention-in-grade if a combination of the following conditions apply:

- a) "Failing" grades in accordance with county grading policies;
- b) Standardized test scores, which fall in the less-than-optimum performance range(s) relevant to that test and grade level;
- c) Evidence of developmental or emotional maturity delay to the point of falling significantly behind expectations for the next grade level;

High School Grade Classification

- Freshman: A student entering high school for the first time.
- Sophomore: Completion of two high school semesters with a minimum of six (6) credits.
- Juniors: Completion of four high school semesters with a minimum of twelve (12) credits.
- Seniors: Completion of six high school semesters with a minimum of nineteen (19) credits.

Summer School

Summer school shall be required of all students who qualify according to school division criteria. A checklist will be kept in the student's folder to document attendance at summer school. Summer school principals shall communicate regularly with summer school attendees' parents concerning the importance of regular summer school attendance and its connection to promotion and retention.

Grade Acceleration

Accelerating students to a higher grade removes them from their chronological peer group. This action can have unforeseen negative consequences in later years of a student's life. Because of these risks, grade acceleration should occur only when there is strong evidence that a student's overall academic needs greatly exceed the standard grade level curriculum. The evidence required for such an action would include the following:

- a) Results of achievement tests

- b) Results of ability tests
- c) Grades (evidence of high achievement)
- d) Teacher recommendation
- e) SOL* test information (evidence of high achievement)
- f) Evidence of strong student interest and parental support

A placement committee will be formed to review the information. This committee will include a member of the gifted program staff, the child's current teacher, the proposed receiving teacher, a school counselor, a school administrator, and a parent. The committee's recommendation will be submitted to the assistant superintendent who will review the recommendation, meet with the parents at his/her discretion, and either accept the recommendation for forwarding to the superintendent or send back to the committee as rejected. It should be noted that Virginia regulations state that a student will not be accelerated through a grade level where SOL tests are administered unless the student has already completed and passed that level's SOL tests.

***When applicable**

Middle School Algebra I Placement-

Algebra I placement should occur when there is strong evidence that a student's academic need in mathematics exceeds the regular seventh or eighth grade mathematics curriculum. The following will be required of all students who wish to take Algebra I in middle school:

- A cumulative average of 80% or higher on the first three nine weeks' tests, of the current school year, in math.
- A score in the 80th percentile or above on the Orleans-Hanna Algebra Prognosis Test.
- A recommendation from the student's most recent math teacher.
- A score of 400 or more on the most recent math SOL assessment.
- Rising 7th Grade students must meet all four criteria for placement.
- 8th Grade Appeals Process- Prior to July 1st, rising 8th Grade students who meet 3 out of 4 criteria can appeal to the school principal for placement in Algebra I. *(Students granted placement on appeal would be subject to a review at the end of the first nine week grading period. The review would examine the student's grades, attendance, and behaviors. Students who have met established expectations in these areas will be granted continued placement in Algebra I for the remainder of their 8th grade year.)*



Case Manager Responsibilities

Case manager responsibilities include, but are not limited to:

- Case Managers are responsible for planning, monitoring, and implementing services for the students they serve.
- Teaching subjects as assigned by administration
- Maintaining records and collecting data related to the students they serve
- Meeting federal and state regulatory for: progress reports, triennial reviews, annual IEPs, observations, FBA/BIPs, MDRs, etc.
- Collaborate and plan with general education teachers, related service providers, and family members.
- Supervising paraprofessionals.
- Reading/following the Special Education Case Manager handbook.

Special Education File Maintenance

It is the responsibility of each case manager to maintain the confidential special education file for each student assigned to him/ her. The files will be reviewed periodically to ensure they are maintained as described below. Case managers will complete file reviews by September 30th of each school year for their caseloads.

1. Each cumulative file folder should have a label with the student's STI number. Label should be on the outside of the folder.

2. The front part of the folder contains enrollment records and school records in chronological order.
3. Red folder with STOP. Inside the red folder is a sign in sheet. All documents behind the red folder are in chronological order.
4. New IEP with the Cover Page is on top, all other documentation, parent letters, etc., stapled behind the IEP.
5. Amendments- placed on top of the IEP.
6. All other documentation placed in chronological order in front of the current IEP.
7. Progress reports are filed behind the IEP to which they refer. All progress reports must be retained in the cumulative folder.
8. With each new annual IEP (not amendment), move the red folder to the front and follow steps 3 through 6.

Do not use paper clips, binder clips, or rubber bands – Staples only.

Make sure all students have a red folder with **STOP** written on it.

There should be no duplicate copies in the cumulative folder.

Child Find

Consistent with Federal and State regulations, the Pulaski County Public School (PCPS) System engages in ongoing “Child Find” services to locate, identify, and evaluate all students with disabilities residing within its jurisdiction, age birth through 21 inclusive. The PCPS system will provide appropriate special education services to students who qualify. Children, aged birth through 2, are referred to Infant & Toddler Connection of the New River Valley and transitioned to Pulaski County Public Schools by age 3.

Child Find activities are conducted (1) to create public awareness of special education programs, (2) to advise public of the rights of students, and (3) to alert the community residents of the need for identifying and serving children with disabilities from the age of birth through 21 inclusive. These children may have difficulty walking, talking, hearing, or learning, or may display behaviors that appear different from other children their age.

Children eligible for special education include those children ages 2 through 21 inclusive with disabilities who have autism, deaf-blindness, developmental delay, emotional disability, hearing impairment, mental disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech or language impairment, traumatic brain injury, or visual impairment and who because of such an impairment need Special Education services.

If you know of a child who is age birth through age 2 who may have individual needs that result from developmental delays please contact the Infant & Toddler Connection of the New River Valley at (540) 831-7529.

If you know of a child who is 2 through 21 years of age who may have individual needs that result from disabilities or developmental delays, and who is not enrolled in a school program, please contact please contact Sarah Polcha, Director of Special Education, at (540) 994-2546. If you are a parent and would like more information, or if you want your child screened, please contact (540) 994-2544.



Management of the Student's Scholastic Record In the Public Schools of Virginia

Name of Student _____ Date of Birth _____

Name of parties who have requested or received personally identifiable information	Party's legitimate interest in requesting or obtaining information	Date party requested or obtained information

*The Record Data Disclosure Form is to be retained permanently with the student's education record.

NOTE: If the educational agency discloses information with the understanding that the party receiving the information may make further disclosures on behalf of the educational agency, if the disclosures meet the requirements of FERPA, the record of the disclosure must include the names of the additional parties to whom the receiving party may disclose the information and the legitimate interests.

Cumulative Records

All building administrators will designate teachers to review Cumulative Files no later than October 1, 2023. Case Managers will review files for their assigned students.

Cumulative files **MUST** remain in the front office area.

Cumulative Folder Order Sheet

Always place current information in the front of each section.

Section 1:

- Record of people viewing Category I folder
- Most current information sheet or student enrollment/registration form (throw away any old information sheets)
- Health card folder (copy of **birth certificate**, **NO SOCIAL SECURITY CARDS**, physical fitness card, blue/green physical, hearing screenings, nurse reports, hearing/vision screenings, medication logs, medical information release forms **over two years old**, etc. should be in health card folder)

- Transcripts from other schools
- Web publishing release form
- Signed computer agreement
- Home/School Language Survey

Section 2:

- Standardized test card with stickers
- Standardized test printouts
- Report cards (last report card from each school year in descending order, The K report card is composed of two white sheets and is titled *Kindergarten Progress Report*)
- Summer school information
 1. Summer school reports
 2. Letters indicating students who were invited but did not attend
- Prekindergarten pre- and post-assessments and report card
- Pictures on picture sheet
- Academic Career Plan (Pink folder)

Section 3:

In red folder: Record of people viewing confidential information

Behind the Red Folder:

- Current IEP or 504 or Gifted identification (IEP see Special Ed. List)
- Progress reports.
- Old IEP's/504's, child study, eligibility minutes, etc in chronological order, (newest to oldest)
- Attendance information – just a reminder that dr. excuses are not to be placed in the cum folder. Please give them to the school secretary.
 1. Pulaski County Truancy Team attendance plans
 2. Attendance letters
 3. Attendance improvement plans

Staff Development

1. To help teachers track the number of PD points that they earn for professional development activities sponsored by the Department of Curriculum, Instruction & Academic Support, a new link has been added to the district Website. The link lists each sponsored activity and corresponding number of PD points. This site will be updated throughout the year.
<http://www.pcva.us/departments/cia/pacingguides/handbooks/Pro-Dev-Log.pdf>
2. Central Office also provides a hard copy of PD that is available at the division level.

Summer Enrichment Program

1. The mission of the summer enrichment remedial program is to provide struggling students with additional instruction in an effort to improve skills and knowledge that will raise test scores and increase academic performance. Year-end program evaluations and summer enrichment data results have proven to administrators, teachers, parents, and students that the intervention in the summer is helpful and rewarding. Students are better prepared for statewide assessments and perform at a higher level in the classroom when participating in this remedial program.
2. Students in grades 3 through 8 attend summer school in Pulaski County.
3. Pulaski County Public Schools have placed a strong emphasis on providing remedial opportunities for students who are having academic difficulties. Students that earn a score of 399 or below on the reading and/or math Virginia Standards of Learning (SOL) Assessments or fail all SOL tests at a grade level will be mandated to attend summer school.
4. For information and/or an application to teach the summer enrichment program, contact Amy Shrewsbury, Principal at Snowville Elementary School, at 540-643-0460.
5. Summer School Dates: TBA during the second semester (usually 2 full weeks in June)

Technology

1. What do I do if my computer and/or one of its peripherals (printer, etc.) stops working?
 - a. If you have a problem, go to Help Desk and put in a work order.
[Help Desk Link](#)
2. What do I do if I can't connect to the Internet or PCVA Google account?
 - a. Check in your office to make sure that there isn't a server problem.
 - b. Reboot your computer.
 - c. If you still have a problem, go to Help Desk and put in a work order.
[Help Desk Link](#)
3. Am I allowed to install software on my computer in my room?
 - a. Teachers are allowed to install software that comes with adopted textbook series on the computers in their rooms. Please check with [Paul Manning](#) about other software programs before installing them.
4. How do I get a program installed on our school computer lab?
 - a. E-mail [Paul Manning](#) with your request.
5. [Framework for 21st Century Learning](#)
[Bloom's Digital Taxonomy Pyramid](#)
[Bloomin' iPad](#)



I. Policy Statement

The Pulaski County School Division is committed to maintaining an educational environment and workplace that is free from harassment. In accordance with law, the Board prohibits harassment against students, employees, or others on the basis of sex, gender, race, color, national origin, disability, religion, ancestry, age, marital status, genetic information or any other characteristic protected by law or based on a belief that such characteristic exists at school or any school sponsored activity. The Pulaski County School Board is an equal opportunity employer.

It is a violation of this policy for any student or school personnel to harass a student or school personnel based on race, national origin, disability, religion, ancestry, age, marital status, genetic information or any other characteristic protected by law or based on a belief that such characteristic exists at school or any school sponsored activity. Further, it is a violation of this policy for any school personnel to tolerate harassment based on a student's or employee's sex, gender, race, color, national origin, disability, religion by students, ancestry, age, marital status or genetic information or any other characteristic protected by law or based on a belief that such characteristic exists at school

or any school sponsored activity, by students, school personnel or third parties participating in, observing or otherwise engaged in school sponsored activities.

For the purpose of this policy, school personnel includes, school board members, school employees, agents, volunteers, contractors or other persons subject to the supervision and control of the School Division.

The school division:

- promptly investigates all complaints, written or verbal, of harassment based on sex, gender, race, color, nation origin, disability, religion, ancestry, age, marital status, genetic information or any other characteristic protected by law based on a belief that such characteristic exists at school or any school sponsored activity;
- promptly takes appropriate action to stop any harassment;
- takes appropriate action against any student or school personnel who violates this policy; and
- takes any other action reasonably calculated to end and prevent further harassment of school personnel or students.

II. Definitions

A. Harassment Based on Sex.

Harassment based on sex consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication, which may include use of cell phones or the internet, of a sexual nature when:

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

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

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

B. Harassment Based on Race, National Origin, Disability or Religion

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

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

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

- graffiti containing racially offensive language
- name calling, jokes, or rumors
- physical acts of aggression against a person or his property because of that person's race, national origin, disability, or religion
- hostile acts which are based on another's race, national origin, religion, or disability
- written or graphic material which is posted or circulated and which intimidates or
- threatens individuals based on their race, national origin, disability or religion

C. Additional Prohibited Behavior

Behavior that is not unlawful may nevertheless be unacceptable for the educational environment or the workplace. Demeaning or otherwise harmful actions are prohibited, particularly if directed at personal characteristics including, but not limited to, socioeconomic level, sexual orientation, or perceived sexual orientation or gender identity.

III. Complaint Procedure

Formal Procedure

1. File Report

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

The reporting party should use the form, Report of Harassment, GBAF/JFHA-F, to make complaints of harassment. However, oral reports and other written reports are also accepted. The complaint should be filed with either the building principal or one of the Compliance Officers designated in this policy. The principal shall immediately forward any report of alleged prohibited harassment to the Compliance Officer. Any complaint that involves the Compliance Officer or principal shall be reported to the Superintendent.

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

2. Investigation

Upon receipt of a report of alleged prohibited harassment, the Compliance Officer shall immediately authorize or undertake an investigation. The investigation may be conducted by school personnel or a third party designated by the school division. The investigation shall be completed as soon as practicable, which generally should be not later than 14 school days after receipt of the report by the Compliance Officer. Upon receiving the complaint, the Compliance Officer shall acknowledge receipt of the complaint by giving written notice that the complaint has been received to both the person complaining of harassment and the person accused of harassment. Also upon receiving the complaint, the Compliance Officer shall determine whether interim measures should be taken pending the outcome of the investigation. Such interim measures may include, but are not limited to, separating the alleged harasser and the complainant and, in cases involving potential criminal conduct, determining whether law enforcement officials should be notified. If the Compliance Officer determines that more than 14 school days will be required to investigate the complaint, the complainant and the accused shall be notified of the reason for the extended investigation and of the date by which the investigation will be concluded. If the alleged harassment may also constitute child abuse, then it must be reported to the Department of Social Service in accordance with Policy JHG, Child Abuse and Neglect Reporting.

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

In determining whether alleged conduct constitutes a violation of this policy, the division shall consider, at a minimum: (1) the surrounding circumstances; (2) the nature of the behavior; (3) past incidents or past or continuing patterns of behavior; (4) the relationship between the parties; (5) how often the conduct occurred; (6) the identity of the alleged perpetrator in relation to the alleged victim (i.e. whether the alleged perpetrator was in a position of power over the alleged victim); (7) the location of the alleged

harassment; (8) the ages of the parties and (9) the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a case by case determination based on all of the facts and circumstances revealed after a complete and thorough investigation.

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

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

3. Action by Superintendent

Within 5 school days of receiving the Compliance Officer's report, the superintendent or superintendent's designee shall issue a decision regarding whether this policy was violated. This decision must be provided in writing to the complainant and the alleged perpetrator. If the superintendent or superintendent's designee determines that it is more likely than not that prohibited harassment occurred, the Pulaski County School Division shall take prompt, appropriate action to address and remedy the violation as well as prevent any recurrence. Such action may include discipline up to and including expulsion or discharge. Whether or not the superintendent or superintendent's designee determines that prohibited harassment occurred, the superintendent or superintendent's designee may determine that school-wide or division-wide training be conducted or that the complainant receives counseling.

4. Counseling

In the event of student involved sexual harassment and upon parental approval, the guidance counselor(s), and/or the Student Assistance Program (S.A.P.) counselor at the school in question will be notified of the allegations of sexual harassment and avail

themselves(s) to the alleged victim. In the event of adult to adult sexual harassment, the recommendation will include utilizing the Employee Assistance Program (E.A.P.) to support the alleged victim and alleged offender.

5. Appeal

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

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

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

6. The Pulaski County School Board has designated the following as the Compliance Officer responsible for identifying, investigating, preventing and remedying prohibited harassment.:

Compliance Officer: Harassment/Title IX Coordinator – Employees

Ashley Coble

Director of Human Resources,

202 N Washington Ave.

Pulaski VA 24301

Phone: 540-994-2535

Compliance Officer: Harassment/Title IV Coordinator – Students

Dr. Tara Grant

Assistant Superintendent of Administration and Instruction

202 N. Washington Ave.

Pulaski, VA 24301
Phone: 540-994-2524

The Compliance Officer shall:

- receive reports or complaints of harassment;
- conduct or oversee the investigation of any alleged harassment;
- assess the training needs of the school division in connection with this policy;
- arrange necessary training to achieve compliance with this policy; and
- insure that any harassment investigation is conducted by an impartial investigator who is trained in the requirements of equal employment/education opportunity, and has the authority to protect the alleged victim and others during the investigation.

Informal Procedure

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

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

Retaliation

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

Right to Alternative Complaint Procedure

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

Prevention and Notice of Policy

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

This policy is (1) displayed in prominent areas of each division building in a location accessible to students, parents and school personnel, (2) included in the student and employee handbooks; and (3) sent to parents of all students within 30 calendar days of the start of school. Further, all students, and their parents/guardians, and employees are notified annually of the names and contact information of the Compliance Officers.

False Charges

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

Professional Ethics of Teachers

Board Policy GBAB: APPROPRIATE BOUNDARIES BETWEEN SCHOOL STAFF AND STUDENTS

Purpose and Applicability

The purpose of this Policy is to deter misconduct, provide accountability, and establish clear boundaries for interactions among students, teachers, other School Board employees, and adult volunteers and contractors (collectively "School Staff").

General Conduct Expectations

The Pulaski County Public School Board expects that all School Staff members maintain the highest professional standards when interacting with students. Interactions between Pulaski County Public School staff members and students must be based on mutual respect and trust, appropriate boundaries both inside and outside of the school setting, and consistent with the School Board's educational mission and policies and procedures.

As a general matter, all School Staff members should limit their interactions with students to a school-related purpose consistent with their job duties, responsibilities, or the purpose of their visit on school property. School Staff members are expected to be aware of appearance of impropriety when

interacting with students and has the responsibility to discuss or notify the building administrator or their direct supervisor when they suspect or have any questions about whether a particular conduct constitutes a violation of this Policy.

Communication and Interaction between School Staff Members and Students

School Staff members shall limit communications with students whether face-to-face or through social media, other online platforms, text messaging, or other similar applications to school-related topics or for an educational purpose. School Staff members are prohibited from communicating with students whether face-to-face or through social media, other online platforms, text, or other similar applications in a way that violates the law, School Board policies or procedures, or in an inappropriate manner as specified below.

Examples of inappropriate interactions, include but are not limited to, the following:

- Having physical contact with a student that could be reasonably interpreted as constituting sexual harassment under the law or School Board Policy JFHA/GBA, Prohibition against Harassment and Retaliation;
- Showing pornography to a student;
- Invading unnecessarily a student's personal privacy, such as, for non-guidance or counseling staff, initiating or encouraging students to disclose their personal or family problems and relationships;
- Singling out a particular student or group of students for personal attention and friendship beyond the bounds of an appropriate educator/mentor-student relationship;
- Providing students with alcohol, drugs, or tobacco products;
- Socializing where students are consuming alcohol, drugs, or tobacco products;
- Maintaining a flirtatious, romantic, or sexual relationship with a student;
- Sending students on personal errands, off of school property, unrelated to any educational purpose;
- Engaging in banter, allusions, jokes or innuendos of a sexual nature with students;
- Having a conversation of a sexual nature with students not related to the School Staff member's professional responsibilities
- Disclosing personal, sexual, family, employment concerns, or other private matters to one or more students;
- Maintaining personal contact with a student outside of school by phone, email, instant messenger or chat rooms, social networking sites, or letters (beyond homework or other legitimate school purpose) without including the parent/guardian;
- Socializing or spending time with students without a parent's knowledge or approval in activities such as going out for beverages, meals, movies, shopping, traveling, and recreational activities, outside of

school-sponsored events, except as participants in organized community activities; or

Moreover, the following interactions below may create an appearance of or actual impropriety. Accordingly, whenever possible, School Staff should avoid these situations and seek guidance from a building administrator or direct supervisor whether the circumstance is appropriate.

- Conducting ongoing, private, conversations with individual students that are unrelated to school activities or the well-being of the student and that take place in locations inaccessible to others;
- Inviting a student or students for home visits without informing parents;
- Visiting the homes of students without the knowledge of parents;
- Addressing students or permitting students to address School Staff members with personalized terms of endearment, “pet names,” or otherwise in an overly familiar manner;
- Exchanging personal gifts, cards, or letters with an individual student;
- Inviting students for social contact off school grounds without the permission of parents/guardians; and
- Transporting students in personal vehicles without the knowledge of parents or supervisors.

School Staff Members should avoid appearances of impropriety and refrain from inappropriate electronic communications with students. Factors that may be considered in determining whether an electronic communication is inappropriate include, but are not limited to:

- The subject, content, purpose, authorization, timing and frequency of the communication;
- Whether there was an attempt to conceal the communication from supervisors and/or parents;
- Whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship; and
- Whether the communication was sexually explicit.

Reporting a Suspected Violation

All School Board staff members must promptly report to the building administrator, direct supervisor, or Director of Human Resources of anyone suspected of engaging in any conduct that may violate this Policy. The individual who receives the report must document, in writing, the allegations and provide a copy of the documentation to the Director of Human Resources. Moreover, all School Board staff members shall report any suspected child abuse or neglect, including sexual abuse, in accordance with Virginia law and Policy JHG, Child Abuse and Neglect Report. The failure to report shall be a violation of this Policy.

Violation

A violation of this Policy may result in disciplinary action up to and including the termination of employment or volunteer status, termination of contract, or a ban from school property.

Professional Ethics of Teachers

1. Teachers shall maintain positions of dignity and respect both with fellow teachers and with students. They shall set a good example by their conduct, appearance, and habits.
2. In order to foster respect and professionalism, each staff member should dress appropriately for his/her position at all times. Attire should reflect community standards and should differentiate staff members from students.
3. Teachers should set classroom behavior standards and enforce them fairly and consistently. Especially at the beginning of the year, teachers should post standards where they can be referred to as needed. Teachers should not tolerate behaviors that pose safety risks to students or to themselves.
4. Teachers should develop a repertoire of methods for reinforcing student behavior, giving praise, honoring achievement, etc. which do not require them to touch students.
5. Teachers should avoid comments with double entendre or cute or suggestive overtones. Students may report teachers' remarks in ways that distort the meaning. Teachers should avoid comments about students' appearance that could be unwelcome.

In addition to the above guidelines, students/parents expect the following actions from teachers:

1. Teachers should demonstrate a personal enthusiasm for teaching and learning and a genuine concern for the individual student.
2. Teachers should guide learning activities so students learn to think and reason, to assume responsibility for their actions, and to respect the rights of others.
3. Teachers should plan each day so that it is interesting, challenging, and rewarding.
4. Teachers should recognize and accept responsibility for student discipline.
5. Teachers should command respect and insist on courteous and prompt responses to directions.
6. Teachers should demonstrate, by word and personal example, respect for law and order and self-discipline.
7. Teachers should refer to a counselor or administrator any student whose behavior requires special attention. They should follow up on the referral.
8. Teachers should inform parents regarding student achievement, behavior, and attendance. They should consult with parents regarding such matters affecting the student's behavior and performance at school.
9. Teachers should attempt to anticipate behavior problems so as to prevent their occurrence.

Confidentiality Statement

Maintaining confidentiality in the workplace is required to ensure students' and employees' privacy rights. A confidential work environment fosters positive relationships between parents, students and coworkers. In your role, you will become knowledgeable and entrusted with information that is sensitive and personal. This may include but not limited to, students identifying information, academic records, student and employee disciplinary actions, Department of Social Services and law enforcement investigations, etc. PCPS expectations is that all employees maintain professionalism in all aspects of their job. Breaches in confidentiality may lead to disciplinary action and/or termination.

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;

- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

School Property

Employees may not remove, download or make copies of any records pertaining to the students or staff of Pulaski County Public Schools. Items and materials purchased by Pulaski County Public School are property of the school system and may not be removed from the building.

Dress Code Expectation

Pulaski County Public School employees serve as role models for the students of Pulaski County. All employees, to include teachers, paraprofessionals, office staff, coaches, drivers, volunteers, etc. are expected to project a professional image that is compatible with an effective learning environment while reflecting a positive example for students.

A. Dress Guidelines

- All employees are expected to dress in a professional manner. Clothing must be neat, clean, unsoiled and appropriate for on the job appearances at all times.
- Athletic leggings, sweatpants, or any type of exercise wear are not allowed. ***(Exception for positions requiring physical education. Please see Section B.)***
- Hats are not to be worn inside of the building unless medical documentation is provided.
- Clothing, tattoos, jewelry that may be considered offensive, discriminatory, vulgar, show scenes of violence, drug-related, contain strong sexual imagery, gang related or contain obscene phrases may not be worn.

- Slacks, dresses, skirts, skorts, dress shorts, jeggings and leggings must be of appropriate fit and present in a professional manner.
- If required, uniforms should be clean, ironed and worn in a presentable fashion.

B. Guidelines for PE Teachers, Coaching Staff or Athletic Volunteers

- Physical Education teachers, coaches and athletic volunteers should wear the appropriate athletic attire necessary to meet the requirements of their job responsibilities.
- Athletic shorts may be worn but must be of appropriate length and fit.

C. Miscellaneous Guidelines

- Please be mindful of our allergy sensitive employees and refrain from wearing strong perfumes, lotions, cologne or aftershave.
- School principals may designate certain days as Dress Code Casual. For example, this could include themed days, Friday's, holidays, etc.
- Individuals who need to wear specific clothing due to medical reasons must provide proper medical documentation to the HR department.
- PCPS identification badges should be visible and worn at all times while on school property.

By enacting this dress code expectation, any employee deemed to be inappropriately dressed according to the employee dress standards may be sent home to change into the appropriate attire.

Teacher Evaluation

Link to [Teacher Assessment Handbook](#)

“Tell me and I forget.
Teach me and I remember.

Involve me and I learn.”

~Benjamin Franklin

Acknowledgement of Receipt Teacher Handbook

Teacher's Name: _____

School: _____

Email address: _____

Teacher Signature/Date: _____

Please return this page to your Administrator within one week of the new school year.

