



# South River Elementary School

Student and Parent Handbook

*We Share A Vision*

**2017-2018**

2101 Elm Avenue

Grottoes, Virginia 24441

Phone: (540) 249-4001 Fax: (540) 249-3110

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# Welcome to South River Elementary School!

## Message from the Principal of South River Elementary School

I am delighted to begin another school year with such a fantastic group of students and a topnotch faculty and staff. South River Elementary School is an exceptional school with competent and caring staff members.

It is my pleasure to be a part of this family. I encourage you to participate in your child's educational experience in whatever capacity is suitable to you and your family. We welcome parents and guardians as volunteers in our classrooms, on field trips to supervise students, at PTO meetings and functions, and to attend parental involvement activities and meetings.

I ask that you take time to thoroughly read and become familiar with the policies and procedures of South River Elementary School. This handbook serves as a guide to valuable and useful information. If you have any questions or concerns, please contact us at 540-249-4001.

I am looking forward to another successful school year!

**Ashley Houff, Principal**

## SOUTH RIVER ELEMENTARY SCHOOL PHILOSOPHY

### *"We Share a Vision"*

Our shared vision for the South River Elementary School community is the creation of a positive educational environment in which each child, as a unique and worthwhile individual, becomes a lifelong learner.

## ROCKINGHAM COUNTY PUBLIC SCHOOLS COMPLIANCE AND PRIVACY DISCLAIMER

It is the policy of the Rockingham County School Board to comply with all applicable state and federal laws regarding non-discrimination in employment and educational programs and services. It is an equal opportunity employer and educational agency.

The Rockingham County School Board will not discriminate in hiring, promotion, discharge, pay, fringe benefits, job training, classification, referral, and other aspects of employment or in educational programs and services on the basis of race, color, national origin, religion, sex (including pregnancy), gender, marital or economic status, age, disability, genetics, or veteran status and prohibits retaliation against anyone who files a complaint of discrimination, participates in such a proceeding, or otherwise opposes discrimination.



**Virginia Department of Education  
Parent Notification Letter  
Right to Request Information on Teacher Qualifications**

Parents/Guardians,

As a parent of a student in one of the Rockingham County Public School receiving Title I funds, you have the right to know the professional qualifications of the classroom teachers instructing your child. Federal law requires the school division to provide you this information in a timely manner if you request it. Specifically, you have the right to request the following information about each of your child's classroom teachers:

- Whether the teacher has met state qualification and licensing criteria for the grade level and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived;
- The teacher's college degree major and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree;
- Whether the child is provided services by paraprofessionals and if so, their qualifications.
- Also, parents may request under Title I, Section 1111 (6) subparagraph A, the following information:
- Information on the level of achievement of the parent's child in each of the state academic assessments as required under this law;
- Timely notice if the parent's child has been assigned to, or has been taught for four or more consecutive weeks by a teacher who is not highly qualified.

If you would like to receive any of this information, please contact the Director of Human Resources, either by phone at 540-564-3220, or in writing at Rockingham County School Board Office, 100 Mt. Clinton Pike, Harrisonburg, VA 22802.

Sincerely,

David Burchfiled  
Director of Federal Programs



**Departamento de Educación de Virginia**  
**Carta de Aviso a los Padres**  
**Derecho a Pedir Información sobre los Títulos del Maestro**

Padres/Guardianes,

Como padre de un estudiante en una de las Escuelas Públicas del Condado de Rockingham que recibe fondos del Título I, usted tiene el derecho a saber las calificaciones y títulos profesionales de los maestros enseñando a su hijo/a. La ley Federal requiere que la división de escuelas les ofrezca esta información de una manera oportuna si usted la pide. Específicamente, usted tiene el derecho a pedir la información siguiente sobre cada uno de los maestros de su hijo/a:

- Si el maestro ha satisfecho los criterios de licenciar y requisitos estatales para el nivel de grado y las asignaturas en los cuales el maestro da instrucción;
- Si el maestro está enseñando bajo un estatus de emergencia u otro estatus provisional por el cual los criterios de licenciar y requisitos estatales no se aplican;
- La especialidad del título del maestro y cualquier otra certificación o maestría que tiene el maestro, y la esfera de disciplina de la certificación o título;
- Si el niño/a recibe servicios de para profesionales, y sus calificaciones.
- También, bajo Título I, Sección III (6) subpárrafo A, los padres pueden pedir la siguiente información:
- Información sobre el nivel de rendimiento de su hijo/a en cada una de las exámenes académicas estatales como sea obligatorio bajo esta ley;
- Aviso oportuno si su hijo/a ha estado asignado a, o si ha estado enseñado por cuatro o más semanas consecutivas por, un maestro que no sea bien calificado.

Si quisiera recibir alguna de esta información, por favor comuníquese con el Director de Recursos Humanos, o por teléfono al 540-564-3220, o por escrito al Rockingham County School Board Office, 100 Mt. Clinton Pike, Harrisonburg, VA 22802.

Sinceramente,

David Burchfield  
Director de Programas Federales

Rockingham County Public Schools  
**SCHOOL-PARENT COMPACT**

*South River Elementary School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve Virginia's high standards.*

**SCHOOL RESPONSIBILITIES**

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet Virginia's standards as follows:

*Our school staff will work as a team to gather and analyze data in order to determine the best ways to meet each child's individual needs. All available resource teachers will be utilized to best support student needs and the classroom teacher. Our curriculum is directed by the Virginia Standards of Learning and frequent training is provided to our staff to keep them up to date with the best research based instructional strategies.*

2. Hold parent-teacher conferences, at least annually, during which parent, teacher and student responsibilities will be discussed as related to the individual child's achievement.

*Specifically, Rockingham County parent-teacher conferences will be held two times a year. Additional conferences are encouraged at the request of the parent or teacher.*

3. Provide parents with frequent reports on their child's progress.

*Graded progress reports based on the Virginia Standards of Learning are sent home four times each year in Kindergarten through grade five. Additionally, progress will be reported to parents as needed through phone calls, conferences, and written communication. Power School access is available to parents in grades one through five for regular monitoring of progress.*

4. Provide parents reasonable access to staff.

*School staff is available to meet with parents by appointment on Parent Conference Days. Meetings with school staff are encouraged and may be set up as needed by contacting the school. Informal contacts with staff may take place at Back to School Night, PTA meetings, Title I events and before and after school. Teachers and parents may also communicate by telephone, note, email, and text.*

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.

*Volunteer help from parents is a vital component in the support of the instructional program, as well as in the successful operation of our school. Parents are encouraged to sign-up and provide information for teachers to access when volunteers are needed. Additionally, parents may contact the classroom teacher to schedule opportunities to observe.*

**PARENT RESPONSIBILITIES**

We, as parents, will support our child's learning by:

*Making sure that our child attends school on time and on a regular basis*

*Establishing a bedtime routine and making sure that our child gets adequate rest*

*Establishing a homework routine and making sure that homework is completed*

*Monitoring and limiting the use of TV, computer games, and all types of social media*

*Communicating with our child's teachers on a regular basis*

*Being involved with our child's school as much as my schedule allows*

*Los Escuelas Públicas de Condado Rockingham*  
**COMPACTO de ESCUELA-PADRE**

**South River Elementary School** y los padres de los estudiantes participando en actividades, servicios, y programas fundado por Título 1, Parte A del Acto de Educación Primario y Secundario (ESEA), convengan que este acuerdo defina como padres, el personal de la escuela entero, y los estudiantes van a compartir el responsabilidad para mejorar estudiantes logros académicos y el manera por como la escuela y los padres pueden construir y desarrollar un sociedad que ayudar los niños lograr los estándares altos de el Estado.

## RESPONSABILIDADES ESCOLAR

1. Proporcionar un plan de estudios con alta calidad e instrucción en un ambiente que aprender de apoyo y eficaz que permite niños participando para alcanzar los estándares de Estado como sigue:

*Nuestra personal escolar trabaja como un equipo para determinar las maneras mejores para alcanzar cada niño necesidades. Tenemos varias maestras de recurso disponible para apoyar el maestro del aula. Nuestra programa de instrucción es dirigido por los Estándares de Estado de Aprender y nuestra personal es proporcionado con entrenamiento frecuenté para mantenerlos con las estrategias educacionales con la mejor investigación.*

2. Tener conferencias de padre-maestra (por menos anual en escuelas primarios) durante cual este compacto va ser discutido como se relaciona con el niños logros individuales. Específico, estas conferencias serán llevadas por:

Conferencia entre padre-maestra de Condado de Rockingham son programado para el 2 de noviembre, y 4 de febrero. Conferencias adicionales son apoyadas por la petición del padre o maestro.

3. Proporcionar padres con reportes frecuente sobre sus hijos progreso.

Tarjetas de Progresó Cualificado son mandado seis veces cada año en grados primero hasta quinto, y cuatro veces por año en Kindergarten. Además, a los padres se les informará del progreso de los estudiantes de Título I, basado en los Principios de Aprendizaje del Estado, como sea necesario a través de llamadas telefónicas, conferencias, y comunicación escrita.

4. Proporcionar padres con acceso razonable al personal.

Personal escolar es disponible para juntar con padres por cita en los Días de Conferencias de Padres. Reuniones con personal escolar son apoyado y puede ser hecho si necesario por llamando la escuela. Contacto informal con personal puede ser hecho durante Casa Abierto Escolar, Noche de Regreso Escolar, reuniones de PTA, reuniones de Título 1, y antes o después de escuela. Maestros y padres también pueden comunicar por notas y teléfono.

5. Proporcionar padres oportunidades para voluntar y participar en sus hijos aula, y observar actividades del aula.

*Ayuda voluntario de padres es un componente vital en el operación acertado en nuestro escuela.*

*Voluntarios son necesitados entre la escuela para apoyar el programa de instrucción. Oportunidades para voluntar y observar puede ser citado por contacto con el maestro del aula.*

## RESPONSABILIDAD DE PADRE

Nosotros, como padres, apoyaremos nuestros niños aprender en las siguientes maneras:

- ✓ *Ayudando mi hijo desarrollar buena asistencia en escuela.*
- ✓ *Estabilizando una rutina de tarea y asegurar que tarea es completado.*
- ✓ *Manteniendo y limitando el uso de televisión, Internet, y juegos de computadora.*
- ✓ *Prometiendo uso positivo de mis hijos tiempo afuera de escuela.*
- ✓ *Comunicando con mis hijos maestros regularmente.*

*South River Elementary School*  
**Title I Parent and Family Engagement Plan**  
*2017 - 2018*

To encourage effective involvement of parents and to reinforce the concept that academic achievement of children is a responsibility shared by parents and the school, South River Elementary School will:

- Provide parents with information about the school curriculum, academic assessments, expected levels of proficiency, the Title I program, and how Title I funds are used. This information will be provided at Back to School Night to take place in September.
- Distribute a copy of the SRES Parent and Family Engagement Plan to each parent by means of the Parent-Student Handbook. The Rockingham County Parent Involvement Policy is available to parents on request. Input will be solicited from parents in the development and the improvement of these documents at South River Elementary Parent Advisory Committee meetings and Title I District Parent Advisory Committee meetings.
- Establish goals for school and parent responsibilities for improved academic achievement by means of a School-Parent Compact. This compact is distributed to all parents in the SRES Parent-Student Handbook.
- Solicit representation by parents on the South River Parent Advisory Committee and discuss Title I topics at these meetings a minimum of three times during the year.
- Conduct a Title I Parent Survey each year, using the results to define goals and make improvements to the Title I program.
- Distribute Title I materials in Spanish when possible and provide interpreters at Title I meetings as needed.
- Provide a minimum of two additional parent meetings or activities to support state academic standards and to provide parents with strategies and materials to reinforce student learning at home.  
These may include but are not limited to:
  - Back to School and Meet the Teacher/Title I Annual Meeting
  - Literacy materials provided to Kindergarten parents
  - Family Literacy Assembly celebrating Dr. Seuss with Barbara Spillman Lawson
  - Reading Is My Super Power!* School-Wide Literacy Event with Family Activities
  - Summer Reading Program including goals for all students and take-home books provided for 20 First and Second Grade students who need additional resources
- Send home literacy bags, games, DVD's and activity kits to encourage parents to engage in supportive learning activities with their children.
- Address the importance of school-parent communication with:
  - Parent/teacher conferences that are scheduled on November 6 and February 1 and as needed
  - School and classroom newsletters sent on a regular basis
  - School and classroom websites and Facebook pages
  - Progress reports sent by the regular classroom teacher
  - Notes, phone calls, email and texts to parents as needed
  - Power School
  - School Messenger
- Provide opportunities for parents to visit the school, observe, and volunteer. Parents are encouraged to sign-up and provide information for teachers to access when volunteers are needed. Additionally parents may contact the classroom teacher to schedule opportunities to observe.
- Provide opportunities for parents to make suggestions as to the planning, review, and improvement of Title I programs. These opportunities will be provided at SRES Parent Advisory Committee meetings and Title I D-PAC meetings.
- Inform parents of opportunities for family literacy experiences including basic adult education, GED, and ELL classes that are offered in our community. In addition, information is provided about summer reading programs and other literacy activities that take place at community libraries.



*South River Elementary School*  
**Título I Política de Participación de Padres**  
*2017 - 2018*

Para asegurar una participación efectiva de los padres y reforzar el concepto de que los logros académicos de los niños son una responsabilidad compartida por los padres y la escuela:

- Llevará a cabo una junta anual para informar a los padres sobre el currículo, los servicios de Título I, y como se usan los fondos de Título I.
- Proporcionará a los padres copias de la Política del Distrito y la escuela para Participación de Padres. Se solicitarán nuevas ideas y sugerencias a los padres en el desarrollo y la mejora de estas políticas.
- Establecer metas para responsabilidades para la escuela y los padres para mejorar logros académicos por medios del Compacto Escuela-Padre.
- Asegurar que hay un padre de Titulo 1 en el Ayuntamiento del Planeamiento Escolar y que temas de Titulo 1 son discutido en tres de las reuniones.
- Conducir un informe de padres Titulo 1 cada primavera.
- Distribuir materiales de Titulo 1 en Español cuando posible y proporcionar intérpretes en reuniones de Titulo 1 cuando necesario.
- Tener dos actividades de padres adicionales planeado para apoyar los estándares académicos del estado y proporcionar padres con estrategias y materiales que refuercen los hijos ha aprender en casa.
- Mandar bolsitas, juegos, y actividades a la casa para apoyar padres para emplear actividades de aprender con sus hijos.
- Dirigir el importancia de comunicación entre padre y escuela con:
  - ✓ Conferencias de Padre/Maestra que son proyectado
  - ✓ Boletines de informe de Titulo 1 mandado por menos de cuatro veces por ano y/o boletines de informe escolar mandado regularmente.
  - ✓ Tarjetas de progreso de Titulo 1 mandado seis veces por ano, y/o las tarjetas de progreso que son mandado por los maestros de las aulas.
- Proporcionará oportunidades para que los padres visiten la escuela, observen, y sean voluntarios.
- Dará a los padres de Título I la oportunidad de hacer sugerencias a la planeación, revisión y, mejoramiento de los programas de Título I.
- Informará a los padres de las oportunidades para que la familia experimente la lecto-escritura, incluyendo la educación basica para adultos, el examen GED, y clases de Inglés como Segunda Lengua que se ofrecen en nuestra comunidad.

## **SCHOOL QUALITY PROFILES**

See page 125 in the RCPS Parent-Student Handbook for more information

Directions for searching for South River's School Report Card:

1. Go to [www.schoolquality.virginia.gov](http://www.schoolquality.virginia.gov)
2. Click on School or Division and Select City or Zip Code from the drop down menu
3. Click on Enter City or Zip and type in **24441**
4. Scroll down and select **Full Report**

## **ROCKINGHAM COUNTY PUBLIC SCHOOLS TITLE I PLAN: INSTRUCTIONAL FOCUS**

### **LITERACY, READING, AND MATH**

Title I teachers provide supplemental instruction in early literacy, reading, and other areas of language arts. With small group instruction, a wide variety of instructional materials and strategies, teachers are able to meet student needs. Title I is often able to provide funds for selected students to receive extra tutoring in math. This support helps children achieve Virginia's Standards of Learning (SOL) expectations for performance. Title I teachers work closely with classroom teachers in order to provide consistent instruction.

### **STATEMENT OF OBJECTIVES**

To implement our philosophy, parents and staff have established the following objectives: To help each student demonstrate competency of required Standards of Learning objectives in English, Math, History, and Science, with the belief that all children can learn, but learn at different rates and in different ways. Individual differences must be taken into account when deciding on effective instructional practices and sound assessment strategies.

### **Effective Teaching Methods and Techniques**

- Effective teachers build a positive relationship with each student.
- Effective teachers have a deep understanding of the way children learn.
- Effective teachers utilize and integrate various technology options into their daily instruction, allowing students to manipulate and benefit from the instruments.
- Effective teachers offer students challenging, interesting activities that foster creative thinking. Their classrooms feature a variety of teaching techniques, including demonstrations, small group activities, peer tutoring, learning centers, collaborative instruction, occasional lectures, and individual work.
- Effective teachers use a wide range of successful strategies and find ways to help a child who is experiencing difficulty. They realize it is critical to provide opportunities for success for all students.
- Effective teachers foster classroom environments in which students are internally motivated to learn; thus, supporting lifelong learning.
- Effective teachers seize every opportunity to make the teaching of required standards relevant to students.
- Effective teachers are involved in on-going professional learning opportunities.
- Effective teachers take into account any identified learning difficulty or learning ability that a child may have and recognize that there may need to be different levels of expectations for some students.

### **Sound Assessment Strategies**

- Effective teachers explain clearly to students how they arrive at grades and share this information with parents.
- Effective teachers try to help students succeed rather than look for ways to penalize them in the name of teaching responsibility or motivating them.
- Effective teachers develop scales or plans for giving credit for homework, test grades, quizzes, projects, etc... Zero grades are rarely valid scores.
- Effective teachers utilize grading techniques that are success-oriented.

- Effective teachers measure/focus on progress.
- Effective teachers believe that assessment information should be used primarily for making individual, group, and class instructional decisions, and for keeping students and parents apprised of progress.
- Effective teachers recognize that assessment (formative and summative) is very complex. A wide variety of tools (subjective as well as objective) need to be used in order to provide teachers with information about student understanding and mastery of material taught.
- Effective teachers believe that assessment and grading should be an on-going process that is subject to revision. Communication among teachers is important to present a grading system that is as flexible, but as uniform as possible.
- Effective teachers recognize that grading strategies and techniques are valuable tools for self-assessment.

### **Environment**

To provide a safe, nurturing educational environment in which all staff recognizes that each child is an individual of worth.

- We will provide praise when appropriate, criticism, which is constructive, and discipline that promotes self-accountability.
- We will protect the confidentiality of student information at all times.
- We will let each child know that he/she possesses the same degree of human worth and dignity as all other children regardless of ability or background.
- We will recognize that each child may learn at different rates and in different ways.
- We will provide opportunities for each child to develop the desire to become lifelong and flexible learners.

### **Relations**

To enhance school and community relations by creating and maintaining open lines of communication among students, teachers, staff, administration, parents, volunteers, and the community.

### **Cultural Awareness**

To foster cultural awareness, understanding, and respect for all peoples in the world, including each child's heritage and place in his/her home, community, state, nation, and world.

### **Social-Emotional**

To foster in each child the development of appropriate social-emotional traits.

- We will foster self-discipline and appropriate expression of feelings and emotions, based on respect.
- We will foster good citizenship and a sense of responsibility for oneself, for others, and for the environment.
- We will foster pride in one's work.
- We will foster good sportsmanship.
- We will help each child develop and practice sound health and safety habits for the benefit of keeping oneself healthy, both physically and mentally.

### **Technology**

To provide opportunities for each child to learn and utilize new technologies at appropriate levels and develop skills for a world of expanding and ever-changing knowledge.

### **Creative Skills**

To help each child develop the ability to think creatively, both independently and in group settings, and to make appropriate decisions in a variety of situations.

### **Fine Arts**

To help each child develop an appreciation of the arts and to recognize their value to society and education.

## **DAILY SCHEDULE**

**2017-2018**

8:00	Entrance bell
8:00-8:15	Breakfast served
8:15	Tardy bell Instructional day begins
8:20	Pledge of Allegiance Moment of Silence Attendance and lunch count taken in PowerSchool
11:00-1:00	Lunch period
3:00	PreK, K, & 1 <sup>st</sup> Grade Students Dismissed
3:05	2 <sup>nd</sup> – 5 <sup>th</sup> Grade Students Dismissed

**\*\*Students purchasing breakfast and entering the building at the tardy bell will be provided breakfast to go and will report immediately to their homeroom\*\***

## **TWO HOUR DELAY SPECIALS SCHEDULE**

**2017-2018**

10:25 - 10:55	5 <sup>th</sup> Grade
11:00 - 11:30	4 <sup>th</sup> Grade
11:35 - 12:05	Kindergarten
12:10 - 12:40	Lunch
12:45 - 1:15	1 <sup>st</sup> Grade
1:15 - 1:45	2 <sup>nd</sup> Grade & PreK
1:50 - 2:20	Planning
2:25 - 2:55	3 <sup>rd</sup> Grade

## **1:00 P.M. EARLY DISMISSAL SPECIALS SCHEDULE**

**2017-2018**

8:25 - 8:55	5 <sup>th</sup> Grade
9:00 - 9:30	4 <sup>th</sup> Grade
9:35 - 10:05	2 <sup>nd</sup> Grade & PreK
10:10 - 10:40	Kindergarten
10:45 - 11:15	1 <sup>st</sup> Grade
11:20 - 11:50	Planning
11:50 - 12:20	Lunch
12:25 - 12:55	3 <sup>rd</sup> Grade

# ORGANIZATION AND ADMINISTRATION

## ADMINISTRATION

### Principal

Ashley Houff

### Assistant Principal Intern

John Mongold

### Bookkeeper

Debbie Munson

### Secretary

Wanda Rittenhouse

### Clerk

Cindy Jenkins

## FACULTY

### Preschool:

Courtney Judd\*

Kay Leeth - Assistant

### Kindergarten:

Kelly Cadle\*

Rebekah Dooley

Gina Phelps

### First Grade:

Penny Dolan\*

Jenny Coceano-Custer

### Second Grade:

Katie Hylton

Donna Tutwiler\*

### Third Grade:

Christy Haag\*

Heather Harris

Deb Workman

### Fourth Grade:

Leslie Garber\*

Jaimie Hensley

Amy Hyde

### Fifth Grade:

Sarah Hayward

Amanda Lingenfelter

Linda Shifflett\*

### Classroom Assistants:

Melissa Alger

TBD

Gladys Remnant

Ann Rodriguez

Suanne Scrogam

\* Grade Level Leaders

## SPECIALTY TEACHERS

### Challenge

April Soltis

Nikki Gardner

### Computer Lab Assistant

Mary Jo De La Garza

### Librarian

Jeanne Ritchie

Cindy Jenkins – Assistant

### Music

Miranda Fitzgerald

### Physical Education

Rebecca Johnston

Anne Scott

### Guidance

Jackie Dunsmore

### TLC

Vicki Holsinger – Reading Specialist

Christine Lovesky – Reading Specialist

Roxie Saylor – Assistant

### Title I Program

Sondra Colvin – Reading Specialist

Beth McAlister – Part-time Reading Specialist

### Art

Edwina George

### ELL Tutor

Susan Reppert

### Nurse

Jan Alexander

## ORGANIZATION AND ADMINISTRATION CONT'D

<p><u>School Psychologist</u> Krista Gieseke-Smith</p> <p><u>School Social Worker</u> Susan Brumfield</p> <p><u>Physical Therapist</u> Judy Tharp</p> <p><u>Occupational Therapist</u> Kathy Foster</p> <p><u>TDT Counselor</u> Heather Showalter</p> <p><b>SPECIAL EDUCATION</b></p> <p><u>LD/Resource</u> Amy Hooke Melissa Allen – Assistant</p> <p><u>Speech</u> Lou Dellinger</p> <p><u>Preschool</u> Tina Showalter Wendy Will – Assistant</p> <p><u>ID</u> Emily Hartman Kelly Groves– Assistant Beth Teter – Assistant</p>	<p><b>TEAM LEADERS</b></p> <p>Jackie Dunsmore Linda Shifflett Deb Workman</p> <p><b>CAFETERIA STAFF</b></p> <p>Barbara Munson – Manager Holly Kobler Connie Senger Ruth Ann Shifflett Libby Flora – Cafeteria Monitor Tracy Roberts – Cafeteria Monitor</p> <p><b>CUSTODIANS</b></p> <p>Carolyn Moore – Head Custodian Johnny Shifflett Brenda Babington</p> <p><b>BUS DRIVERS AND ASSISTANTS</b></p> <p>Geraldine Hummel..... #21 Joyce Morris.....#184 Harold Morris.....#15 Donnie Scott.....#56 Joan Simmons.....#262 Charles Rothgeb..... #128 Bonnie Legg-Offenbacker..... #128</p>
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### **VOLUNTEER PROGRAM**

Our school can always use volunteers. There is a brief form we ask all volunteers to complete indicating your interest in being part of our school. We ask that all volunteers adhere to the RCPS dress code (see Dress Code in RCPS Parent-Student Handbook on pages 48-50) as well as our policy prohibiting individuals from posting student and school activity photographs and videos on social media (see Electronic Mail, Social Media and Networking on page 22 in this handbook). Call the school (540)249-4001 if you have any questions about our Volunteer Program. Ms. Gina Phelps is the lead teacher in coordinating volunteers.

### **PARENT ADVISORY COMMITTEE (PAC)**

Our school has a team of parents that is instrumental in making decisions concerning policies and programs for the school. The team will help set long-range goals and objectives for the school as well as make some decisions that have an effect on the day-to-day operation of the school. The PAC meetings take place on the 1<sup>st</sup> Wednesday in September, November, February, and April at 5:00 p.m., immediately following the PTO executive board meeting.

## **CURRICULUM AND PROGRAMS**

Each child receives instruction in a variety of subjects designed to help him/her develop skills needed to become a productive member of his/her community. Instruction is given in reading, word study, writing, science, math, social studies, physical education, music, and art. In addition, a number of programs and services are provided for students with special learning needs. Such programs are:

1. Academically gifted
2. Remedial reading
3. After school/in school tutoring
4. Classroom assistants in specified grades
5. Special education
6. Elementary guidance

## **ELEMENTARY GUIDANCE AND COUNSELING PROGRAM**

See pages 68-69 in the RCPS Parent-Student Handbook for more information

At South River Elementary School, the guidance and counseling program offers the following services:

1. Classroom lessons at each grade level addressing dealing constructively with emotions, making good choices with friendships and peer conflicts, setting goals, study skills, and adjusting to the school setting;
2. Individual and small group counseling, as needed, when students are referred by teachers, parents, or self;
3. Consultation with parents, teachers, and other professional staff at the school regarding student behaviors and concerns;
4. Referral to appropriate community resources, as needed;
5. Mediation services for student conflicts; and
6. The use of classroom community circles.

## **ROCKINGHAM COUNTY PUBLIC SCHOOL'S PRESCHOOL ECSE PROGRAM**

The preschool program coordinator accepts referrals from parents, agencies, and physicians of children ages 2-4 who live in Rockingham County and who have a physical disability or are suspected of having delays in the following areas of development: cognitive or academic, speech, language, auditory, self-help, motor, visual, social, and emotional. Call the school (540)249-4001 for more information.

## **AT-RISK PRESCHOOL PROGRAM**

SRES has a program for children turning 4 years old by September 30 designed to help them prepare for elementary school success. Student selection factors recommended for qualification include: family income, health or development concerns, limited education of parents, family stress factors, homelessness, and English Language Learners. Each year 18 students are selected for this program based on greatest need from the student eligibility. Throughout the year student progress is assessed using a variety of methods that include a math assessment, social/emotional progress checklist, and the statewide PreK PALS assessment, which evaluates students' literacy readiness skills.

## **GIFTED EDUCATION: THE CHALLENGE PROGRAM**

See page 125 in the RCPS Parent-Student Handbook for more information

SRES has two challenge teachers to service our students. Each teacher comes to SRES one day per week to pull students for small group instruction, meet with students in the general education environment and support the general curriculum, or consult with staff to collaborate about specific instructional needs.

## **BOYS & GIRLS CLUB – BEFORE & AFTERSCHOOL PROGRAM**

SRES is one of three schools in Rockingham County that operates a before and after school care program for our students. Please call Sara Brown, Director, at (540)249-0111 or drop by before or after school to receive additional information about the Boys and Girls Club program.

## **SPEECH, LANGUAGE, AND HEARING SCREENING**

Students in grades K, 3, 7, 10, and all students new to Rockingham County Public Schools will receive a hearing screening within 60 days of their entrance to school. Students in grade K and all new students will also receive a speech and language screening within that same time period. You will be notified if your child does not pass the screening(s).

## **SCHOOL NURSE**

Our school has a full-time nurse from 8 a.m. until 4 p.m. Prescription and over-the-counter medications must be brought in the original bottle/package to the school by the parent, not by the student. If a student becomes sick or injured, he/she will be sent to the clinic. If after observation, the illness/injury appears to warrant contact of a parent, reasonable effort will be made to contact parents. Parents may be asked to come and pick up the student at that time. If sickness or a minor injury occurs near dismissal time, the child may be sent home on the bus. Emergency information sheets are to be completed each school year. It is important that emergency sheets are updated throughout the year if changes are made in employment, telephone numbers, or alternate contacts. Our nurse serves as a resource person to school personnel, students, and their families. Please contact her if you have concerns about your child's health.

## **RELEASE TIME**

Pupils in grades two through four are given the opportunity to participate in weekly religious education program classes. Pupils are not required to participate and must have signed permission from a parent/guardian to do so. The classes are not held on school property, so the parent must sign a release for the child to attend classes.

## **POLICIES RELATING TO STUDENTS**

### **ATTENDANCE**

See pages 13-19 in the RCPS Parent-Student Handbook for more information.

Living in the South River Elementary School's attendance area is a prerequisite for attending school here. Any exceptions need to have our superintendent's approval.

Regular and punctual attendance is essential for the optimum growth and development of students. Records of attendance are maintained on a local, county, and state level.

Students not enrolled at SRES shall not be permitted to visit during school hours without prior permission.

#### Arrival

- All students (bus riders and students transported by other means), should arrive at school by 8:15 a.m. Upon arrival, students will report to their classroom or to the cafeteria if desiring breakfast. Students arriving to school after the tardy bell at 8:15 should obtain a tardy pass from the office. These students desiring breakfast will be provided breakfast to go and then should report immediately to their homeroom. Any student arriving at school between 7:00 a.m. and 8:00 a.m. needs to be enrolled in the Boys and Girls Club.

#### Dismissal

- Our school day concludes at 3:00 p.m. To pick up your child at the end of the school day, please pull your vehicle along the front curve of the school. Students will be exiting the school at door number two. Please wait in line until a faculty/staff member escorts your child to your vehicle. Please be patient and remain alert as you are in the waiting line. Once your child has safely entered your vehicle and fastened his/her seatbelt, you may drive away slowly and carefully.



- Remember to always send a note for the teacher and bus driver when your child is to ride a bus other than the one they normally ride, or when getting off at a stop other than their assigned stop. When one child is going home with another, **both** children should have a note verifying this from his/her parent.

#### Absences and Tardies

- Please call the school before 9:00 a.m. (540) 249-4001 any time your child will be absent. We have an answering machine, so early calls can be made and recorded.
- Whenever a student is absent and the school has not been notified, school personnel will make a reasonable effort to contact the parent/guardian.
- Requests for excused absences for family vacations can be picked up in the office.
- Parents who desire a child to remain indoors following an illness are required to send a note each day requesting that their child remain indoors.

### **HEAD LICE AND BED BUG CONTROL PROCEDURES**

See pages 10-11 in the RCPS Parent-Student Handbook for more information

Bed Bug Control is a fairly new policy adopted in October 2015 and is described in detail in the RCPS Parent-Student Handbook.

### **PHYSICAL EDUCATION MEDICAL EXCUSE POLICY**

In the event that a student needs to be excused from physical activity due to illness or injury, a note on the day to be excused is required. A parental note will suffice for a period of two days, after which time a doctor's note will be required. All such excuses will apply to recess as well as physical education.

### **PROCEDURES FOR BIKE RIDERS AND WALKERS**

#### Morning Arrival:

1. Bike riders and walkers shall not arrive at school before 8:00 a.m. Students should enter the school property on Forest Avenue, and then cross at the painted crosswalk.
2. Bike riders can park their bikes on the grass near the cafeteria, at the bike rack.

#### Evening Dismissal:

1. Bike riders and walkers will remain at the school until all buses have departed and exit the school site by way of Forest Avenue.

\*All bike riders are expected to obey all traffic signs and rules for bike riders.

\*While on school property, bike riders must wear a safety helmet.

\*Students observed using unsafe bike riding practices could lose their privilege to ride their bikes to school.

### **STUDENTS AND MEDICATION AT SCHOOL**

See pages 23-25 in the RCPS Parent-Student Handbook for more information. Authorization for Administration of Medication forms are found on pages 26 and 28.

If at all possible, please ask your doctor if medicine could be given before school, after school, or at bedtime.

### **PUPIL ILLNESS AND INJURY**

All parents/guardians are required to complete and update a "Permission for Emergency Care" form when their child enters school each year. This gives the school permission to act on behalf of the child's safety and well-being in the event he/she becomes ill or injured and primary contacts (parent/guardian) cannot be contacted.

Please help us ensure the safety and well-being of your child by supplying the school with the name and number of at least one other person who can be called, if the parent/guardian cannot be contacted. Any time your phone number or other contact information changes, please contact the school immediately.

## **CODE OF RESPONSIBLE STUDENT CONDUCT/DISCIPLINE**

See pages 38-48 in the RCPS Parent-Student Handbook for more information

South River has three types of acknowledgement systems in place to recognize students for displaying desirable character traits that align with our Character Counts program. The daily acknowledgement is Caught Being Good, where students immediately receive a sticker and upon receiving 10 stars on their individual Caught Being Good fish the students receive additional prizes and pass to participate in special activities. As well, we have a weekly award, Kids for Kindness, which designates a Super K student in each homeroom class to receive special privileges and rewards. At the end of each month, we also recognize students as Character Counts Students of the Month. These students, too, receive recognition and rewards for their consistent display of desirable behaviors. We constantly seek to recognize students for their positive behaviors and choices. Caught Being Good, Kids for Kindness, and Character Counts Student of the Month are all part of our Positive Behavior Interventions and Supports (PBIS) program.

Individual classrooms and/or grade level teams have established their own discipline procedures and consequences. Students will be made aware of teachers' expectations and class rules at the beginning of the school year. We also have a school-wide discipline program as part of our PBIS program as well. Teachers utilizing our school-wide program complete an office referral and meet with the student and administrator. Administration will make contact with families as situations arise and consequences will be discussed. Students in grades 3-5 have a beginning of the year grade level meeting to address specific policies at school as well as division policies. Please take time to review the county policies as noted above.

## **TOBACCO-FREE SCHOOL FOR STAFF AND STUDENTS**

See pages 109-110 in the RCPS Parent-Student Handbook for more information

## **DRESS CODE**

See pages 48-50 in the RCPS Parent-Student Handbook for more information

Please note that tennis shoes are the shoes of choice for school and are required for PE classes. Flip flops and platform shoes are dangerous and should not be worn to school.

## **FACEBOOK/SOCIAL NETWORKING**

Posting of school information and pictures/videos on social networking sites is a violation of our students' and families' privacy. We respectfully ask that pictures/videos taken on field trips and/or school events not be posted on social networking sites. Thank you for your cooperation.

## **PERSONAL ITEMS**

Students should not bring to school any dangerous items (examples: knife, firearm or facsimile, explosive device, etc.) or unnecessary items which may interfere with the students study habits, or the orderliness of the school and classroom (examples: toys, trinkets, electronic games, radios, tape players, CD players, make-up, trading cards, etc.). Fidget spinners are considered a toy and are not permitted at school; unless the student has an active intervention plan that allows the device to serve as an academic support.

The use of cell phones and other communication devices is strictly prohibited during school hours in the school building by students. The use of video cameras in the school building, without prior approval of the principal, is prohibited. The use of laser lights on school property and at any school-sponsored event is prohibited.

Teachers and administration may and will confiscate any nonessential personal items brought to school. Parents, then, may be responsible for picking up the item(s) from school. South River is not responsible for any lost or stolen personal items brought to school by students.

## **GUM AT SCHOOL**

Unless approved by the principal, chewing of gum is not permitted at school.

## **PLAYGROUND RULES**

For safety reasons, our playground was designed with two separate playground structures and blacktop areas. The structure and blacktop area closest to the school was built for kindergarten, first, and second grade children, and the other for third, fourth, and fifth graders. At no time should older children and younger children be on the same structure together. The **only** time a class should be allowed to use both play areas is if the other structure is empty.

### Rules:

- No mulch throwing or placing of the mulch on the play structures. Mulch on the structure makes it unsafe and mulch in the roller slide will clog it and prevent it from rolling.
- No climbing on handrails or other parts of the structure not designed to be climbed on.
- Slides must be sat on, feet first and should only be slid down and not climbed up.
- No sitting on or climbing across the top of the monkey bars.
- There is to be no chasing or playing tag on or around the play structure.
- There is to be no jumping out of moving swings and no twisting of swings. Children should avoid walking in front of the swings while in use.
- No balls of any kind are to be on or immediately around the play structure.
- Please observe the following guidelines during stormy weather.
  - If lightning is sighted, come in immediately.
  - If thunder is heard, be on alert and use your discretion on whether or not to remain outside.

The playground should be vacated by 2:45 p.m. All classes need to be in their classrooms by 2:50 p.m. to receive announcements.

Teachers, please be mindful of this statement which appears in our County P.E. Curriculum Guide: **No pyramids, inverted position activities, forward or backward rolls and/or any other activity placing weight or stress on the neck/head should be allowed.**

Children should never be allowed to hang upside down and should be prevented from performing rolls, cartwheels, headstands or handstands. Therefore, students should never have their feet above their head.

**Tennis shoes and equivalent are the ONLY appropriate, approved shoes for the playground structures.**

## **REPORTING PUPIL PROGRESS**

See pages 63-67 in the RCPS Parent-Student Handbook for more information

## **SAFE SCHOOL PLAN**

Our faculty and staff have developed a Safe School Plan. It is a set of written procedures to follow in emergencies such as fire, injury, illness, violent/threatening behavior, severe weather, and bus emergencies. All of our teachers will be going over these procedures with students during the first week of school. There is a copy placed in the office if you would like to review our Safe School Plan.

## **MESSAGES FOR STUDENTS DURING SCHOOL HOURS**

Students will not be pulled from classes to receive phone calls unless it is an absolute emergency. Parents/guardians who call the school with a message as to a change in how or with whom the child is to be dismissed at evening dismissal, are **REQUIRED TO CALL THE SCHOOL OFFICE BEFORE 2:00 P.M.** Calls received after 2:00 pm are extremely difficult to be accurately relayed in a timely manner.

## **MOMENT OF SILENCE/PLEDGE OF ALLEGIANCE**

See page 77 in the RCPS Parent-Student Handbook for more information

SRES recognizes a minute of silence and the recitation of the Pledge of Allegiance as required by state law. Therefore, at the beginning of each school day, a student-led announcement will be made for all students to participate in the reciting of the Pledge of Allegiance and moment of silence.

## **NON-CUSTODIAL PARENTS**

See pages 77-78 in the RCPS Parent-Student Handbook for more information

## **PROFESSIONAL BOUNDARIES**

As is already known, proper boundaries between every employee and student should be maintained at all times, assuring respect for the ethical and legal duties in the staff-student relationship and the essential duty to serve as a role model. In doing so, we demonstrate our focus on job duties, a commitment to promote educational purposes, and an unconditional dedication to professionalism in conduct and interactions. Anyone who has reason to suspect that any employee may be engaging in contrary conduct is required to report immediately the matter to the principal or other administrator. Violations in conduct or in a failure to report suspected misconduct may result in disciplinary action up to and including dismissal. These obligations are in addition to the duty to report suspected child abuse or neglect as required by Virginia law.

## **REPORTING SUSPECTED CHILD ABUSE AND NEGLECT**

See pages 35-36 in the RCPS Parent-Student Handbook for more information

## **STUDENT ACTIVITIES AND ORGANIZATIONS**

Our school has a number of co-curricular clubs for students to participate in:

- \* School Council Association, SCA
- \* Just Say No Club, JSN
- \* Library Helpers
- \* Nutrition Advisory Council, NAC (Grades 3,4, & 5)
- \* Student Ambassadors

## **FIELD TRIPS**

Field Trips are encouraged to enable students to have first-hand experiences that supplement lessons taught in the classroom. These activities shall be related to the curriculum and have clearly defined written educational objectives.

Adequate adult supervision shall be required on all field trips. The following minimum adult-to-student ratio is required:

	<u>Day Trips</u>	<u>Overnight Trips</u>
Elementary School	1-5 (K-2) 1- 10 (3-5)	1 to 5 1 to 5

Schools should be sensitive to the overall cost of field trips to parents and students. When it is known that students need help in paying for field trips, principals should secure funding to pay for field trip costs.

### **1. Teacher Responsibilities**

- Teachers shall be responsible for all aspects of planning and supervision.

## **2. Chaperone Responsibilities**

- County schools are smoke-free work sites, therefore, parents who help supervise and chaperone school activities are asked to not smoke in the presence of students even on field trips.
- All chaperones must be 21 years or older.
- We ask that chaperones adhere to the RCPS dress code (see Dress Code in RCPS Parent-Student Handbook on pages 48-50).
- Photos/videos taken on field trips and/or school events should not be posted on social networking sites, as this is a violation of our students' and families' privacy. Please help the school establish good role models for our children.
- Parents serving as chaperones need to be able to devote their full attention to their responsibilities and should not bring preschoolers or other siblings along. Exceptions to this policy would be for family field trips or receiving prior permission from the principal.
- Parents chaperoning the trip will only be able to transport their child home **if written permission is provided to administration and/or teacher.**
- There will be follow up instruction occurring, therefore, we ask that you allow your child to return to school on the bus, unless the field trip is schedule to return to school after 2:30 p.m. or later in the school day.
- Teachers shall further outline and define all chaperone responsibilities.

## **3. Student Responsibilities**

- Students shall follow all rules outlined on our School Code of Conduct and are expected to exhibit excellent behavior as they represent South River away from school.
- On rare occasions, individual students may be denied the privilege of attending a field trip. Consistent on-going problems or patterns of behavior that are inconsistent with our school's Code of Conduct may result in a student being denied field trip privileges. Administrators and parents shall be a part of the decision making process if denial of field trip privileges is being considered.
- It is the responsibility of the classroom teacher to provide assignments and supervision for any student denied field trip privileges.
- We feel that each student and field trip should be treated on an individual basis.

## FOOD AND NUTRITION SERVICES 2017-2018

**A) Mission:** Each student and customer will be offered a variety of appetizing high quality nutritious food, served promptly, at the proper temperature, and at a reasonable cost. Each customer will be served by friendly food service staff in a clean and safe environment. Students will be encouraged to learn about the importance of proper nutrition and will be active participants in the meal program.

### **B) National School Lunch Program:**

1. Free/reduced price meal applications – Each student receives an application form. **For applications containing income information, only one application is required per family.** To qualify, a student must be directly certified (food stamps, migrant, homeless, etc.) or have an approved application on file. For continuous benefits, returning students in families with income applications **must** submit a form annually (during first 30-days of school). Applications from students entering school after the initial 30-day grace period must be approved before benefits are granted. Parents are notified about the result of the submitted application by means of a letter. **If the meal status qualifies the student for additional services, the parent must retain a copy of this approval letter for further documentation.**

2. Breakfast – Each school offers a breakfast program. **Lunch eligibility extends to breakfast.**

3. Extras – Regardless of meal status, if student packs lunch and desires to drink milk, cash or money in account is required. A la carte items may not be charged.

### **C) Financial Procedures:**

1. Pre-payment system – Each student is assigned a cafeteria number. This number is used at the point of service and is never to be shared. It is preferred that pre-payment money be paid by check (identified with account number). For elementary and middle school students cash should be placed in an envelope and clearly marked with the student's name and account number. Once the money is deposited in the student's account, the school cannot distinguish or control how it is "spent". Unless authorized by the parent, money in the account is for the child of the parent, and the student is **not** able to "purchase" items for other students. The parent and student should communicate about the selection of breakfast, ice cream, or other a la carte items.

2. On-line payment – Parents have the opportunity to deposit money into their child(ren)'s meal account using the internet. To learn more and be able to view account balances, visit the web site: [www.myschoolbucks.com](http://www.myschoolbucks.com)

3. Prices - School Level	Breakfast	Lunch
Full-paying Elementary	\$1.25	\$2.20
Reduced All	\$0.30	\$0.40
Adults Elementary	\$1.75	\$3.00

4. Charging – Guardians are financially responsible for all items purchased by their child(ren). **Students with a negative account balance are not permitted to select a la carte items (cash or account).** Students are notified at the cashier's station as the account balance begins to approach a zero balance. Every effort should be made to avoid reaching a zero balance. **In the event it reaches zero, the following procedures apply:**

**Elementary School** – Meals will continue to be served, while student receives reminder slips to be taken home. Weekly email/letters are sent to parents. Parents are expected to pay lunch charges immediately. When student withdraws or graduates, an effort must be initiated by the parent to dispense with any positive account balance. In order to receive account refund, parent must communicate this desire. Failure to do so will result in the inactive account balance to be sent to Virginia Dept. of Treasury, Unclaimed Property.

**D) Offer versus Serve:** To be served and counted as a meal: Any student may refuse one menu item at breakfast, but at least one fruit must be selected. All students must select minimum of three of the five lunch menu components, one of which must be a fruit or vegetable. Individual servings (without a meal) of entrees and potato products are not available to students.

**E) Delayed School: Breakfast is available on one and two hour delay schedule.**

**F) Allergies:** Students with special dietary needs or allergies require annual physician statement.

**G) Guests:** Welcome anytime! Please call/contact school in advance if planning to eat meal.

**H) Smart Snacks in Schools:** Federal regulations are intended to encourage the consumption of healthy snacks. Specifically, they prohibit the sale of foods and beverages to students that fail to meet specified nutritional criteria. This applies to all foods and beverages sold to students from 6:00 AM until 30 minutes after the dismissal bell. Specifically, this means that all food fundraisers, person-to-student sales (with possible immediate consumption), vending, etc. must occur after 30 minutes after the school day OR must be in compliance with nutritional perimeters. The specific perimeters are: <200 calories per item, <35% of weight from total sugar, <230 mg. sodium, <35% calories from total fat, <10% calories from saturated fat, and zero grams of trans fat. Should any sales to students occur during the specified times above, the responsible school employee must maintain records of nutritional compliance.

Children are ready to learn when they eat healthy foods and get regular exercise. The purpose of this document is to provide some practical suggestions on how parents can help the school adhere to our student wellness policy and create a positive nutritional atmosphere at school.

A) **Snacks/Parties** The classroom teacher makes the decision regarding the frequency of snacks and classroom parties. It is desirable that “nutritious” items be included in the planning for these events. One safe way to assure that it is “nutritious” is to limit the foods to fruits and veggies. WHY? Most children do not eat the recommended daily servings of fruits and veggies. Fruits and veggies are loaded with vitamins and minerals; are low in fat, sugar, and salt; and are high in fiber. Students with medical conditions (diabetes, allergies, etc.) can also participate. Some ideas include:

Apples	Nectarines	Grapes	Pineapple Chunks
Orange Slices	Baby Carrots	Bananas	Melon Chunks
Celery Sticks	Cucumber Slices	Strawberries	Squash Slices
Raisins	Kiwi	Applesauce	Watermelon

While fruits and veggies are the best choices, other ideas include:

Cereal Based Snacks	<u>Baked</u> Salty Snacks	Muffins
Graham Crackers	Popcorn Snacks	Yogurt
Granola Bars	Cereal Bars	Animal Cookies
Ginger Snaps	String Cheese	Frozen Juice Bars

Beverages can be limited to 100% juices, juice drinks, and lemonade. Soft drinks and Kool-Aid are discouraged.

B) **Packed Lunches** Children are invited to participate in the nutritious meal program provided at school. However, if a lunch is packed at home, note the following: The school does not have a way to keep the lunch refrigerated, so an ice pack is recommended if perishable items are included. Please refer to package directions on the refrigeration / freezer requirements for specific foods. Packing students with a positive account balance may purchase milk, juice, or bottled water; but free milk is not available to students who pack and are “free lunch eligible”. In the event that a student comes to lunch with only one item of very poor nutritional value in the packed lunch (candy or chips), the student will be provided (and charged) a school lunch and the parent notified. In this regard, school personnel do not intend to be “food police”, but the belief is that parents would want to be made aware of this situation. This is rarely, if ever necessary.

The student wellness policy discourages parents and others from bringing commercial restaurant foods-to-go (fast food) into the cafeteria. Students are not to receive food from others during meal periods (exception-parents for their own children). Please know that if free or reduced benefits are received for lunch, this same eligibility also applies to breakfast. Parents are invited to eat breakfast or lunch at school at any time.

# Rockingham County Public Schools

## 2017-2018 School Calendar

Approved 2/13/17

M	T	W	T	F
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### August - 2017

	1	2	3	4
7	8	9	10	11 <sup>F</sup>
14 <sup>F</sup>	15 <sup>T</sup>	16 <sup>TC</sup>	17 <sup>TC</sup>	18 <sup>S</sup>
21 <sup>T</sup>	22	23	24	25
28	29	30	31	

### September - 2017

				1
4 <sup>H</sup>	5	6	7	8 <sup>V</sup>
11	12	13	14	15
18	19	20	21	22
25	26 <sup>i</sup>	27	28	29

### October - 2017

2	3	4	5	6
9	10	11	12	13 <sup>V</sup>
16	17	18	19	20
23	24	25 <sup>G</sup>	26	27 <sup>T</sup>
30	31			

### November - 2017

		1	2 <sup>RE</sup>	3
6 <sup>P</sup>	7 <sup>C</sup>	8	9	10
13	14	15	16	17
20	21	22 <sup>HF</sup>	23 <sup>H</sup>	24 <sup>H</sup>
27	28	29	30	

### December - 2017

				1
4	5	6 <sup>i</sup>	7	8 <sup>V</sup>
11	12	13	14	15
18	19	20 <sup>*</sup>	21 <sup>HF</sup>	22 <sup>H</sup>
25 <sup>H</sup>	26 <sup>H</sup>	27 <sup>H</sup>	28 <sup>H</sup>	29 <sup>H</sup>

### Codes

- F → Flex Teacher Workday  
 T → Teacher Workday  
 H → Holiday, No School  
 P → Parent Conference Day  
 C → County Led Inservice  
 S → School Led Inservice  
 V → 1:00 pm Release for Students  
 Professional Learning & Collaboration for Faculty
- G → End of Grading Period  
 R → High & Middle Report Cards Issued  
 E → Elementary Report Cards Issued  
 i → Interim Report Issued  
 \* → 1:00 p.m. Release for Students  
 B → Building decides additional work hrs after 3 pm to substitute a 7-hr day for June 9

M	T	W	T	F
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### January - 2018

1 <sup>H</sup>	2	3	4	5
8	9	10	11	12 <sup>VG</sup>
15 <sup>T</sup>	16	17	18	19
22	23	24	25 <sup>RE</sup>	26
29	30	31		

### February - 2018

			1 <sup>*P</sup>	2 <sup>C</sup>
5	6	7	8	9
12	13	14	15	16 <sup>i</sup>
19	20	21	22	23
26	27	28		

### March - 2018

			1	2
5	6	7	8	9 <sup>V</sup>
12	13	14	15	16
19	20	21	22	23 <sup>CG</sup>
26 <sup>H</sup>	27 <sup>H</sup>	28 <sup>H</sup>	29 <sup>H</sup>	30 <sup>H</sup>

### April - 2018

2 <sup>H</sup>	3	4	5	6 <sup>RE</sup>
9	10	11	12	13
16	17	18	19	20
23 <sup>H</sup>	24	25	26	27
30				

### May - 2018

	1	2	3	4 <sup>i</sup>
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28 <sup>H</sup>	29	30	31	

### June - 2018

				1	
4 <sup>*</sup>	5 <sup>*B</sup>	6 <sup>*B</sup>	7 <sup>*GEB</sup>	8 <sup>TB</sup>	9 <sup>TB</sup>

### AUGUST

- 11,14 Flex Workdays
- 15 Teacher Workday
- 16 C - Elementary Teachers, T - Secondary Teachers
- 17 C - Secondary Teachers, T - Elementary Teachers
- 18 School Led Inservice
- 21 Teacher Workday
- 22 School Begins - First Day for Students

### SEPTEMBER

- 4 Holiday
- 8 Students Dismissed at 1:00 pm, PL & Collaboration for Faculty
- 26 Interim Reports Issued

### OCTOBER

- 13 Students Dismissed at 1:00 pm, PL & Collaboration for Faculty
- 25 End of 1st Grading Period-46 days
- 27 Teacher Workday

### NOVEMBER

- 2 K-12 Report Cards Issued
- 6 Parent Conference Day 12:00 - 7:00 pm
- 7 County Led Inservice
- 22 Holiday or Flex Day
- 23 Holiday
- 24 Holiday

### DECEMBER

- 6 Interim Reports Issued
- 8 Students Dismissed at 1:00 pm, PL & Collaboration for Faculty
- 20 Early Release Day 1:00 pm, teachers may leave at 1:30 pm
- 21 Holiday or Flex Day
- 22-29 Winter Break

### JANUARY

- 1 Holiday
- 12 Students dismissed at 1:00 pm, PL & Collaboration for Faculty
- 12 End of Grading Period, 43 days
- 12 End of First Semester, 89 days
- 15 Teacher Workday
- 25 K-12 Report Cards Issued

### FEBRUARY

- 1 Students dismissed at 1:00 pm, Parent Conference Day 1:30 pm - 7:30 pm
- 2 County Led Inservice
- 16 Interim Reports Issued

### MARCH

- 9 Students dismissed at 1:00 pm, PL & Collaboration for Faculty
- 23 Students dismissed at 1:00 pm, teachers work on grades
- 23 End of Third Grading Period, 48 days
- 26-30 Spring Break Possible Make Up Days

### APRIL

- 2 No School Possible Make Up Day
- 6 K-12 Report Cards Issued
- 23 No School, Spring Holiday Possible Make Up Day

### MAY

- 4 Interim Reports Issued
- 28 Holiday

### JUNE

- 4,5,6,7 Students dismissed at 1:00 pm, teachers work in classrooms
- 7 End of 4th Grading Period -46days
- 7 End of Semester, 94 days
- 7 Elementary Report Cards Issued
- 8 Teacher Workday Possible Make Up Day
- 9 Teacher Workday

### NOTES:

- A total of 15 scheduled workdays are included. With prior approval of the Superintendent, faculties may decide to work on non-contracted days during the summer or school year and not work on a scheduled workday.
- A workday/inservice day is defined as a seven-hour day.
- All schools schedule a 6-hour instructional day excluding the lunch break.
- Anticipated SOL Test Window May 7-25.
- Teachers work only 2 of the 4 designated flex days. With Principal approval a teacher may use one earlier day, July 15th or later, as one of the August flex days.

### MAKE UP DAYS

Days 1 to 5 Banked Time

Superintendent, in consultation with School Board, determines make-up days

180 max school days