

Moore Elementary School

STUDENT / FAMILY HANDBOOK

2023-2024



451 Knollwood Street • Winston-Salem, NC 27103
Phone: 336-727-2860 • Fax: 336-748-3233

Moore Elementary School
We are Moore Together
2023-24



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Dr. Justin Marckel, Principal

Mr. Sean Reaves, Assistant Principal

PRINCIPAL'S MESSAGE

Dear Moore Community –

I am so excited to build off the success of the 2023-24 school year. We will continue to strive to learn together, lead together, and serve together because we are Moore together. We believe that every single child at Moore has the opportunity to change the world, and it is our job to hold students to those high expectations and expect the most from them every day. We are so proud of the work our students, staff, and parents put in last year. You can see those results below, as our school saw BIG gains in Reading, Math, and Science End-of-Grade proficiency. The numbers below represent the percent of students who scored Proficient on their EOG tests last year.

	2021-22	2022-23	% Growth
3 - 5 Reading	35.9%	46.5%	+ 10.6%
3 - 5 Math	43.0%	55.3%	+ 12.3%
5 Science	58.1%	60.3%	+ 2.2%

We continue to believe in educating and serving the *whole* child, which means we will support the academic needs, as well as social and emotional needs of all our students. With the support of our families and community partners, we will continue to do what is best for each and every student.

I look forward to another great year in 2023 - 2024.

Justin Marckel
Principal

School Picture Dates 2023 - 2024

Fall Individuals	10/14
Class Pictures	2/9
Spring Individuals	3/15

Report Card Dates 2023-2024

Quarter 1	11/7
Quarter 2	1/30
Quarter 3	4/9
Quarter 4	6/11

At Moore we will create a culturally relevant community using the Positive Behavior Intervention and Support (PBIS) system. One key feature of a successful PBIS school is that procedures, routines, and expectations are clear and consistent among every member of the Moore staff and community. We will use a positive, proactive, and restorative approach to school-wide discipline. PBIS is meant to reinforce the positive behaviors of students doing what is expected of them as well as supporting students who need extra assistance to reach the school wide expectations at Moore. A major component of PBIS is that we are consistently defining, teaching, reinforcing, modeling, and monitoring positive behaviors.

POSITIVE BEHAVIORAL INTERVENTION & SUPPORT (PBIS)

At Moore Elementary School we believe that all students can and should behave responsibly and appropriately while they are on school property. Schools across the country implement school-wide programs based on PBIS. The key features of PBIS are to:

- ☐ Specifically define appropriate behavior that is expected in the school settings
- ☐ Teach children these behavioral expectations in all school settings
- ☐ Support appropriate behavior through specific feedback in various ways when it occurs
- ☐ Use data to further guide decisions regarding supportive interventions

(Lewis & Sugai, 1999; OSEP Technical Assistance Center; Sugai & Horner, 2001).

With PBIS, discipline has a clear purpose - to change behaviors. Discipline will be divided into 3 levels. The first level deals with classroom management issues, the second level consists of a classroom discipline form, and the final level is an office referral.

SCHOOL WIDE BEHAVIOR EXPECTATIONS

- Always follow the **CORE** Expectations
- Always follow the Standard Mode of Dress expectations
- Students are not permitted to chew gum in school
- Students are not permitted to sell or trade items of any kind on school grounds or Miller Park
- Students are not permitted to bring anything to school except instructional related items; this includes cards, games, electronic devices, MP3 players, etc. Cell phones are to be kept in book bags and turned off (WS/FCS Policy 5131). No balls or toys on the bus or at school.

EXPECTATIONS OF STUDENTS AND PARENTS DURING EVENING ACTIVITIES

- Students must be accompanied by a parent/guardian. An older sibling does not count as a guardian.
 - During a performance, students are to sit with their parents, and be good audience members, demonstrating **CORE** behavior.
 - Always cheer when appropriate, laugh when appropriate, and give your full attention to the person speaking.
 - Please refrain from using your cell phone, and silence it before entering the performance/meeting.
-

At Moore, we believe in demonstrating CORE Behavior everyday, in all that we do:

Commit to Learning

Own Your Actions

Respect to All

Excellence in Everything

C.O.R.E Expectations

	Classroom	Hallway	Cafeteria	Bathrooms	Outside	On the Bus
C- commit to learning	Focus on the speaker and follow directions Try your best Participate and ask questions	Follow directions Raise your hand if you have a question	Follow directions Raise your hand if you have a question	Follow directions Approach your teacher to ask a question	Follow directions Approach your teacher to ask a question	Focus on the speaker and follow directions Raise your hand to ask a question
O- own your actions	Be safe Be honest Be prepared	Be safe Be honest Go directly to where you need to be Use stopping points for the line	Be safe Be honest Order food quickly and clearly Be ready to enter your lunch number	Once you enter the bathroom you: - use the bathroom - flush the toilet - wash hands - throw away trash - exit bathroom Be honest	Be safe Be honest	Be safe and stay in your seat at all times. Be Honest
R - respect to all	Use kind words. Demonstrate body control at all times Keep a clean space	Use kind words Demonstrate body control at all times Keep hands, feet, and objects to yourself Voice Volume 0	Use kind words Demonstrate body control at all times Clean your space after eating Voice Volume at Conversation Level	Use kind words Demonstrate body control at all times Respect the privacy of others Voice Volume 0	Use kind words Demonstrate body control at all times Be inclusive Take care of equipment	Use kind words Demonstrate body control at all times Clean your space when you exit the bus Voice Volume at Conversation Level
E - excellence in everything	Be a 1st Time Listener Look for ways to help others Be your best self	Be a 1st Time Listener Look for ways to help others Walk on the Right Side Be your best self	Be a 1st Time Listener Look for ways to help others Make healthy choices Be your best self	Be a 1st Time Listener Look for ways to help others Be your best self	Be a 1st Time Listener Look for ways to help others Be your best self	Be a 1st Time Listener Look for ways to help others Be your best self

DRESS CODE POLICY

Monday-Thursday:

- Any solid color polo shirt top (collared shirts - short or long sleeve)
- Khaki or black bottoms (belts if needed for appropriate fit)
- Jumpers are permitted
- Socks, **CLOSED-TOE shoes**, or generally accepted accessories are also permitted (though not mandated). Examples: headbands, shoelaces, socks, earrings. **NO BANDANAS**
- Solid white, green, or black sweater, sweatshirt, or Moore PTA sweatshirt is permitted in colder weather
- The above requirements are a “minimum”. Students are permitted to dress more professionally with a white, green, or black button down shirt, (create your own style) with a tie, bowtie, suspenders, or sports jacket, for example.

Friday (Spirit Day):

- Students can wear Moore Spirit shirts with jeans.
 - Socks, **CLOSED-TOE shoes**, or generally accepted accessories are also permitted (though not mandated)
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BIRTHDAY PARTY POLICY

We recognize every student’s birthday by announcing their name during the morning announcements and giving them a birthday prize. Parents who wish to come to school to celebrate their child’s birthday may do so by bringing store bought items (cupcakes, cookies, doughnuts) to serve to the class during their assigned lunch time in the cafeteria. *Please do not bring balloons, flowers, treat bags, or cakes.*

ATTENDANCE/TRIPS

Students with good attendance generally achieve higher levels of learning than students with poor attendance. To be considered in attendance, a student must be present in school or at an authorized school activity for at least one-half of the school day. **Parents or guardians must send a written excuse when the student returns to school.** The school calendar is published well in advance so that families can make travel plans when school will not be in session. A written request to classify a trip as educational must be submitted to the principal in advance. Approval will depend on the child’s prior attendance, the merit of the travel, and completion of an agreed upon project. Magnet school students are expected to have excellent attendance, or may be returned to their home school. Excused absences include: illness or medical appointments (with doctor’s note), death in the family, court hearings, or educational opportunity (following the aforementioned guidelines).

SCHOOL DAY ARRIVAL-DISMISSAL - Before/After School Care

The school day is 8:45 a.m. – 3:15 p.m. **Students may not enter the building before 8:15 a.m.** unless participating in the Imprints Before School Program. At 8:15, students enter the building and proceed to their classroom or to the cafeteria for breakfast and after breakfast, proceed to the classroom. ***Students are counted TARDY if they enter the classroom after the 8:45 a.m. tardy bell. All tardy students must be signed in at the front office by an adult.*** This does not include buses that arrive late. *We ask parents and caretakers to commit to getting students here on time, so they are ready in their seats at 8:45 a.m. when the tardy bell rings to begin their day of instruction.

Dismissal begins at 3:15 p.m. **All students must be off campus by 3:30 p.m.** unless they are participating in the Imprints After School Program or other school programs/clubs. All transportation changes must be sent, in writing, to the teacher at the beginning of the school day. In the event of an emergency, the **change must be reported to the office before 2:00 p.m.** Adherence to these procedures results in a safe, timely, and efficient dismissal.

The Winston-Salem/Forsyth County School Board policy 6112 does not permit students to arrive at school more than 30 minutes before class begins and does not allow them to remain at school more than 15 minutes after class is over. **Students CAN NOT be dropped off at the front of the school prior to 8:15 a.m.** At Moore, this means that students should not arrive before 8:15 a.m. or remain after 3:30p.m. If you need after-school care, please call Imprints at 336-722-6296 or any other after-school program you choose.

LATE ARRIVALS AND EARLY WITHDRAWALS POLICY

To promote student success, **uninterrupted** instructional time is essential. Every effort should be made to schedule appointments outside of the school day. Dismissals after 2:30 are discouraged as teaching and learning continues until 3:10.

NC State and WSFCS local policy states that 5 late arrivals/early withdrawals equates to 1 unexcused absence. Ten unexcused absences may result in a referral to the Office of the District Attorney for truancy. Students may be excused for “medical and dental appointments, illness or injury, death in the immediate family, court or administrative hearings, and valid educational opportunities, such as travel, if approved in advance by the principal.” **An adult must accompany late students to the front office to sign in.**

DROP OFF AND PICK UP PROCEDURE

NO KNOLLWOOD PLAZA PARKING / NO DROP OFFS OR U-TURNS AT BOTTOM OF PARKING LOT

Please refrain from parking at Knollwood Plaza in the mornings, in the afternoon, and in the evenings for programs. Knollwood Plaza has the right to call the police and ticket cars. Car riders may be dropped off in the front of the building, following the flow of traffic through the parking lot. Please REFRAIN from dropping off at the bottom of the driveway by cones and to prevent accidents – NO U-TURNS or Backing UP at the bottom of the driveway are allowed. **Car riders may also be walked across the street from the Miller Park parking lot accompanied by an adult using the crosswalk.**

CAR RIDER PROCEDURES

***** NO LEFT TURN OUT OF OUR PARKING LOT *****

You can turn right out of our lot and left into Miller Park driveway to head in that direction.

ARRIVAL: All car riders are to be dropped off at the front entrance of our building, not at the beginning of our parking lot entrance. When you arrive, we ask that you follow the traffic pattern. This will consist of two-way traffic at the top section of our driveway, then the middle & front sections of driveway are strictly one-way traffic (towards the playground). In the middle section, there is ONLY one lane of traffic that will proceed to the front section for student loading. Students should be dropped off at cones along the sidewalk. Students will exit their cars and head to pick up breakfast and then their class. Please do not pass / go around cars that are waiting in the line without a staff member directing you. This is for the safety of our students and staff. Please refrain from smoking and phone use while in line.

DISMISSAL: All car riders will be called to the lobby at 3:10 p.m. Here they will sit quietly and await their name to be called. All car riders will be loaded at the front of the building. When you arrive, we ask that you follow the traffic pattern. This will consist of two-way traffic at the top section of our driveway, then the middle & front sections of driveway are strictly one-way traffic (towards the playground). In the middle section, we will split the line into two lines and the two lines will proceed to the front section for student loading. There will be a staff person at the beginning of the front section to call car riders to their assigned cone. There will be numbered cones displayed which your student will be loaded at. Please do not pass / go around cars that are waiting in the line without a staff member directing you. This is for the safety of our students and staff. Please refrain from smoking and phone use while in line. No left turn out of our parking lot during dismissal. You can turn right out of our lot and left into Miller Park driveway to head in that direction.

BUS PROCEDURES

Code of Bus Conduct- Administrative Regulations 5131.1

School Bus Conduct

The Transportation Department of the Winston-Salem/Forsyth County Schools provides safe passage to and from school for all students. According to N.C. Gen. Stat. 115C-245 (b), the school bus driver's authority to use reasonable force is only allowed to defend her/him, to prevent injury to a student, or to remove a weapon from a student. This force is only to be used in an extreme emergency. Drivers will report any discipline problems that occur.

AT MOORE, STUDENTS WHO DO NOT FOLLOW THE RULES OF GOOD BUS BEHAVIOR WILL RECEIVE BUS CONDUCT NOTICES, AND WILL BE REFERRED TO ADMINISTRATION FOR DISCIPLINARY ACTION. STUDENTS WHO DO NOT FOLLOW THE RULES MAY HAVE THEIR BUS RIDING PRIVILEGES SUSPENDED.

Conduct at the Bus Stop

- A. Students will arrive at the bus stop in adequate time to catch their bus. If the bus leaves too soon or too late, this fact should be reported to the assistant principal.
- B. Students will wait for their buses at the location designated by Transportation Department personnel. Students must be at the bus stop before bus stops, not in their house.
- C. Students will not stand or play in the street while waiting for the bus.
- D. Students will report any acts of misconduct at the bus stop to the school administrator or bus driver.

Conduct when Boarding and leaving the Bus

- A. Students will only board and ride the bus to which they are assigned unless a change is authorized by the principal or area transportation SUPERVISOR. Requests for temporary changes in bus assignments should be made in writing on the Bus Request Form to the Assistant Principal.
- B. Students will look at the bus driver and follow the standard hand signals to know when it is safe to cross.
- C. Students will not enter a bus while it is parked on school grounds without the permission of the principal or area transportation supervisor.
- D. The only adults allowed to ride a school bus are the driver, the monitor (if one is provided), and other persons as approved by the principal.
- E. Students will not board the bus unless the driver or school official is present.
- F. Seating on the buses should take place from the rear of the bus to the front unless the driver, principal, or principal's designee assigns seats. No holding of seats by one pupil for another is allowed.
- G. No student shall be allowed to stand or ride in the area beside the driver's seat or in the step well.

Conduct while on the Bus or in Route.

- 1. Students will obey the bus driver.
- 2. Students will take a seat and remain seated until the bus stops at student's designation.
- 3. Students will keep all parts of their bodies inside the bus at all times.

4. Students will not throw any object off the bus at any time.
5. Students will not engage in any activity that might distract the driver's attention, such as shouting, fighting, throwing objects about the bus, or moving up and down the aisle while the bus is in route.
6. Students will not damage or deface the bus in any way
7. Students will not eat, drink, or use tobacco products or controlled substances on the bus
8. Students will conduct themselves in the same manner as they would in class and will give the bus driver the same respect that they give their teachers.
9. Students shall not bring on or possess on a school bus weapons, gasoline, explosives, drugs, alcoholic beverages of any kind or any other objects that are prohibited on public school campuses in accordance with the policies of the Board of Education.

Consequences for Misconduct on the Bus

1. The administrators have the same authority and responsibility to discipline students for misconduct on the bus as they have to discipline pupils for misconduct at school; including the authority to suspend bus riding privileges, and to suspend from school.
 2. Parents will be notified of their child's misconduct on the bus in the same manner as if the misconduct had occurred at school.
 3. In the event a student is suspended from riding the bus; he/she will be given the same due process as if he/she were being suspended from school.
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K-1 Parent Note - Gen.N.C. Stat.Policy 3541

B. Kindergarten and first grade students. It is the duty and responsibility of parents or their designee to provide supervision at the bus stop of Kindergarten and First grade students who are served by school transportation. Any student who serves as a designee must be in the fourth grade or older. In the event no one is present at the bus stop in the afternoon to pick-up the child.

1. The parent will be contacted immediately by telephone and advised to pick-up the child.
2. The child will be taken to the next school on the route or nearest school that is open, as appropriate. Transportation will notify both schools. Within one hour, the Administrator of the student's home school will be contacted to assist in getting in touch with the parents/guardians and getting the student home. If no one can be reached, law enforcement or the Department of Social Services may be contacted.
3. When an adult arrives at the school to pick up a student, they will be given a letter reminding them of the policy to be at the stop. After the third failure to provide supervision at the bus stop, the school principal will have a conference with the parent emphasizing safety concerns of failing to be at the bus stop.
4. After the fourth failure to provide supervision at the bus stop, the student will not be permitted to ride the bus home on the afternoon of the next school day, and an authorized adult will have to pick up the student at his or her home school.
5. After the fifth failure to provide supervision at the bus stop, the student will not be permitted to ride the bus home on the next two (2) school days, and an authorized adult will have to pick up the student at his or her home school. A letter from the General Counsel of the Board of Education will be sent to the student's parents warning that any further violation of this policy would result in suspension from afternoon transportation.

6. After the sixth or subsequent failure to provide supervision at the bus stop, the school may suspend the student from afternoon transportation. This suspension must be communicated to the parent orally before the suspension begins, and notice must also be sent home to the parent via certified mail. The suspension may be appealed according to Board Policy 5145, Student and Parent Grievance Procedure. If the student is classified as an exceptional child ("EC"), the principal will conference with the parent and the appropriate case/program manager before implementing a bus suspension to ensure that denial of afternoon bus services does not constitute denial of a Free Appropriate Public Education ("FAPE").

C. Older Children Requiring Supervision. It is the duty and responsibility of parents or their designee to provide supervision at the bus stop of older students who are served by school transportation, and who may require assistance. The school district may apply the procedures set out in paragraph B above if the school principal believes it would endanger the student to let him/her off at a bus stop without supervision.

PARENT/GUARDIAN PARTICIPATION

Parents and guardians are encouraged to be a vital part of their child's education. All volunteers must be approved as an official volunteer through WSFCS. Approval can take several weeks to be completed. *Parents and guardians must be Level 2 to go on field trips. You may choose to participate in our volunteer program as well to support the activities of the PTA. <https://www.wsfcsvolunteers.com/>

Parent volunteers may assist with:

- Class activities
- Field Trips upon Staff request
- Media
- Clerical tasks
- Tutoring
- Lunch buddies
- Gardening
- Painting
- Other school opportunities

PROCEDURE FOR VOLUNTEERING AT MOORE

- Volunteers must be registered through the WSFCS site and receive approval prior to volunteering.
 - Volunteers must sign in at the computer system in the front office.
 - Approved Volunteers do not scan their ID as they are already in the system.
 - Approved Volunteers click on check-in, then Volunteer, and then enter their name.
 - You must wear an identification badge at all times in the building.
 - Check out when finished at the computer station.
 - Recording of your time is very important, please see office staff if you have any questions.
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CLASSROOM VISITATION

We welcome visitors into the classroom; however, we ask that these visitations be arranged with the individual teacher **at least one day in advance** to have minimal disruptions to the classroom environment. We also encourage you to visit your child during their designated lunch time. If a visitor is disruptive to the learning environment and the safety of our school, a request will be made to leave immediately.

All visitors must check in at the computer station in the front office. You must scan your ID to get an identification badge to continue through the building. You will need your ID every time you visit. As we have many visitors and we wish to respect student/family confidentiality, we are asking that our office is not used for personal, non-school related business.

COMMUNICATIONS

Please remember to keep our office updated with any changes in address and/or telephone numbers, or emergency information.

Moore utilizes various means of communication with our parents. Please check book bags on TUESDAYS for important notices from the school and/or PTA. All teachers and staff are using Class Dojo as a method of two-way communication. We encourage parents to download the free app and join your student's class(es). You may also access our Website at <https://www.wsfcs.k12.nc.us/moore>.

District correspondence is shared by PeachJar which is a phone app and e-mail communication tool to eliminate paper flyers. This will be how all district approved flyers and community correspondence is shared.

Additionally, we will make a phone call home every Sunday evening to share important information. Please make sure your contact information is updated with our front office staff to ensure you receive these messages.

Moore has Social Media accounts which are updated regularly with information about school news, events, and other.

Visit our school website for links to Social Media Accounts

PTA - PARENT - TEACHER- ASSOCIATION

There are a variety of ways to be involved in PTA. A strong PTA builds a strong school. The PTA will appreciate any level of volunteerism you can provide. A schedule of PTA meetings and events will be provided the first week of school. You can access additional information regarding our wonderful PTA via our website <https://www.wsfcs.k12.nc.us/moore> under Families and Community tab - PTA.

INSTRUCTIONAL PROGRAM

Core instruction is based on the NC Math and ELA Standards. Teaching and learning at Moore Elementary School is enhanced through integrating STEAM concepts and models into each of our classrooms. Children are provided with classroom, schoolwide, and real world learning experiences that support and build upon their various intelligences, while building capacity for communication, collaboration, problem solving, design, and more. One way students enhance these skills is through our STEAM Lab, where students engage in creating, collaborating, and solving real world problems. We also believe in teaching the whole child, so students also receive Social and Emotional Learning support through our School Counselor and the Second Step Curriculum.

HOMEWORK

At Moore we believe that children should be able to play and engage in extracurricular activities after school. Therefore, we will not assign homework. If students have work they started in class that day, but did not finish, they will be expected to finish that work at home. If you would like your child to receive additional work to complete at home, please contact your child's teacher.

SCHOOL MEAL PROGRAM 2023-2024

Moore Elementary will be continuing their participation in the National School Lunch and School Breakfast Programs called the Community Eligibility Provision. All enrolled students of Moore are eligible to receive a healthy breakfast and lunch at school at no charge for the 2023-2024 school year. No further action is required of you. However, there are other benefits if you are approved for a Free / Reduced Lunch application. Completing the application can be a qualifier for some waived secondary school fees, and other 3rd party assistance programs. If you have any questions or concerns, please contact the WS/FCS Child Nutrition office at (336) 703-4275 or childnutrition@wsfcs.k12.nc.us

LOST/DAMAGED BOOKS AND STUDENT FEES

The fees for Lost and Damaged books, materials, supplies and equipment are based on extent of damage in accordance with state guidelines. Please see our Media Specialist, Mrs. Crede concerning lost and damaged books as soon as the problem occurs. The payments for Lost and Damaged books, materials, supplies and/or equipment can be paid to Mrs. Potter, our School Secretary in the office. Please note exact cash payment is required as no change can be made, no credit card payments can be made at the school, and we do not accept personal checks.

All fees must be paid at the end of the year. Fees shall be carried forward until the next succeeding school year, as such debts are to be considered to be debts to the school system, not to a particular school.

DISTRICT BOARD DISCIPLINE POLICY

Moore Students and Staff are expected to follow the WSFCS Code of Character, Conduct, and Support. Students are the heart of our work in Winston-Salem/Forsyth County Schools. Student character, defined as personal qualities that are essential to healthy development and responsible conduct, results in academic success in school today and future success in career, college, and life. We see our schools as centers for learning where all students are empowered to achieve their fullest potential within a diverse community, drawn together in support of a quality education. Within these centers, we are responsive to the cultural and developmental needs of our students.

Winston-Salem/Forsyth County Schools Code of Character, Conduct, and Support:

- ❖ Affirms the right of every student to an education in a safe, engaging, and supportive environment
- ❖ Creates the conditions where all classrooms support academic engagement, resulting in student goodwill, attention, participation, effort, commitment, and interest
- ❖ Nurtures the development of both student character and student conduct
- ❖ Promotes an accountable, restorative, and equitable approach to student support and discipline
- ❖ Ensures that each school provides equitable access to a wide range of strategies and interventions that promote positive behavior, help students develop social-emotional and academic skills, and empower students to consistently exhibit skillful, appropriate, and acceptable behaviors
- ❖ Recognizes that each school is a public place that must balance individual rights with civic obligations and the needs of others, based upon the rules and policies that create access to education for all, while protecting the due process rights of the individual
- ❖ Provides equitable resources to the entire community to understand the behaviors that are expected within the school culture
- ❖ Calls on school staff, students, families, school board members, and community members to treat each other with mutual respect as partners in the all-important work of educating our children
- ❖ Provides tools to support the entire WS/FCS community in meeting expectations of behavior.

Equity Statement

Winston-Salem/Forsyth County schools is a diverse community of learners committed to equity in order to provide EVERY child with a fair, equitable, and high-quality education that will close opportunity gaps while raising achievement for all. Because every student comes with a unique identity and various needs, district, school, and classroom decisions affect everyone differently. Therefore, educational equity goes beyond basic principles of equality. A commitment to educational equity involves the removal of institutional barriers so that all students, regardless of their race or ethnic background, socio-economic status, language, gender, gender identity and expression, sexual orientation, religion or religious practices, or disability can benefit from all aspects of the learning environment. Through addressing practices and policies, the district aims to eliminate achievement predictability, affirming our belief that equity is central to creating safe, bias-free, and inclusive environments that provide ALL students with what they need to thrive in school and in life. The intentional focus on equity requires that all staff and community live up to the ideals of the district's Core Values and Beliefs. In alignment with these values and beliefs, it means that we are all committed to identifying and understanding root causes of barriers and interrupting factors that perpetuate inequities that prevent EVERY student from realizing their full potential. Thus, countering practices that result in negative outcomes for our underserved students, reimagining and reallocating resources when equal distribution results in inequitable outcomes that do not meet the needs and interest of all students and staff, and embedding supportive practices geared towards a child's age and development level will further move WS/FCS close to its goals. Together, the district and community, through our actions affirm to uphold our mission that EVERY child will graduate with the interpersonal, academic, and workforce skills to compete globally and contribute to society.

Goals

- To create common spaces that are welcoming, and physically, psychologically, and socially safe for all students, parents/caregivers and staff
- To reduce incidents of bullying, harassment, and discriminatory acts among students and staff
- To clearly define rules to support character and conduct for students, families, and staff
- To build the capacity of administrative and student support teams and special education liaisons to implement a set of accountable consequences and aligned restorative interventions that support every student's social, emotional, and academic development
- To build the capacity of teachers to implement a set of Universal Pre-K-12 strategies that increase staff capacity to engage in classroom practices that prevent unwanted behaviors, intervene when students are struggling, and promote positive behaviors resulting in healthy relationships and school communities
- To decrease disproportional application of disciplinary responses
- To decrease overuse of disciplinary responses resulting in lost instructional time (school suspension, in-school suspension, and discipline referrals)

Core Values

- Student-Centered: We focus on the needs of every child.

RECEIPT OF ACKNOWLEDGEMENT

Please sign and return the inserted page of acknowledgement.