George Washington High School

Student Handbook 2025-2026

280 Christopher Lane
Danville, VA 24541
Phone: 434.799.6410
Fax: 434.799.5251
https://www.danvillepublicschools.org/Domain/13

ADMINISTRATION
Mr. Johnny Cressell - Principal
Mr. Re'Shawn Woodson - Assistant Principal
Ms. Tammy Strader - Assistant Principal
Mr. Jerome Leathers - Assistant Principal
Ms. Cassandra Flemming - Assistant Principal
Mr. Ryan Russell - Assistant Principal

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PRINCIPAL'S FOREWORD

Welcome to George Washington High School! The administration, faculty, and staff are dedicated to providing a safe and orderly environment that enhances the educational process. The policies and procedures provided in the handbook are to make you aware of the rules and regulations that will help you be a successful and productive member of the Eagle student body. It is our hope that you will become familiar with all that George Washington High School has to offer, promote and follow guidelines in this handbook, and build memories that will last a lifetime.

Policies and regulations contained within this publication are not all-inclusive. The administration staff reserves the right to address other discipline acts in a fair and equitable manner. Additionally, the rules and regulations are applicable during any and all school activities both on site and off-site.

The School District does not discriminate on the basis of race, color, national origin age, sex or disability, in admission or access to, or treatment or employment in its programs and activities. Any person having inquiries concerning the School's compliance with the regulations implementing Title VI of the Civil Rights Act of 1964 (Title VI), Section 504 of the Rehabilitation Act of 1973 (Section 504), or Title II of the Americans with Disabilities Act of 1990 (ADA), may contact the Assistant Superintendent or Human Resources

Disclaimer: The Student Handbook is a general reference guide only and is designed to be in harmony with board policy and the Student Code of Conduct. Please be aware that it is not a complete statement of all policies, procedures, or rules that may be applicable in a given circumstance. In case of conflict between board policy (including the Student Code of Conduct) and any provisions of Student Handbooks, the provisions of board policy and the Student Code of Conduct are to be followed. Also, please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. Changes in policy or other rules that affect Student Handbook provisions will be made available to students and parents through newsletters or other communications.

DPS VISION, MISSION, BELIEF STATEMENTS

<u>SUPERINTENDENT</u>
Dr. Angela Hairston

<u>SCHOOL BOARD</u>
Ty'Quan Graves, Chair
Keisha Averett, Vice Chair
Tyrell Payne
Kacey Cunningham
Dr. Corey Williams
TaKessa (Keisha) Walker
Gary Terry

VISION:
We envision a school division that cultivates excellence for all.

MISSION:
The mission of Danville Public Schools is to inspire, educate, and develop students, in collaboration with families and the community, to ensure students graduate college and/or career ready.

DANVILLE PUBLIC SCHOOLS IMPORTANT LINKS:
Link to Danville Public Schools About Us
Link to Instructional Policies and Regulations

GWHS Mission and Vision

George Washington High School's Vision Statement

We aspire to create a safe haven for students to challenge themselves academically so they may cultivate a brighter future and work as contributing members of a global society.

George Washington High School's Mission Statement

At George Washington High School, we cultivate empathetic and reflective learners who think critically, embody persistence, and have high expectations. We are committed to SOAR.

Strive- for excellence
Overcome- challenges and obstacles
Achieve- ambitious goals
Rise- beyond expectations

George Washington High School's Academy 9 Mission Statement

The 9th Grade Academy at George Washington High School is designed to create a supportive and structured learning environment that empowers students to **Strive for excellence**, **Overcome challenges**, **Achieve ambitious goals**, and **Rise beyond expectations**—embodying the core principles of SOAR.

Through Freshman Orientation, an intentional team structure, and quarterly monitoring by teachers and counselors, students are guided in building strong academic habits, earning critical Verified Credits, and developing the social-emotional skills necessary for a confident transition into high school life.

In alignment with our school mission, the academy cultivates empathetic and reflective learners who think critically, persist through obstacles, and embrace high expectations. Our ultimate goal is to lay a strong foundation for personal growth, academic success, and a meaningful high school experience.

SECTION 1: GENERAL GWHS INFORMATION

ADMINISTRATIVE STAFF

Title	Name	Email	Primary Roles
Principal	Mr. Johnny Cressell	jcressell@mail.dps.k12.va.us	Communication, Construction, Athletics, Volunteers, Registration, Business Partnerships, Staff Appreciation, CSIP, PD Calendar, Instructional Walkthroughs, Master Schedule, Title 1, Title 1 Parent Engagement
Assistant Principal	Mr. Re'Shawn Woodson	rwoodson1@mail.dps.k12.va.us	Principal Co-Designee, Cohort 2029 (9), Academy 9 Lead, School Testing Coordinator, IEPs and 504s, Attendance, History, Progress Reports/ Report Cards, Community in Schools (POC), Sunshine committee
Assistant Principal	Ms. Tammy Strader	tstrader1@mail.dps.k12.va.us	Exceptional Children Lead, EC Cohort, EC Compliance, EC Attendance, Adaptive IEPs, Assigned Department PLCs, Science, School Testing Coordinator Adaptive (VAAP), SBIT team, EC Referrals, United Way Campaign, School Culture Committee
Assistant Principal	Mr. Jerome Leathers	jleathers@mail.dps.k12.va.us	Principal Co-Designee, Cohort 2027 (11), Career Technical Education Lead, IEPs and 504s, Attendance, Assigned Dept PLCs, Gear Up Grant, Awards Ceremonies, Mentor/ Mentee, Textbooks, Senior Support Committee
Assistant Principal	Ms. Cassandra Flemming	cflemming@mail.dps.k12.va.us	Curriculum and Instruction Lead, Cohort 2026 (12), IEPs and 504s, Attendance, Department PLCs, English Language Arts, Mathematics, VTSS/SBIT Committee, Graduation Committee, Prom Committee

Assistant Principal	Mr. Ryan Russell	rrussell@mail.dps.k12.va.us	Operations Lead, Cohort 2028 (10), IEPs and 504s, Attendance, Department PLCs, Health/PE, Fine Arts, World Languages, PBIS Committee, Emergency Drills, ISS/ASD, Transportation/ Bus Contact, Crisis Plans, PBIS Committee
Lead School Counselor	Ms. Tia Stone	tstone@mail.dps.k12.va.us	Student Services, Workkeys, AP Testing
Lead School Security Specialist	Mr. Dennis Reaves	dreaves@mail.dps.k12.va.us	School Security, Emergency Drills
Lead School Custodian	Mr. Kenneth Jennings	kjennings@mail.dps.k12.va.us	School Custodians
Lead Food Nutrition Specialist	Ms. Sharon Hill	shill@mail.dps.k12.va.us	School Food Service
Athletic Director	Mr. John Danaher	jdanaher@mail.dps.k12.va.us	VHSL Athletics and Academic Teams

GWHS Administrative Assistants

Assignment	Name	Email
Admin Assistant to the Principal and Athletic Director	Ms. Elizabeth Hawkins	bhawkins@mail.dps.k12.va.us
Admin Assistant to cohort 2029 (9th) Assistant Principal Mr. Woodson, Records and Enrollment Contact	Ms. Charlotte Melton	cjmelton@mail.dps.k12.va.us
Admin Assistant to cohort 2028 (10th) Assistant Principal Mr. Russell, Discipline entry	Ms. Chantay (Minter) Williamson	cminter@mail.dps.k12.va.us
Admin Assistant to cohort 2027 (11th) Assistant Principal Mr. Leathers	Ms. Shelby Martin	smartin@mail.dps.k12.va.us
Admin Assistant to cohort 2026 (12) Assistant Principal Ms. Flemming	Ms. Catiia Davis	
Admin Assistant Bookkeeper	Ms. Debra Carter	dcarter@mail.dps.k12.va.us
Admin Assistant Main Office	Ms. Laura Barber	lbarber@mail.dps.k12.va.us

Admin Assistant School Counseling Department	Ms. Tenika Irby	tirby@mail.dps.k12.va.us
Admin Assistant for Attendance grades 11 and 12.	Ms. Jacqueline Day	jaday@mail.dps.k12.va.us
Admin Assistant for Attendance grades 9 and 10.	Ms. Monica Chamberlain	mchamber@mail.dps.k12.va.us

STUDENT CLUBS AND ACTIVITIES

Title	Name	Email
Art Club	Mr. James Lewis	jblewis@mail.dps.k12.va.us
Family, Career, Community Leaders of America(FCCLA)	Ms. Felicia Harris Ms. Kimberly Kidd	fharris@mail.dps.k12.va.us kkidd@mail.dps.k12.va.us
French Club	Ms. Mileiby Torro	mtoro@mail.dps.k12.va.us
Future Business Leaders of America (FBLA)	Ms. Renesha Myers Ms. Sonya Inge	rmyers1@mail.dps.k12.va.us singe1@mail.dps.k12.va.us
Green Club	Ms. Amanda Coleman Ms. Kristin Baggerly	acoleman@mail.dps.k12.va.us kbaggerly@mail.dps.k12.va.us
Gentleman by Choice	Mr. Jaylin Chambers	jchambers1@mail.dps.k12.va.us
HOSA - Future Health Professionals	Ms. Lisa Argyrakis	largyrakis@mail.dps.k12.va.us
Japanese Club	Ms. Sharon Leigg	sleigg@mail.dps.k12.va.us
Jiu Jitsu Club	Mr. Brandon Lewis Ms. Aliea Lewis	jblewis@mail.dps.k12.va.us apastore@mail.dps.k12.va.us
Latin Club	Ms. Aleia Lewis	alewis@mail.dps.k12.va.us
National Honor Society	Ms. Frenita Griffin	fgriffin@mail.dps.k12.va.us
National Technical Honor Society (CTE)	Mr. Leathers Ms. Fraun Niblett Dandridge Ms. Krystal Dillard	jleathers@mail.dps.k12.va.us fniblett@mail.dps.k12.va.us kdillard@mail.dps.k12.va.us
Skills USA	Mr. Robert Waller Ms. Krystal Dillard Mr. Pierre Walters	rwaller@mail.dps.k12.va.us kdillard@mail.dps.k12.va.us pwalters@mail.dps.k12.va.us
Social Justice Club	Ms. Kenyatta Thomas	kthomas@mail.dps.k12.va.us

Spanish Club	Ms. Janette Canete Ms. Flor Orellana Levron Ms. Nancy Zuniga Mr. Elmer Ruballo Giron	jcanete@mail.dps.k12.va.us foleveron@mail.dps.k12.va.us nzuniga@mail.dps.k12.va.us eruballo@mail.dps.k12.va.us
Student Council Association	Ms. Bria McMillian Ms. Renee Jones-Graves	bmcmillian@mail.dps.k12.va.us srjones@mail.dps.k12.va.us
Publications Yearbook	Ms. Genesis Simmons	gsimmons@mail.dps.k12.va.us
Publications Chatterbox	Ms. Genesis Simmons	gsimmons@mail.dps.k12.va.us
Media/ School News	Ms. Genesis Simmons Mr. Clearance Austin Ms. Cierra Gunter	gsimmons@mail.dps.k12.va.us caustin@mail.dps.k12.va.us cgunter@mail.dps.k12.va.us

VHSL ATHLETICS AND ACADEMIC COACHES

Title	Name	Email
Scholastic Bowl/ ACE	Ruby Hovatter	rhovatter@mail.dps.k12.va.us
Baseball Varsity	Micheal Pritchett	mpritchett@mail.dps.k12.va.us
Boys Basketball Varsity	DeMarcus Morrison	cmorrison034@gmail.com
Boys Basketball Junior Varsity	Tyrese Morrison	tmorrison@mail.dps.k12.va.us
Girls Basketball Varsity	TBA	
Girls Basketball Junior Varsity	Shawn Grasty	sgrasty@mail.dps.k12.va.us
Cheer Varsity	Michele Ford	mford@mail.dps.k12.va.us
Cheer Junior Varsity	Empress Sanford	esanford@mail.dps.k12.va.us
Boys Cross Country	Dave Thomas	dwthomas@mail.dps.k12.va.us
Girls Cross Country	Monica Wilson	mwilson@mail.dps.k12.va.us
ESports	Krystal Pak Shawn Martinez	kpak@mail.dps.k12.va.us
Football Program	Nick Anderson	nanderson@mail.dps.k12.va.us
Golf	John Cole Simpson	jsimpson@mail.dps.k12.va.us
Boys Indoor/Outdoor Track	Albert Brandon	Big_al22000@yahoo.com
Girls Indoor/Outdoor Track	LaKisha Brandon	lbrandon@mail.dps.k12.va.us

Robotics	Mr. Trey Wilson Ms. Shalane Hairston	trwilson@mail.dps.k12.va.us shairston2@mail.dps.k12.va.us
Boys Soccer	Miguel Guzamn Avila	maga1124@icloud.com
Girls Soccer	Allison Robertson	arobertson@mail.dps.k12.va.us
Softball	TBA	
Swim Boys	Allison Robertson	arobertson@mail.dps.k12.va.us
Swim Girls	Allison Robertson	arobertson@mail.dps.k12.va.us
Boys Tennis	Tim Dinoto	timothydinoto@gmail.com
Girls Tennis	Kaleigh Dinoto	dinoto.kaleigh32@gmail.com
Volleyball	TBA	
Wrestling	Jason Medlin	jmedlin@mail.dps.k12.va.us

BELL SCHEDULES

2025-2026 GWHS Bell Schedule

7:10-8:00	**Sunshine Period**
8:10-8:35	**Breakfast**
8:45-9:35	**1st Period (50 mins)**
9:40-10:30	**2nd Period (50 mins)**
10:35-11:25	**3rd Period (50 mins)**
11:30-1:00	**4th Period/ Lunch (80 mins)** ● 1st Lunch 11:35-12:00 (25 mins) ○ CTE, E Wing, W Wing ○ Senior Off Campus Lunch 11:35-12:10 ● 2nd Lunch 12:05-12:30 (25 mins) ○ (Downstairs) A Wing, (Downstairs) C Wing, N Wing, Basement ○ Senior Off Campus Lunch 12:05-12:40 ● 3rd Lunch 12:35-1:05 (25 mins) ○ (Upstairs) C Wing & (Upstairs) A Wing ○ Senior Off Campus Lunch 12:25-1:00
1:05-1:55	**5th Period (50 mins)**

2:00-2:50	**6th Period (50 mins)**
2:55-3:45	**7th Period (50 mins)**

2025-2026 2 Hour Delay GWHS Bell Schedule

9:10-10:00	**Sunshine Period**
10:15-10:35	**Breakfast**
10:40-11:10	**1st Period (30 mins)**
11:15-12:10	**2nd Period (55 mins)** ● **11:30 Bag Lunches Back to Class**
12:15-12:45	**3rd Period (30 mins)**
12:50-1:30	**4th Period (40 mins)**
1:35-2:15	**5th Period (40 mins)**
2:20-3:00	**6th Period (40 mins)**
3:05-3:45	**7th Period (40 mins)**

2025-2026 Early Release GWHS Bell Schedule

7:10-8:00	**Sunshine Period**
8:15-8:35	**Breakfast**
8:45-9:05	**1st Period (20 mins)**
9:10-9:30	**2nd Period (20 mins)**
9:35-10:00	**3rd Period (25 mins)**
10:05-10:30	**4th Period (25 mins)**
10:35-11:00	**5th Period (25 mins)**
11:05-11:45	**6th Period (40 mins)** ● **Bag Lunches Back to Class**
11:50-12:15	**7th Period (25 mins)**

2025-2026 Modified Double Period GWHS Bell Schedule (SMART Testing)(A Day/B Day)

7:10-8:00	**Sunshine Period**	
8:10-8:35	**Breakfast**	
8:45-10:25	**1st Period (100 mins)**	**2nd Period (100 mins)**
10:30-12:35	**3rd Period & Lunch (125 mins)** ● **Class 10:30 - 11:30 (60 mins)** ● **Lunch 11:30 -12:00 (30 mins)** ○ **We call for lunches over intercom** ● **Class 12:00 - 12:35 (35 mins)**	**4th Period & Lunch (125 mins)** ● **Class 10:30 - 11:30 (60 mins)** ● **Lunch 11:30 -12:00 (30 mins)** ○ **We call for lunches over intercom** ● **Class 12:00 - 12:35 (35 mins)**
12:40-2:20	**5th Period (100 mins)**	**6th Period (100 mins)**
2:25 - 3:45	**7th Period (80 mins)**	**7th Period** ● **20 mins - Assessment** ● **60 minutes - class**

2025-2026 Exam Schedule GWHS Bell Schedule (A Day/B Day)

7:10-8:00	**Sunshine Period**	
8:10-8:35	**Breakfast**	
8:45-10:25	**1st Period or 5th Period (100 mins)**	**2nd Period or 6th Period (100 mins)**
10:30-12:15	**3rd Period or 7th Period (105 mins)** **9:** **Grab and Go Lunches**	**4th Period or 7th Period (105 mins/ Makeups on Last Day)** **Grab and Go Lunches**

2025-2026 1 Hour Delay GWHS Bell Schedule

8:15-9:00	**Sunshine Period**
9:15-9:40	**Breakfast**
9:45-10:30	**1st Period (45 mins)**
10:35-11:20	**2nd Period (45 mins)**
11:25-12:25	**3rd Period (60 mins)** ● **Bag Lunches**
12:30-1:15	**4th Period/ Lunch (45 mins)**
1:20-2:05	**5th Period (45 mins)**
2:10-2:55	**6th Period (45 mins)**
3:00-3:45	**7th Period (45 mins)**

DPS 2025-2026 DISTRICT CALENDAR

Danville PUBLIC SCHOOLS
Students • Staff • Families • Community

Academic Calendar 2025-26

July 2025

Su	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 2025

Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

September 2025

Su	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2025

Su	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2025

Su	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2025

Su	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2026

Su	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2026

Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026

Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2026

Su	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026

Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	*High Schools will run an early release schedule on exam days (May 18-22).*					

June 2026

Su	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

KEY

- Holidays (No School)
- Teacher Professional Day*
- District Level Professional Learning*
- First Day for Students
- Last Day for Students
- Graduation (*Teacher Professional Day*)

**No school for students.*

OPEN HOUSE

August 04, 2025, from 12:00 - 6:30 PM;
Staff will work from 11:00 AM - 7:00 PM

FAMILY CONFERENCE DAYS

September 17, 2025
February 16, 2025

SCHOOL HOLIDAYS

Labor Day | Sept. 01, 2025
Veteran's Day | Nov. 11, 2025
Thanksgiving Holiday | Nov. 26-28, 2025
Winter Break | Dec. 22 - Jan. 02, 2026
MLK Jr. Day | Jan. 19, 2026
Spring Break | April 03-10, 2026
Memorial Day | May 25, 2026
Juneteenth | June 19, 2026

MAKE-UP DAYS

September 17, 2025
October 13, 2025
January 05, 2026
January 06, 2026
February 16, 2026
May 26, 2026

NINE-WEEK GRADING CYCLES

Quarter 1: Aug. 06 - Oct. 09 | 45 Days
Quarter 2: Oct. 10 - Dec. 19 | 45 Days
Quarter 3: Jan. 07 - March 12 | 45 Days
Quarter 4: March 13 - May 26 | 45 Days

SOL TESTING | SPRING ADMINISTRATION WINDOW

Week 1 | April 27 - May 01, 2026
Week 2 | May 04 - 08, 2026 | Make-ups
Weeks 3-4 | May 11 - 22 | Retakes
Subject to change.

SUMMER LEARNING

May 28 - 29, 2026 | Summer School PL
June 01 - 02, 2026 | Summer Leadership
June 03, 2026 | AP Academy
June 04 - July 09, 2026 | K-12 Summer School
Subject to change.

Revised May 14, 2025

ACCEPTABLE USE AGREEMENT

DPS Policy IIBEA states "Acceptable use is defined as appropriate use that is consistent with the mission of Danville Public Schools, to include instruction, research for educational purposes and to conduct the business of the school division. Students and staff are prohibited from using the Division's computer equipment and electronic resources for sending, viewing, or downloading illegal or inappropriate written, photographic, or video material from the Internet or individual sources. Doing so is a violation of the DPS Acceptable Use Policy and may result in the loss of use privileges for any faculty, staff or student." Please refer to the full policy for additional details." Acceptable Use

ANNOUNCEMENTS

Morning announcements will occur at the 8:45am bell. **Students are responsible for being aware of the daily announcements.** Additionally, no posters, flyers or written material may be displayed throughout the school without prior approval from the administration. Putting up unapproved materials may result in disciplinary action.

GUIDELINES FOR THE USE OF ARTIFICIAL INTELLIGENCE SOFTWARE (AIS)

The Danville Public School Board recognizes the benefits of using Artificial Intelligence Software (AIS) in classrooms for both educators and students. The School Board allows teachers, students, and administrators to use AIS to improve instruction and educational processes. This policy ensures that AIS is used responsibly and ethically, protecting the privacy, safety, and well-being of all users. The superintendent or superintendent designee is responsible for creating an administrative regulation outlining the proper and ethical use of AIS. AI Use

Definitions:

- Artificial Intelligence (AI) refers to computer systems that can perform tasks requiring human intelligence, such as visual perception, decision-making, and speech recognition.
- Artificial Intelligence Software (AIS) is any software or application that uses AI algorithms and techniques to enhance teaching and learning experiences.

Student Responsibilities:

- Students should only use AI software as directed by their teachers and for educational purposes.
- They must respect the terms of use and privacy policies associated with AIS and refrain from unauthorized access, modification, or misuse.
- Students are encouraged to ask questions and seek guidance from teachers or administrators regarding AIS to ensure responsible and effective use.
- Students found to have engaged in academic dishonesty shall be subject to disciplinary action at the classroom and/or building level.

CHANGE OF CONTACT INFORMATION

Any time a student changes his/her place of legal residence, it is the responsibility of the parent to immediately inform the school (Mrs. Charlotte Melton or Ms. Tenika Irby) and provide the necessary documentation. Failure to notify the school of changes in address may make parents liable for payment of tuition charges if appropriate guidelines are not followed. Additionally, please keep the office informed of changes to phone numbers/email addresses for parents/guardians and emergency contacts.

CONTACT FOR CONCERNS

If a parent or student has a concern or issue, it is appropriate to begin with an adult in the building. However, if it is an instructional or classroom issue, please begin with the classroom teacher and/ or school counselor. The school counselor can be contacted for other concerns as well. The assistant principals and principal are available when the other levels are exhausted. Complaints to the District Office should be directed to Ms. Jo Ellen Hylton by calling 434-799-6400. Lastly, you may submit your concern through ***Let's Talk*** via the school and district website.

DELAYS AND CLOSINGS

School closings will be announced via the following methods stated on the Danville Public Schools inclement weather page. Inclement Weather

GRADUATION CEREMONY & TICKETS

Students are required to abide by the graduation dress code and requirements as set forth in the Commencement Ceremony Agreement. Additionally, graduation candidates are given a determined amount of tickets depending on availability. The school is not responsible for/nor determines who receives these tickets to attend. It is at the discretion of the candidate to whom they choose to give a ticket for commencement exercises.

FERPA

The school division annually notifies parents and eligible students of their rights under the Family Educational Rights and Privacy Act (FERPA). Details are included in Student Records.

FOOD SERVICES

All students are provided a free breakfast and lunch each school day. They may bring a bag lunch. Milk, water and other items will be available for purchase during meal service. Additional items can be paid for by sending money or adding money to your child's My Payment Plus account using a debit or credit card. No charging is allowed for additional items purchased from the cafeteria.

The cafeteria is a lunch room and a place where good relationships can be developed. Each student is expected to follow the guidelines of good manners. Some simple practices of courteous behavior which should help make the cafeteria environment pleasant include:

- Food should not be exchanged between students.
- Good dining room manners should be observed at the tables.
- The table and surrounding area should be left as clean and orderly as possible.
- Chairs should be replaced under the table and all trash should be put in the proper containers.
- Students should not solicit food from other students.
- **Outside branded food is not allowed in the cafeteria. ALL FOOD DELIVERY COMPANIES ARE BANNED FROM DELIVERY FOOD ITEMS TO GWHS)**

MEDICATION

DPS Policy JHCD Administering Medicines to Students

- **Medications Prescribed for Individual Students**

- Employees of School Board of the City of Danville may give medication prescribed for individual students only pursuant to the written order of a physician, physician assistant, or nurse practitioner and with written permission from the student's parent or guardian. Such medicine must be in the original container and delivered to the principal, school nurse, or school division designee by the parent or guardian of the student.

- **Nonprescription Medications**
  - Employees of the School Board of the City of Danville may give nonprescription medication to students only with the written permission of the parent or guardian. Such permission shall include the name of the medication, the required dosage of the medication, and the time the medicine is to be given. Such medicine must be in the original container and delivered to the principal, school nurse, or school division designee by the parent or guardian of the student.

NEWS MEDIA/SOCIAL MEDIA COVERAGE

From time to time, news reporters may use photos or videotape of students in incidental news coverage. In addition, our school's social media sites are frequently updated with events pertaining to George Washington High School. A parent who objects to a student's image being used should notify the school and complete the necessary form at the beginning of each academic school year. If a student is to be interviewed on school property by the news media, parental permission is required.

PLEDGE OF ALLEGIANCE .

The Pledge of Allegiance, as established in 4 U.S.C. § 4, is recited daily in each classroom of the Danville school division. During the recitation of the Pledge, students shall stand and recite the Pledge while facing the flag with their right hands over their hearts or in an appropriate salute if in uniform. No student is compelled to recite the Pledge if the student or the student's parent or legal guardian objects on religious, philosophical, or other grounds to the student's participation in this exercise. Students who are exempt from reciting the Pledge shall quietly stand or sit at their desks while others recite the Pledge and shall make no display that disrupts or distracts those who are reciting the Pledge. Appropriate accommodations are made for students who are unable to comply with the procedures described herein due to disability. Pledge of Allegiance

MOMENT OF SILENCE

The Danville School Board recognizes that a moment of silence before each school day prepares students and staff for their respective work or school days. Therefore, each teacher shall observe a one-minute moment of silence at the beginning of the first class of each school day. During such period of silence, the teacher responsible for each classroom takes care that all students remain seated and silent and make no distracting display so that each pupil may, in the exercise of individual choice, meditate, pray, or engage in any other silent activity which does not interfere with, distract, or impede other pupils in the like exercise of individual choice. Moment of Silence

SCHOOL SAFETY & EMERGENCY DRILLS

A critical ingredient to the safety of the whole school is the response of the individual classrooms to an incident. Weather events, fire, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by students, teachers, staff, and administration. DPS Policy EBCB outlines required school safety drills. Each school conducts Fire, Lockdown, Tornado and Emergency Bus Drills each year. In addition to drills, training is provided to each student and employee at least once each

school year on safety procedures in the event of an emergency situation on school property. In the event of an emergency, the action and appropriate direction will be called on the PA.

1. Lockout – "Secure the Perimeter"
2. Lockdown – "Locks, Lights, Out of Sight"
3. Evacuate – "To the Announced Location"
4. Shelter – "Using Announced Type and Method"

*Protocols provided by **ALICE training modules***

STUDENT DRIVERS

Student drivers will be required to register their vehicle and purchase a parking permit from the school's main office. These permits are $20.00 and must be displayed on the rear view mirror. Failure to obtain a parking permit may result in loss of driving privileges. Student drivers are expected to leave campus immediately after the 3:45pm dismissal unless staying for a school-sponsored event. Seniors are allowed off-campus lunch privileges with appropriate documentation received by the school's administration.

Title I

VIRGINIA DEPARTMENT OF EDUCATION SCHOOL REPORT CARDS
The school's individual Virginia School Report Card as well as the division's Virginia Report Card (specific to student achievement and teacher quality) can be found on the Virginia Department of Education website. School Quality Profile

VIRGINIA STANDARDS AND DANVILLE PUBLIC SCHOOLS CURRICULUM AND ASSESSMENTS
Information regarding state requirements for assessment can be found at the Virginia Department of Education website. The division's curriculum and instruction information can be accessed from the Danville Public Schools website. State Assessments, DPS Curriculum and Instruction

PARENT AND COMMUNITY VOLUNTEERING

Persons wishing to volunteer at the school should complete the volunteer document that can be accessed from the Danville Public Schools website. Volunteers

SECTION 2: STUDENT CONDUCT

STUDENT CODE OF RESPONSIBILITIES, EXPECTATIONS, AND SUPPORT- CORES

Please refer to the DPS Student Code of Conduct and Support - CORE - for specifics regarding student behavior expectations. Please note that the Student Dress Code is also included in this code. It is the belief of the Danville School Board that all students have the right to an environment that is safe, drug free and conducive to learning. To that end, student conduct policy sets forth standards for student conduct. The primary objectives of the Student Code of Responsibilities, Expectations and Support (Student CORES) are:

1. To provide standards and guidelines for student behavior;
2. To assist each student in becoming a responsible, productive and self-disciplined citizen; and
3. To maintain a safe and orderly environment in the classroom and all other areas of the school.

The Student Code of Responsibilities, Expectations and Support (Student COREs) applies to any student who is on school property, who is in attendance at school or at any school-sponsored activity, or whose conduct at any time or place has a direct and immediate effect on maintaining order and discipline in the Danville Public Schools or on the health, safety or welfare of the students or employees of the division. For students with disabilities, the guidelines of the Individuals with Disabilities Education Act (IDEA) shall be applied.

ACADEMIC INTEGRITY

Students who use cheat notes on an assignment, photographic images of notes, plagiarized papers, plagiarized projects, inappropriate internet access (via cell phone or computer), texting, or any other form of academic dishonesty will be given a zero on that assignment **in addition to** the disciplinary consequences as prescribed by the DPS Code of Conduct. In addition to the zero, and the disciplinary action prescribed by the DPS Code of Conduct, a referral for Misrepresentation or Cheating will result in a loss of club and graduation recognition where honesty and good citizenship is a requirement. Examples include (but are not limited to) the BETA Club or Graduate of Distinction

BULLYING

DPS Policy Code JFC details expectations for Student Conduct. Within this policy bullying is prohibited. "Bullying" means any aggressive and unwanted behavior that is intended to harm, intimidate, or humiliate the victim; involves a real or perceived power imbalance between the aggressor or aggressors and victim; and is repeated over time or causes severe emotional trauma. "Bullying" includes cyber bullying. "Bullying" does not include ordinary teasing, horseplay, argument or peer conflict. Consequences for Bullying

DRESS CODE

The dress code should serve to support all students in developing a successful educational environment. Any school dress code enforcement actions should minimize the potential loss of education time. Administration and enforcement of the dress code will be consistent across the student body, regardless

of gender, race, and ethnicity. A student's attire and appearance should not be indecent, disrupt the learning environment, or cause health and/or safety problems in the educational environment.

Students MUST wear:

- Tops and bottoms, or the equivalent (dresses, etc.)
- Shoes (sandals are permissible, but appropriate athletic shoes must be worn in PE) **The School Board and/or Danville Public Schools is not responsible for any injuries that may occur due to students who wear improper shoes.
- Shoes must be worn at all times on school grounds.
- Pants must be worn at the waist.
- If holes are 4 inches above the knee in pants, leggings or shorts must be worn underneath with no visible skin.

Students MAY NOT wear:

- Visible underwear or bathing suits of similar designs
- Clothing using images or language depicting drug use, alcohol, any illegal activities, threats, or discriminatory slogans
- Clothing that includes hate speech, profanity, or pornography
- Images and/or language that creates a hostile or intimidating educational environment based on identity or class
- Hats, caps, scarves, sweatbands, bandanas, facemasks, or head covers inside a school building except (a) when worn because of religious beliefs, (b) when worn as a matter of health or safety, (c) when worn in connection with a school-sponsored program
- Headphones, earbuds, and electronic devices should be placed out of sight upon entering the building.
- Pajamas or sleepwear, bedroom slippers, costumes, or blankets are prohibited in the building, or on buses.
- Tops or dresses that reveal bare midriffs or cleavage are not allowed.
- Shirts and tops with the back out are not permitted.
- Mesh or see-through clothing is prohibited.
- Tops with large openings for the arms or that are split below the arms are not permitted.
- Students are not to wear clothing with language, symbols, or pictures that are offensive or suggestive, promote violence, are gang-related, advertise illegal substances, or advertise tobacco or alcohol.
- Shorts, skirts, skorts, and dresses can be no shorter than 4 inches above the knee, both in the front and back.
- If tight-fitting pants, such as leggings, are worn, a dress or lengthy shirt that is no shorter than 4 inches above the top of the knee, both in the front and back, must also be worn.
- Weapon-related attire is prohibited.

Secondary
1st Offense – Warning with the opportunity to change clothes to correct dress code violation;
2nd Offense- A written referral, second warning with the opportunity to change clothes to correct dress code violation
3rd Offense- A written referral, Administrative Before-School, After-School or Saturday-School detention
4th Offense- Please see (chronic disciplinary infractions)
**Continued infractions will result in additional consequences.

ELECTRONIC DEVICES POLICY: CELL PHONES, SMARTWATCHES

Danville Public Schools has employed a cell phone protocol, “Unplug 2 Learn” to support our students to refocus their attention on learning, since the 2023-24 school year. Our goal is to engage our students and support them in their academic success and promote positive social interaction and connections by removing a major barrier, cell phones. Unplug 2 Learn means our students’ cell phones, earbuds, air pods, and all other nonacademic electronic devices are to be turned off and remain off during the school day.

On May 30, 2025, Governor Glenn Youngkin signed into a law an act limiting student use of cell phones and smart devices on school campuses (§22.1-79.3:1). This law requires school divisions to adopt a “bell-to-bell” cell phone/smart device -free” policy during school hours. Each secondary school provides a Yondr pouch for students to store their cell phones and smart devices during the day. Every student should follow their school’s procedures for using the Yondr pouch. Confiscated phones and/or smart devices are to be safeguarded by the school administrator and may be maintained for the duration of the disciplinary process. Confiscated phones and/or smart devices will be returned to a parent/guardian, but not prior to the conclusion of a school day.

Disciplinary Responses to Cell Phone/Smart Device Violations

- 1st Offense
  - Confiscation of device
  - Parent notification
  - Device returned to parent at end of school day
- 2nd Offense
  - Confiscation of device
  - Parent conference w/ Behavior Agreement developed
  - Device returned to parent at end of school day
- 3+ Offenses (or any refusal to surrender the device)
  - May be considered violation of Code BSO3: Refusal to Comply with Requests of Staff

RANDOM ADMINISTRATIVE SEARCHES

George Washington High School is committed to providing a safe and disciplined school environment, conducive to learning. Administrators will conduct blanket, random administrative searches in two ways. First, personal searches may be conducted using metal detection. The scope of these searches may include students and other persons seeking admission to school grounds or present on school grounds. An inspection of belongings may accompany a metal detection search. Metal detection searches are conducted using a walk-through metal detection unit, a hand-held wand unit, or both. Second, property searches may be conducted using K-9 units acting as agents of the school administration. Either private or law enforcement K9 units may be employed. Property searches using K-9 units may include areas such as, but not limited to, desks, lockers, and motor vehicles. Students and non-essential staff will be limited from having contact with K-9 units.

TITLE IX

DPS Policy GBA/JFHA and JFHA/GBA outline Prohibition of harassment and discrimination for Staff and Students. These policies also contain the current Title IX Grievance process.

SECTION 3: ATTENDANCE REGULATIONS

ATTENDANCE PROTOCOLS

Regular school attendance is important to the academic progress of students and the development of a healthy school environment. For this reason parental support of school attendance is both expected and required. All students age 5-18 shall attend school regularly as set forth in § 22.1-254 of the Code of Virginia. Non-compliance with the state law will lead to disciplinary action by the principal and, when necessary, by the Danville City School Board or its designee.

School Board policy requires that a student who has been absent bring a note from a parent to school within three days of the student's return that states the reason for the absence. If a parent/student knows in advance of an impending absence, the student may provide the note prior to the absence. The only excuses for absences that shall be deemed acceptable are:

1. Illness (if over two days, may require a note from a doctor):
2. Required court appearance;
3. Death in the family
4. Religious holiday;
5. Field trips and school authorized activities; and
6. Extenuating circumstances which are determined by the school administration.

NOTES:

- ***Any absence that does not meet the above definitions will be unexcused.***
- ***Letters will be mailed at 3 and 5 unexcused absences.***
- ***Parents and students will be referred to the Truancy Response Team after the seventh unexcused absence.***

Students may arrive no earlier than 8:10 a.m. and should leave campus no later than 3:45 p.m. unless directly supervised.

Effective August 2024, students in grades 9-12 must attend at least 90 percent of the class days to receive course credit. Virginia School Attendance Law

It is important to note that all absences, irrespective of being excused or unexcused, are considered when evaluating attendance. In the event that a student's attendance falls below 90%, they will not be eligible to receive credit for the course. However, students can regain their course credit by participating in the division's Meaningful Engagement options, such as attending Saturday sessions, after-school programs, and/or Summer School.

If a student's attendance falls below 90%, they will receive an "AF" marking, equivalent to a 59% grade.

Appeals
Level 1:

- If a parent or guardian disagrees with the decision, they may file an appeal. The appeal should be submitted in writing to the principal and include any relevant information the parent or guardian wishes to be considered. The appeal must be received within ten (10) business days of the final grading period.
- The principal will review the appeal and provide a written decision with the rationale within five (5) business days of receiving the appeal notice (Form IGC-R6).

Level 2:

- If the parent or guardian still wishes to appeal after receiving the principal's decision, they may write their appeal to the Superintendent or Chief Operations Officer.

DPS Policy JED states, “Each parent/guardian or person having control or charge of a child within the compulsory attendance age is responsible for such child's regular and punctual attendance at school as required under provisions of the law.
Parents of students who are absent must inform the school of the reason for the absence no later than upon the student’s return to school. Absences are excused for the following reasons:

- 4-H Educational Program of Activity (maximum 3 school days)
- Civic Event (1 day per academic year)
- Court Appearance (required)
- Death in the family
- Extenuating circumstances which are determined by the School Personnel
- Field Trips and/or school authorized activities
- Illness
- Religious holiday
- Pow Wow Federally-recognized tribal nation headquartered in VA (1 per academic year)

EXTRACURRICULAR ACTIVITIES & ATTENDANCE

To participate in school activities outside of school hours, a student must have attended school four full periods the day of the activity. This includes the Friday prior to a weekend event. Examples include Saturday athletic events, academic competitions, prom and other school events.

TARDY TO SCHOOL

All students late to school are required to report to the office immediately upon their arrival on school grounds. Parental notification to the GWHS office will be required in all cases of legitimate student tardiness. **Students with excessive unexcused tardies to school or to class will be referred for disciplinary action.**

Five excusable reasons for student tardies are: (1) Personal illness; (2) An appointment with a healthcare professional that MUST be made during the regular school day (documentation may be requested); (3) Observance of a recognized religious holiday when the observance is required during the school day; (4) A family emergency; (5) A planned absence for a personal or educational purpose which has been approved **in advance** by school administration.

TARDY TO CLASS

Students who are legitimately detained by a teacher, staff member, or the office will request a pass from the person who has detained them to present to their next teacher. Late passes are **NOT** available from the office unless the office is directly responsible for the tardiness. A student is tardy if he/she is not in the classroom by the end of the tardy bell. All teachers will make students aware at the time of the tardy.
Consequences for an unexcused tardy to class are:

- 1st tardy – warning by the teacher
- 2nd tardy – parent contact by teacher
- 3rd tardy – warning by an Administrator- parent conference
- 4th tardy – discipline referral- lunch detention-parent contact
- 5th tardy – discipline referral- After School Detention (ASD)-parent contact
- 6th tardy and all subsequent tardies may result with in-school or out of school suspension

** Any student who is 5 or more minutes late for class this will be considered skipping, refer to SKIPPING*

*section of this handbook**
**Tardies that are a result of a student who drives to school may have their driving privileges revoked*.
Grades 9-12. Tardiness

SKIPPING

Any student who is 5 or more minutes late for class is considered to be skipping. Every student is responsible and expected to arrive to class in a timely manner. The time for class changes are included in our 2024-2025 Bell Schedule.

Consequences for Skipping class:

- 1st offense – discipline referral with a warning and parent contact.
- 2nd offense – discipline referral and 1 day of lunch or after school detention
- 3rd offense – discipline referral and 3 days of lunch or after school detention
- 4th offense – discipline referral- 2 days ISS or 10 hours community service
- 5th offense – all subsequent skipping referrals may result in out of school suspension

EARLY DISMISSAL

Students wishing to leave early should follow this procedure:

- Present a note from parent/guardian with a valid phone number to validate the note.
- Receive a Check Out Pass in the main office.
- Present the Check Out Pass to the classroom teacher if leaving during a class period.
- Sign out in the office when leaving.

MAKEUP WORK POLICY

For excused absences, it is the responsibility of the student to secure and complete the missed assignments in consultation with the teacher. Students have one day per the number of days missed to complete and turn-in missed assignments. Example: If the student misses 3 days, they have 3 days to complete the make-up work.

Absence due to suspension is at the direction of the principal, and therefore, is presumed to be with the permission of the principal. Since the suspension is with the permission of the principal, the student shall be permitted to make up assignments within a time limit. The number of days to make up the assignments will be the same as the number of suspension days. For example, if a student is suspended for (2) days, upon return, he/she has (2) days to complete the make-up work.

SECTION 4: INSTRUCTIONAL INFORMATION

DPS CURRICULUM

The Program of Studies provides students and parents both general and specific information about curricular offerings and services at the middle school and high school. To view the Program of Studies click on the following link: Program of Studies

VDOE STANDARDS & DPS CURRICULUM AND ASSESSMENTS

Information regarding state requirements for assessment can be found at the Virginia Department of Education website. The division's curriculum and instruction information can be accessed from the Danville Public Schools website. State Assessments, DPS Curriculum and Instruction

COLLEGE AND CAREER READINESS

Each middle and secondary school provides for the early identification and enrollment of students in a program with a range of educational and academic experiences related to college and career readiness in and outside the classroom, including an emphasis on experiences that will motivate disadvantaged and minority students to prepare for a career or postsecondary education. College and Career Readiness regulations are outlined in DPS Policy.

ACCELERATION

Scheduling high school students into subjects above the normal grade level is completed with the school counselors and administrators permission based on evidence of ability, past scholastic achievement, and cooperation of the individual student and his/her parents or guardians.

GRADING

Grade Reporting Cycle

Teachers must enter grades in the DPS-approved online gradebook on a weekly basis. This allows students and parents to have continuous access to current student grades. Each quarter represents a 9-week grading period. Progress reports will be issued at the end of the first 4.5 weeks. Report Cards will be issued at the end of each 9-week grading period. Student performance in Grades 9-12 will be reported by numerical grades on a 100-point grading scale.

CONDUCT GRADES

Secondary (Grades 6-12): Conduct Grade Criteria ***Work Habits and Behaviors that Support Achievement***	
Self-Management ● Demonstrates a positive mindset ● Exhibits patience and self-control ● Shows motivation, initiative, and effort ● Independently looks for ways to improve the classroom and accomplish tasks	**Collaboration** ● Actively participates in team activities ● Demonstrates cooperation and flexibility ● Resolves conflicts appropriately
Responsibility ● Follows directions, completes assignments, and fulfills responsibilities	**Critical Thinking** ● Uses sound reasoning to analyze problems, evaluate potential solutions, and implement effective courses of action ● Demonstrates openness to new and diverse perspectives

● Exhibits pride in producing quality work ● Shows respect toward people, property, and the use of resources	
Communication ● Listens attentively ● Asks questions to clarify understanding ● Initiates and engages in positive and productive interaction with peers and teachers	**Creativity** ● Produces ideas to solve challenging tasks ● Displays curiosity, inventiveness, and originality ● Uses appropriate resources to solve problems and create products

Letter Grade	Numerical Range
Excellent (E) Consistently Demonstrated	Represents an average of 90-100
Satisfactory (S) Frequently Demonstrated	Represents an average of 70-89
Needs Improvement (N) Occasionally Demonstrated	Represents an average of 50-69
Unsatisfactory (U) Rarely Demonstrated	Represents an average below 50

Letter Grade	Percent Grade
A	90-100
B	80-89
C	70-79
D	60-69
F	below 60

Grade Point Average

Students' Grade Point Average (GPA) is based on the sum of quality points for grades in completed courses divided by the number of credits attempted. Students are ranked in their class by their GPA.

For students entering the ninth grade for the first time in the 2022-2023 academic year and thereafter, the following weighted grading system will be utilized:

Letter Grade	Percent Grade	Quality Points Traditional	Quality Points Honors/Advanced	Quality Points (AP/IB/DE/CE/AET/Gov School)
A	90-100	4 points	4.5 points	5 points
B	80-89	3 points	3.5 points	4 points
C	70-79	2 points	2.5 points	3 points
D	60-69	1 point	1.5 points	2 points
F	below 60	0 points	0 points	0 points

Designated high school courses for which a student earns an A, B, or C, because of the level of difficulty and time required for mastery, will carry an additional weight of 0.5-1 quality point when final Grade Point Averages (GPAs) are computed. Weighted courses will include all Honors or Advanced courses, Advanced Placement (AP) courses, courses taught at the Governor's School for Science and Technology, Academy of Engineering & Technology (AET) courses, and dual enrollment/concurrent college courses taken in accordance with guidelines on College Enrollment.

CALCULATIONS OF FINAL GRADES

Final grades will be determined by the average using the following criteria:

- **Gold Category (Summative Assessments) = 40%**
  - Examples include tests, essays, research papers, project-based assignments, labs, district benchmarks, and other culminating assessments to measure mastery of standards that comprise a unit of study.
  - **Minimum number** of gold grades per 9-week report period = 3

- **Silver Category (Short Cycle Assessments) = 35%**
  - Examples include quizzes, lab reports, assignments that build to gold, collaborative work, and other graded assignments to assess certain standards in a unit of study.
  - **Minimum number** of silver grades per 9-week report period = 6

- **Bronze Category (Classwork/Warm-Up) = 25%**
  - Examples include homework, spiral review activities, bellringers, and other graded assignments to assess certain standards in a unit of study.
  - **Minimum number** of bronze grades per 9-week report period = 7

FINAL EXAMS

- Final Exams will count for 10% of the overall grade for each high school course.
- Courses with Standards of Learning end-of-course assessments will count this test as the final exam and must calculate the score as 10% of the final grade.
- For courses requiring a Standards of Learning assessment, any student who fails to achieve a passing grade in the course but earns a passing score on the Standards of Learning assessment for grades 3 through 12 shall receive a passing grade denoted as “P” in the gradebook. The passing score is equivalent to a 60% on the traditional quality point-weighted grading scale.

CRITERIA OF EXAM EXEMPTIONS

- Criteria for Exam Exemptions:
    - Standards of Learning Assessments or other state-mandated assessments may NOT be exempt. Exam exemptions are for district and teacher-created final exams only.
    - Students must meet one of the following academic requirements to exempt from a district or teacher-created final exam:
        - Academic Requirement: (i) 90% average or above in the course OR (ii) 70% average or above in the course and 400 or above score on the SOL assessment OR (iii) 70% average or above in the course and passing score on the CTE certification exam

HOMEWORK POLICY

Homework provides an essential communication link between the school and the home. One measure of a program or course is the quality of the work done at home by the student. A strong home-school partnership, with many lasting benefits for the individual student and the student’s family, can be greatly enhanced by a sound program of homework. In addition, homework should be an important tool in developing independent thought, self-direction, and self-discipline. It assists the student in developing good work habits and in the wise use of time.

Guidelines for homework include:

- Homework should be assigned after an introduction and thorough explanation of the skills necessary to successfully complete the assignment.
- Homework should be assigned in such a manner that it will be clearly understood by all students.
- Homework should serve a valid purpose and be closely related to classroom activities.
- A student's access to resource materials should be considered when making assignments.
- Homework should be evaluated promptly and returned to the student. Appropriate rewards should be given to those students who successfully complete assigned work. Effort and competency should be recognized and rewarded.
- Teachers should seek to determine the cause if a student regularly fails to complete assigned work. Teachers should not avoid giving homework because they believe students will not do the work.
- Excessive homework, like the absence of homework, should be avoided.
- Homework should not be used for disciplinary purposes
- Teachers and administrators should take appropriate steps to communicate with parents regarding the division's homework policy and to solicit their support.

Homework Regulation
The amount of homework and the time required to complete it will vary. However, the average time required for most students to complete assignments each evening will conform to that designated below:

Students	Time Required to Complete
Kindergarten	Total of 30 minutes
Grades 1-5	Total of 1 hour
Grades 6-8	Total of 1.5 hours
Grades 9-12	Not to exceed 30 minutes per teacher

Homework Platform
All homework will be updated on teacher websites. While the platform above is required and must reflect homework assignments consistently, teachers may use additional tools such as Canvas and/or hard copies to share homework.

SECTION 5: STUDENT SERVICES

2025-2026 SCHOOL COUNSELOR ASSIGNMENTS

STUDENTS	COUNSELOR	EMAIL
Lead Counselor	Ms. Tia Stone	tstone2@mail.dps.k12.va.us
Cohort 2026 (12th)	Ms. Carla Davis	cdavis2@mail.dps.k12.va.us
Cohort 2027 (11th)	Ms. Taylor Morris	tmorris@mail.dps.k12.va.us
Cohort 2028 (10th)	Ms. Gia Crews	gcrews1@mail.dps.k12.va.us
Cohort 2029 (9th)	Mr. Cody Perdue	cperdue@mail.dps.k12.va.us
College Career Coach	Ms. Julia Kent	jkent@mail.dps.k12.va.us
Student Success Coach	Ms. Kimberly Noland	knoland@mail.dps.k12.va.us

SCHOOL COUNSELING

Each school provides the following guidance and counseling services to all students:

- Academic guidance which assists students and their parents to acquire knowledge of the curricula choices available to students, to plan a program of studies, to arrange and interpret academic testing and to seek post-secondary academic opportunities.

- Career guidance which helps students to acquire information and plan action about work, jobs, apprenticeships, and post-secondary educational and career opportunities. College and Career Readiness

- Personal/social counseling which assists a student to develop an understanding of themselves, the rights and needs of others, how to resolve conflict, and to define individual goals, reflecting their interests, abilities, and aptitudes. Information and records of personal/social counseling will be kept confidential and separate from a student's educational records and not disclosed to third parties without prior parental consent or as otherwise provided by law. Parents may elect, by notifying their child's school in writing, to have their child not participate (opt-out) in personal/social counseling. No student is required to participate in any counseling program to which the student's parents object. The guidance and counseling program does not include the use of counseling techniques which are beyond the scope of the professional certification or training of counselors, including hypnosis, or other psychotherapeutic techniques that are normally employed in medical or clinical settings and focus on mental illness or psychopathology. School Counseling Services

SCHEDULING EXPECTATIONS

It is the expectation that every student at George Washington High School pursues a course of study that will earn them an Advanced Diploma upon graduation. Additionally, it is the expectation that every student takes a rigorous course of study their senior year before matriculating into college or entering the workforce. For these reasons, every student is required to take at least one course from the four core areas (English, Math, History, and Science) each year of high school. Students must be scheduled for at least 7 credits during their ninth grade, tenth grade, and eleventh grade years. Twelfth grade students may be eligible for early release or late arrival if all requirements are met. Eligibility for this will be communicated to the rising seniors at least 5 days prior to school opening.

DROP / ADD PROCEDURES

Students are provided the opportunity to submit a schedule change request over the summer before Open House. Therefore, no schedule change requests will be honored after July 31, 2025.. All schedule changes require administrative approval and may be done only if the student, parent, school counselor, and principal concur that the adjustment is in the best interest of the student.

Deadline: Courses may not be changed after July 31, 2025..
Schedule adjustments are completed by a school counselor if one of the following conditions exists:
1) The student failed a course;
2) The student passed a course
3) Parent or student request an advanced course versus a standard level course

VIRTUAL VIRGINIA COURSES

Virtual Virginia courses will only be offered for courses that are not taught by the GWHS teachers. All students enrolled in Virtual Virginia courses will have a Virtual Virginia Mentor that they report to during a class period at GWHS. Parent orientation for those students and parents will be held by the Guidance Team Lead and Virtual Virginia School Mentor.

PROMOTION STANDARDS

Full Promotion and Retention guidelines are in DPS Policy IGC and the related regulation, IGC-R.**Program Policies (page 54)**

In alignment with Virginia High School League, individual student promotion shall be based upon satisfactory performance as follows:

Grade Level	Required Credits
9th	0-5
10th	6
11th	12
12th	18

Promotion is based upon earned units of credits. Before a student can graduate, he or she must earn the required credits as indicated below:

- To be classified as a 10th grader, a student must have earned a minimum of six (6) standard units of credit to include three credits which must be from the disciplines of English, mathematics, science, history, or physical education.
- To be classified as an 11th grader, a student must have earned a minimum of twelve (12) standards of credit to include six credits which must be from the disciplines of English, mathematics, science, history, or physical education.
- To be classified as a 12th grader, a student must have earned a minimum of eighteen (18) standard units of credit to include ten credits which must be from the disciplines of English, mathematics, science, history, or physical education.
- Five (5) verified credits (i.e., English (2), mathematics (1), science (1), and history (1) are graduation requirements for the Advanced Diploma and Standard Diploma). Minimally, students are expected to earn verified credits as follows:
    - 9th grade earns at least one verified credit
    - 10th grade earns at least two verified credits
    - 11th grade earns at least two verified credits in English

Effective August 2024, students in grades 9-12 must attend at least 90 percent of the class days to receive course credit.

It is important to note that all absences, irrespective of being excused or unexcused, are considered when evaluating attendance. In the event that a student's attendance falls below 90%, they will not be eligible to receive credit for the course. However, students can regain their course credit by participating in the division's meaningful engagement options, such as attending Saturday sessions, after-school programs, and/or Summer School.

If a student's attendance falls below 90%, they will receive an “AF” marking, equivalent to a 59% grade.

Appeals
Level 1:

- If a parent or guardian disagrees with the decision, they may file an appeal. The appeal should be submitted in writing to the principal and include any relevant information the parent or guardian wishes to be considered. The appeal must be received within ten (10) business days of the final grading period.
- The principal will review the appeal and provide a written decision with the rationale within five (5) business days of receiving the appeal notice (Form IGC-R6).

Level 2:

- If the parent or guardian still wishes to appeal after receiving the principal's decision, they may write their appeal to the Superintendent or Chief Operations Officer.

STANDARD AND VERIFIED CREDITS

A “standard unit of credit” or “standard credit” is a credit awarded for a course in which the student successfully completes 140 clock hours of instruction and the requirements of the course. A standard unit of credit may be awarded based on a waiver of the 140 clock hour requirement as provided in Policy IKFD Alternative Paths to Attaining Standard Units of Credit.

A “verified unit of credit” or “verified credit” is a credit awarded for a course in which a student earns a standard unit of credit and completes one of the following:

1. Achieves a passing score on a corresponding end-of-course SOL test.
2. Achieves a passing score on an additional test, as defined in 8 VAC 20-131-5, as a part of the Virginia Assessment Program.
3. Meets the criteria for the receipt of a locally awarded verified credit when the student has not passed a corresponding SOL test.
4. Meets the criteria for the receipt of a verified credit in history and social science by demonstrating mastery of the content of the associated course on an authentic performance assessment that complies with guidelines adopted by the Board of Education.
5. Meets the criteria for the receipt of a verified credit for English (writing) by demonstrating mastery of the content of the associated course on an authentic performance assessment that complies with guidelines adopted by the Board of Education.

Students may also earn verified credits by taking alternative tests to the SOL assessment. Such tests may only be those approved by the Virginia Board of Education, and the student may earn verified credits only by achieving that score established by the Board of Education.

SOL TESTS AVAILABLE FOR VERIFIED CREDIT

English 11

1. Reading/Literature/Research
2. Writing

Mathematics

1. Algebra I
2. Geometry
3. Algebra II

Science

1. Earth Science
2. Biology
3. Chemistry

History and Social Science

1. World History and Geography to 1500 A.D.
2. World History and Geography from 1500 A.D. to Present
3. Virginia and United States History

LOCALLY AWARDED VERIFIED CREDITS

To be eligible to earn locally awarded verified credits in English, mathematics, science, or history/social science, a student must:

- Pass the high school course,
- Score within a 375-399 scale score range on any administration of the Standards of Learning test after taking the test at least twice, and
- Demonstrate achievement in the academic content through an appeal process administered at the school level.

For students entering the ninth grade for the first time in the 2018-2019 academic year and thereafter (under 8VAC20-131-51):

- No more than one locally-awarded verified credit may be awarded.
- Locally-awarded verified credits can be applied toward either a Standard or an Advanced Studies diploma.

CREDIT ACCOMMODATIONS

Credit accommodations for students with disabilities earning a Standard Diploma are not subject to the limit on the number of locally-awarded verified credits that may be earned.

DIPLOMA SEALS

Students can earn a variety of seals upon graduation on their diploma by meeting the requirements as outlined below:

- Advanced Art Strand Seal- Completion of all courses in the Advanced Art strand
- Advanced Communications and Networking Strand Seal- Completion of all courses in the Communications and Networking strand
- Advanced Mathematics and Technology Seal- Advanced or Standard Diploma, four units of Math (including Algebra 2), two verified credits with a “B” average or better, and pass an exam that confers college-level credit in a technology or computer science area
- Advanced Publications Strand Seal- Completion of all four courses designated as part of the Advanced Publications Strand

- Advanced Theatre Strand Seal- Completion of all four courses designated as part of the Advanced Theatre Strand
- Biotechnology Strand Seal- Competition of all three Biotechnology Electives
- Board of Education Seal- Advanced or Standard Diploma with an average grade of 4.0 or better.
- Board of Education Biliteracy Seal- Advanced or Standard Diploma that demonstrates the proficiency in English and one other language
- Board of Education's Career and Technical Education Seal- Advanced or Standard Diploma with completion of a sequence of courses with a "B" or better
- Board of Education's Excellence in Science and the Environment Seal- Advanced or Standard Diploma with completion of four science courses with a "B" or better and at least 50 hours of community service
- Board of Education's Seal for Science, Technology, Engineering and Mathematics (STEM)- Advanced or Standard Diploma, must satisfy math and science requirements for an advanced diploma with a "B" or better. Must complete a 50 STEM work-based learning opportunity and met requirements for a CTE concentration
- Excellence in Civics Education- Advanced or Standard Diploma, complete US History and US Government with a grade of "B" or better, good attendance, no disciplinary infractions, and complete 50 hours of voluntary community service and/or extracurricular activities.
- Governor's School Seal- Completion of Governor's School
- Governor's Seal- Earn an Advanced Diploma with a GPA of 3.0 or better and successfully complete college-level coursework that will earn the student at least nine transferable college credits in Advanced Placement (AP), International Baccalaureate (IB), Cambridge, or dual enrollment courses.

HONOR GRADUATES

To qualify as an honor graduate, the student must acquire a 3.2 average on all units of credit attempted for subjects which are designated as ninth grade or above credit. The quality point average shall not be rounded in order to achieve the 3.2 average.

All high school credit courses completed prior to the ninth grade regardless of the grade in which the student completed the credit should be included in the quality point average unless the parent requests that the grade be removed from the cumulative record. The request to remove a course from the transcript must be made in writing to the middle or high school the student will attend the following year and prior to the end of the first nine weeks of the school year.

CLASS RANK

Class rankings will be calculated using all high school credits earned from middle school through classes taken the first semester of the twelfth-grade year for students earning an Advanced or Standard diploma. These rankings will be frozen at that time to allow students to prepare college applications and for the school to plan graduation ceremonies. Junior Marshal status is contingent upon first semester standings with attendance and behavior are also taken into account.

HIGH SCHOOL HONOR ROLL

Students meeting the following criteria will be recognized as follows:

Honor Category	Criteria	
Superintendent's List	4.0-5.0 GPA Excellent ("E") conduct grade No discipline referrals Perfect attendance	Per semester
Principal's List	"A" in each course Excellent ("E") or Satisfactory ("S") conduct grade No discipline referrals	Per quarter
Academic Achievement	"A" in each course	Per quarter
Academic Honor	"A" or "B" in each course	Per quarter

TRANSCRIPTS

Transcripts will include all secondary courses taken by a student showing the final grade received for each attempt at the course. (For more information, see DPS Policy 3221.00.)

HIGH SCHOOL COURSES TAKEN IN MIDDLE SCHOOL

Students receive credit towards graduation for high school courses taken in middle school. These credits count toward credits in the required sequences as well as toward the total number of credits required for graduation.

Parents of middle school students may request that grades for any high school credit-bearing course taken in middle school be omitted from the student's transcript, and therefore the student will not earn a standard unit of credit for the course which may not be verified (to meet graduation requirements) by a state end-of-course assessment. The request to remove a course from the transcript must be made in writing to the middle or high school the student will attend the following year and prior to the end of the first nine weeks of the school year. The record of a student passing a state assessment is not deleted when a high school credit taken in middle school is expunged. Without the student retaking the course, DPS may reinstate the verified credit (after expungement).

GRADUATION REQUIREMENTS

The Virginia Board of Education and the Danville Public School Board establish specific requirements for graduation from high school. The Standards of Learning for Virginia Public Schools describe the Commonwealth's expectations for student learning and achievement from grades K-12. It is the responsibility of the student, with parental support, to meet all requirements for graduation. Virginia offers a variety of diploma options. Students attending Galileo are expected to work toward an Advanced Studies Diploma. For additional information visit the school counseling office or the Virginia Department of Education website: http://www.doe.virginia.gov/instruction/graduation/index.shtml.

Galileo Magnet High School students begin on the Advanced Diploma track when they enter the 9th grade.

Advanced Studies Diploma Course Requirements		
Discipline Area	**Standard Credits:**	**Verified Credits**
English	4	2
Mathematics	4	1
Laboratory Science	4	1
History & Social Sciences	4	1
Foreign Languages	3	
Health & Physical Education	2	
Fine Arts or Career & Technical Education	1	
Economics and Personal Finance	1	1 (CTE certification
Electives	3	
Total	26	5

Standard Diploma Course Requirements		
Discipline Area	**Standard Credits:**	**Verified Credits:**
English	4	2
Mathematics	3	1
Laboratory Science	3	1
History & Social Sciences	3	1
Health & Physical Education	2	
Foreign Language, Fine Arts or Career & Technical Education	2	
Economics and Personal Finance	1	1 (CTE certification)

Electives	4	
Total	22	5

SCHOOL COUNSELING CHECKLIST FOR STUDENTS AND PARENTS

9th Graders

- ☐ Plan 4-year class schedule
- ☐ Complete introductory classes (English, Social Studies, Science, Math, World Language, PE, CTE or Fine Arts Elective)
- ☐ Think about Early College, AET, Governor's School, or CTE tracks for junior year
- ☐ Pay attention to SOL scores for verified credits
- ☐ Participate in extracurricular activities (join a club, sports team, volunteer, etc.)
- ☐ Summer school for any failed classes (Registration starts in May)

10th Graders

- ☐ Review/Make changes to 3-year class schedule
- ☐ Take PSAT in October (given at GWHS; no cost to sophomores)
- ☐ Make Early College, AET, Governor's School, or CTE track decision
- ☐ Apply for AET/Governor's school/CTE programs in Spring
- ☐ Pay attention to SOL scores for verified credits
- ☐ Continue participating in extracurricular activities (find opportunities that you enjoy)
- ☐ Summer school for any failed classes (Registration starts in May)

11th Graders

- ☐ Review/Make changes to 2-year class schedule
- ☐ Take PSAT for merit scholarships in October
- ☐ Take ASVAB during fall and/or spring if interested in military
- ☐ Take SAT and/or ACT for first time in Spring (see counselor for fee waiver qualifications (Pay attention to dates and deadlines)
- ☐ Check graduation requirements and progress
- ☐ Pay attention to SOL scores for verified credits
- ☐ Begin thinking about post-high school plans (College (In-state, out-of-state, small, large, community college), Trade school, Service branch (Army, Navy, Military, Air Force), Work
- ☐ Visit colleges during school breaks / Attend college visits at Galileo
- ☐ Think about 3 people who will write recommendation letters
- ☐ Prepare a personal statement that can be used for college applications
- ☐ Consider applying for an officer position within your club/organization
- ☐ Summer school for any failed or required classes (Registration starts in May)

12th Graders

Your Application...Your Responsibility!!!

Make sure you keep track of all due dates and required materials! Colleges will not accept any excuses!!

FALL

- ☐ Check graduation requirements and progress
- ☐ Pay attention to SOL scores for verified credit (Sign up to retake any failed SOL tests)
- ☐ Meet with school counselor for senior audit
- ☐ Take SAT, SAT II, and/or ACT again (see counselor for fee waiver qualifications) (Pay attention to dates and deadlines)
- ☐ Take ASVAB during fall if interested in military or want/need to increase score
- ☐ Make final list of colleges, trade schools, service branches of interest
- ☐ Visit colleges of interest / Attend college visits at Galileo
- ☐ Check due dates for college and scholarship applications
- ☐ Request and collect recommendations from at least 3 individuals (the earlier, the better)
- ☐ Work on college/scholarship essays
- ☐ Complete and submit college applications (see guidance for fee waiver qualifications)
- ☐ Complete FAFSA for financial aid as soon as possible after October 1st
- ☐ Sign up for and complete transcript requests on Parchment.com (The link to sign up is on the counseling website)
- ☐ Check posted scholarship lists (see scholarship doc on the website, also shared with seniors email)
- ☐ Complete and submit scholarship applications

SPRING

- ☐ Check graduation requirements and progress
- ☐ Pay attention to SOL scores for verified credits (Sign up to retake any failed SOL tests, seniors will take SOLs earlier than other students)
- ☐ Take SAT, SAT II, ACT, and/or ASVAB again, if necessary. (Pay attention to dates and deadlines)
- ☐ Take AP exams
- ☐ Complete FAFSA as soon as possible if you haven't already
- ☐ Complete and submit college applications (see counselor for fee waiver qualifications)
- ☐ Complete and submit scholarship applications
- ☐ Request transcripts through Parchment (after fall grades have been included) (The link to request transcripts is on the counseling website)
- ☐ Check posted scholarship lists (see scholarship doc on website, paper copies in counseling office)
- ☐ Keep counselor updated on college acceptances and scholarships received (Decision Day/most deposits due by May 1st)

SECTION 6: TESTING

FACTS ABOUT THE SOL's

- The tests measure content knowledge, scientific and mathematical processes, and reasoning.
- The tests in English are for reading and writing. For the writing test, students must write a composition. All other tests are multiple choice.
- Tests are untimed,which means that students have as much time as they need to answer the questions.
- Tools needed to complete a test, such as rulers and calculators, are provided.

- Test results are sent to parents- Report to Parents: Virginia Standards of Learning Assessments.
- Students may repeat the end-of-course tests as many times as necessary to earn the verified credit required for graduation.
- New test questions, approved by Virginia teachers, are added each year while others are removed or "retired."
- A student may be eligible for an expedited retest on an end-of-course test if he or she meets the following conditions:
    - Needs the test for verified credit, and has passed the course associated with the test, and
    - One of the following:
        - Failed the test by a scale score of 375-399, **OR**
        - Had extenuating circumstances that would warrant retesting, **OR**
        - Did not sit for the regularly scheduled test for legitimate reasons.

High school students have the option to substitute other standardized tests for the end-of-course tests, such as Advanced Placement (AP), SAT Subject Tests, College-Level Examination Program (CLEP), and International Baccalaureate (IB). A full list of Board of Education-approved substitute tests is available at http://www.doe.virginia.gov/testing/substitute_tests/index.shtml
Attachment A contains the complete list. The student and parent must notify the school principal and school counselor **prior** to a student using an approved substitute test. Students shall be counseled annually regarding the options for using substitute tests for earning verified credits and the consequences of failing to fulfill the obligation to complete the requirements for verified units of credit.

PSAT/NMSQT

Administration Date:
Primary test day: TBD
Saturday test day: TBD
Alternate test day: TBD

The Preliminary SAT®/National Merit Scholarship Qualifying Test is a co-sponsored program by the College Board and National Merit Scholarship Corporation (NMSC). The PSAT/NMSQT measures critical reading skills, math problem-solving skills and writing skills. Most juniors who plan to attend college should take the Preliminary SAT (PSAT) exam. PSAT serves as a practice SAT test for tenth graders and is free of charge. If the student is enrolled in eleventh grade, this test is used as the qualifying exam for the National Merit Scholarship Program. The fee for Juniors is $15.00. On a first-come first serve basis, juniors may register to take the PSAT. See the school counselor to sign-up. The PSAT results, available in December, provide vital, individualized information about what a student can do to improve his/her SAT Reasoning Test performance. The PSAT is also used by colleges (Student Search) to send information to students who may be suitable for their particular institution. Additional information may be obtained on the Internet at http://www.collegeboard.com Students will be given a copy of the Official Student Guide to the PSAT/NMSQT to aid with test preparation.

ACT ASSESSMENT

The ACT assesses high school students' general educational development and their ability to complete college-level work. The multiple-choice tests cover four skill areas: English, mathematics, reading, and science. The Writing Test, which is optional, measures skill in planning and writing a short essay. Almost all colleges will accept the ACT in lieu of the SAT. This test is offered a number of times throughout the year and is given on Saturday mornings at George Washington High School (test #238680). Study guides are available in the School Counseling Department. For more information, visit www.act.org.

2022-2023 ACT Test Dates are as follows: September 10, October 22, December 10, April 15, June 10, July 15

ADVANCED PLACEMENT (AP) EXAMINATIONS

Students who have taken Advanced Placement courses **MUST TAKE** the Advanced Placement exams in May. Taking the exams is the only way that colleges will give consideration for college credit and the scores may also be used to exempt students from required college courses. These tests are given on regular school days in early May. Information may be found on the internet at **http://www.apcentral.com**
Dates that conflict with SOL testing will be adjusted according to AP Assessment Regulations

The 2026 AP Exams will be administered in schools over two weeks in May: May 4–8 and May 11–15.

Week 2	**8 a.m. Local Time**	**12 p.m. Local Time**
Monday, **May 11, 2026**	Calculus AB Calculus BC	Music Theory Seminar
Tuesday, **May 12, 2026**	French Language and Culture Precalculus	Japanese Language and Culture Psychology

Wednesday, **May 13, 2026**	English Language and Composition German Language and Culture	Physics C: Mechanics Spanish Literature and Culture
Thursday, **May 14, 2026**	Art History Spanish Language and Culture	Computer Science Principles Physics C: Electricity and Magnetism
Friday, **May 15, 2026**	Environmental Science	Computer Science A

Student Handbook Signature Page