William Byrd Middle School



2026-2027

Family Handbook

2910 E Washington Ave
Vinton, VA 24179
(540) 890-1035
(540) 890-0703 (fax)

SCHOOL ADMINISTRATION

Ms. Katie Hutchison, Principal
Ms. Allison Thornton, Assistant Principal
Ms. Jordan Persinger, Assistant Principal

COUNSELING OFFICE

Ms. Samantha Wallace, Counseling Coordinator, Last Names A-F
Ms. Julia Ormandy, Last Names G-O
Ms. Leslie Jordan, Last Names P-Z
Ms. Allyse Dunlop, LIFE Counselor
Ms. Kayla Stevers, School Social Worker
Ms. Jessica Rhodes, Administrative Assistant

SUPPORT STAFF

Ms. Brandy Helton, Administrative Assistant
Ms. Tracey Hilliard, Bookkeeper
Ms. Sherry Nicely, Attendance Clerk
Ms. Molly Rhodes, School Nurse
Ms. Mary Jo Niday, Front Office Instructional Assistant
Deputy Joe Mullins, School Resource Officer

SPECIALISTS

Ms. Melissa Vaughan, Special Education Coordinator
Ms. Sarah Skeen, 504 Coordinator
Ms. Melissa Harron, Speech Pathologist
Ms. Kate Benge, School Psychologist
Ms. Annette Gilmore, Reading Specialist
Ms. Lindsay Divers, Math Specialist
Ms. Carol Adkins, ELL Teacher
Ms. Michelle Yamatani, School Testing Coordinator
Ms. Holly Wakeland, Library Media Specialist
Ms. Hillary Jones, Library Instructional Assistant
Mr. James Edwards, ITRT
Mr. P. Hunter Thompson, Technology Technician
Ms. Rachel Yawn, Cafeteria Manager

TABLE OF CONTENTS

RCPS Vision & Mission
RCPS Profile of a Graduate
RCPS C-Change Framework
Departments
Bell Schedules
Arrival & Dismissal
Attendance
Cell Phones & Other Electronic Devices
Communication
Dress Code
Emergency Information
Laptops
Lunch & Breakfast
Medications
Multi-Tiered Systems of Support (MTSS)
Nurse
Student Personal Possessions
PTO
Shoes
Student Success
Visitors & Volunteers

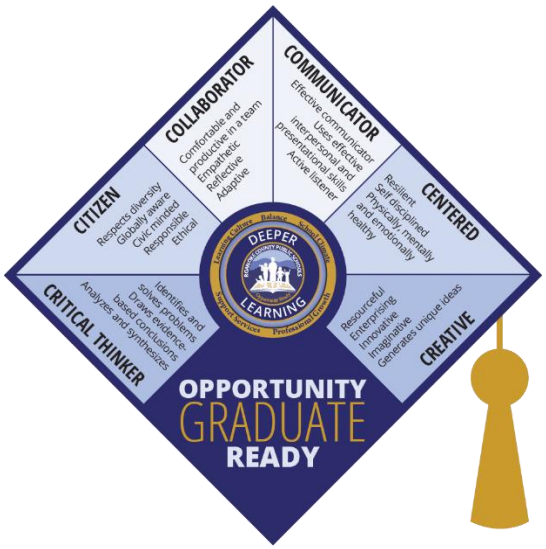
RCPS VISION

Preparing every student, in every school, and in every classroom to be Opportunity Ready

RCPS MISSION

To invest in our community's future by preparing our students with Opportunity Ready skills as defined by the RCPS Profile of a Graduate

RCPS PROFILE OF A GRADUATION



DEPARTMENTS

ENGLISH		
Department Chair: Ms. Tracy Addison		
6th Grade	**7th Grade**	**8th Grade**
Letz	Addison	Canino
Lewis	Alvos	A. Mitchell
Onwi	Lewis	Peery
Richards	Wren	Rosser

MATH		
Department Chair: Ms. Kayla Mitchell		
6th Grade	**7th Grade**	**8th Grade**
Heptinstall	Cain	Barnett
C. Kotz	Martin	Bonta
Moore	K. Mitchell	Martin
Whitis	Whitis	J. Nichols
		Young

SCIENCE		
Department Chair: Ms. Kim Sarver		
6th Grade	**7th Grade**	**8th Grade**
Johansen	Chrisian	Close
Pannell	Parrish	Sarver

SOCIAL STUDIES		
Department Chair: Ms. Whitney Peters		
6th Grade	**7th Grade**	**8th Grade**
S. Kotz	Hall	Brodmerkel
Peters	Pernot	Peters
		Riddle

ELECTIVES					
Department Chair: Ms. Kirsten Lubbs-Robison					
Art	**Business**	**Family Consumer Science**	**Music**	**Technology Education**	**World Language**
Carnes	Hiemstra	Bushong	Aspell Bartley Plybon Price	Moon	Lubbs-Robinson Taylor Ward

HEALTH/P.E.		
Department Chair: Ms. Lyndsey Partsch		
6th Grade	**7th Grade**	**8th Grade**
Morck Partsch Pratt Shepherd	Morck Partsch Pratt Shepherd	Morck Partsch Pratt Shepherd

SPECIAL EDUCATION			
Department Chair: Ms. Melissa Vaughan			
6th Grade	**7th Grade**	**8th Grade**	**FAACTS**
Rupe Ryall Zabo	Cronauer Del Castillo Powell Ryall Simpson Zabo	Barker Del Castillo Grubb S. Long Simpson	Perdue
INSTRUCTIONAL ASSISTANTS			
6th Grade	**7th Grade**	**8th Grade**	**FAACTS**
Hodges Canoles	Long	H. Nichols Lyons	Booth Sizemore

BELL SCHEDULES

Student hours are 8:20-3:25 PM. Doors will open at 7:45 AM. Students who are not in their classroom by 8:20 AM are considered tardy.

WILLIAM BYRD MIDDLE BELL SCHEDULE

Block	WBMS 6th Grade	WBMS 7th & 8th Grade	WBMS Club Day Schedule	1-hour Delay	2-hour Delay	1-hour Early Dismissal	2-hour Early Dismissal	3-hour Early Dismissal
Terrier Time/Club Block	8:20-8:55	8:20-8:50	8:20-8:25 (Terrier Time) 8:25-9:20 (Clubs)	NO ADVISORY	NO ADVISORY	NO ADVISORY	NO ADVISORY	NO ADVISORY
Block 1A/2B	9:00-10:25	8:55-10:20	9:25-10:40	9:20-10:40	10:20-11:20	8:20-9:40	8:20-9:25	8:20-9:10
Block 3A/4B	10:30-11:50	10:25-11:55	10:45-12:05	10:45-12:05	11:25-12:30	9:45-11:05	9:30-10:35	9:15-10:05
6th Grade Lunch	11:50-12:20		12:05-12:35	12:05-12:35	12:30-1:00	11:05-11:35	10:35-11:05	10:05-10:35
Block 5A/6B, 6th Grade	12:25-1:55		12:40-2:00	12:40-2:00	1:05-2:15	11:40-1:00	11:10-12:15	10:40-11:35
Block 5A/6B, 7th Grade		12:00-12:45	12:10-12:50	12:10-12:50	12:35-1:10	11:10-11:50	10:40-11:10	10:10-10:35
7th Grade Lunch		12:45-1:15	12:50-1:20	12:50-1:20	1:10-1:40	11:50-12:20	11:10-11:40	10:35-11:05
Block 5A/6B 7th Grade		1:15-2:00	1:20-2:00	1:20-2:00	1:40-2:15	12:20-1:00	11:40-12:15	11:10-11:35
Block 5A/6B, 8th Grade		12:00-1:30	12:10-1:30	12:10-1:30	12:35-1:45	11:10-12:30	10:40-11:45	10:10-11:05
8th Grade Lunch		1:30-2:00	1:30-2:00	1:30-2:00	1:45-2:15	12:30-1:00	11:45-12:15	11:05-11:35
Block 7A/8B	2:00-3:25	2:05-3:25	2:05-3:25	2:05-3:25	2:20-3:25	1:05-2:25	12:20-1:25	11:40-12:25

ARRIVAL & DISMISSAL

Your attention and cooperation is imperative to ensure the safety of all children.
Any change in transportation needs to be made by 2:00 PM. Transportation changes can only be accepted by a note sent in with a student and a phone call answered by the office. *Do not email teachers or school staff members with transportation changes. These changes must be through a written note or phone call to the office.*

Bus Transportation

Safety- For the safety of all students who ride buses, appropriate and safe behavior is required at all times while on the bus. This includes speaking quietly, staying seated, and not disturbing the driver. Please refer to your Student Conduct Code (Student Transportation) and review bus safety rules/procedures with your child.

Bus Route- Specific bus routes can be found on the Roanoke County Public Schools website under Departments > Transportation > Bus Routes > Bus Routes > William Byrd Middle School. If you need assistance finding information about your child's bus route please contact the front office at (540) 890-1035.

Bus changes- For safety reasons, a written note from a parent/guardian is required for a student to ride a bus other than the one designated for them. This must turned into the front office in the mornings. Emails will not be accepted due to the chance of the email going to our junk mail or if our front office staff is absent.

Car Riders

Morning Car Rider Drop Off Procedures:

To maintain a safe environment, we have established guidelines for the morning car rider drop off. These guidelines are for all students, 6th-8th grade:

1. Parents/Guardians should go through the car rider line outside Door 1 facing the flagpoles to drop off their student(s).
2. Parents/Guardians should pull up to the next available space to keep the line moving. Please do not stop at the door if there is space to pull up in front of you.
3. Parents/Guardians should stay in their vehicle throughout the car rider drop off.
4. Whenever possible, children being dropped off at WBMS should be seated on the passenger side of the vehicle so they can safely exit the vehicle onto the sidewalk.
5. We have several staff members assigned to car duty in the morning to expedite the process. Please respectfully follow their directions to ensure smooth drop-off.
6. Students should be ready to exit the car when the school employee opens the car comes to a stop.

*Middle School students riding with a high school student should exit the car at the high school student's parking space. The middle school student should walk across the parking lot to the closest sidewalk.

***If you wish to meet with a staff member in the mornings, please be mindful that all of our staff, including administrators, have supervision duty during arrival. For your convenience, please contact the staff member via email or phone to schedule a meeting. This ensures you do not experience excessive wait times.**

Afternoon Car Rider Procedures

1. Car rider dismissal will begin at 3:25 PM.
2. Parents/Guardians should line their cars up along the sidewalk outside Door 1 facing the flagpoles.
3. Once your student is safely in your car, please respectfully follow the directions of the staff members directing traffic.

Other Dismissal Information

- If a child is checking out early, they will be released from their classroom only when the parent or adult designated by the parent in our database comes to the Attendance Office and signs the child out.
- When someone other than the parent/guardian or adult designated by the parent in our database picks a student up, a note or a phone call from the parent is required.
- For safety reasons, a picture ID is required before a child is released.

ATTENDANCE

WBMS Attendance Email: wbmattendance@rcps.us

Why the Concern?

Attendance has been increasingly the focus of attention among school divisions and educators. In fact, the Virginia Department of Education Standards of Accreditation includes chronic absenteeism as a factor in determining if a school meets accreditation standards. According to research, regular attendance is a significant factor in a student's success:

- Chronic absenteeism correlates to low academic achievement.
- Absenteeism is a powerful predictor of dropout rates.
- Absenteeism has been linked to poor outcomes later in life.

What is Chronic Absenteeism?

Chronic absenteeism is defined as missing ten percent or more of the academic year for any reason, including excused absences, unexcused absences, and suspensions. Based on a 180-day school year, that means approximately 18 days per year or 2 to 3 days per month.

Truancy is the act of accruing one or more unexcused absences, where the parent is unaware of or does not support the student's absence, or where the parent's provided reason for the absence is not acceptable to the school administration.
Missed instruction, regardless of the reason, can have significant academic consequences. Therefore, the broader emphasis is on improving attendance for every student.

RCPS Policy 7.07
Student attendance is a cooperative effort, and the School Board involves parents and students in accepting the responsibility for good attendance.

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.

Excused Absences, Tardies, and Early Dismissals
1. If circumstances permit, parents should provide the school administration with the reason for the non-attendance prior to the absence. Otherwise, parents of students who are absent, tardy, or dismissed early must inform the school in writing, by phone, email, or other electronic means of the reason for the absence, tardy, or early dismissal upon the student's return to school. School staff records the student's absence, tardy, or early dismissal for each day as "excused" or "unexcused". Notification will not be accepted after five days upon the student's return to school.

2. Absences, tardies, and early dismissals are excused for the following reasons when the parent/guardian provides the school with documented explanations for each absence, tardy, and early dismissal:

Absences	***Documentation Required***
Personal Illness	*Five (5) parent notes accepted each semester*
Medical/therapist appointment	*Statement from attending professional*
Severe illness in the immediate family	*Statement from attending physician or parent note*
Death of immediate family	*Memorial from funeral or parent note*
Religious observance	*Prearranged- contact school administrator*
Pre-arranged college visits (maximum of 2 per school year for Juniors and Seniors only)	*Verification from college or parent note*
Student court appearance	*Document from the court*

Other extenuating circumstances or prior notification of absence	*Prearranged- contact school administrator (The school administrator may require the student to attend before or after school remediation sessions if they have missed 15 or more cumulative days of school)*
School sponsored activities	*Approved by school administrator*
Civic Engagement for middle and high school (1 per school year), 4-H (3 per school year) or state or federally recognized tribal nation headquartered in Virginia	*Prearranged – contact school administrator (one day per school year)*
Student Suspensions	*Assigned by school administrator*

****Chronic absenteeism is defined by the Virginia Department of Education as missing ten percent or more of the academic year for any reason, including excused absences, unexcused absences, and suspensions. Based on a 180-day school year, that means approximately 18 days per school year or 2 or 3 days per month.*

If absences and tardies that are excused solely by parent explanation become excessive, the school will require additional documentation to ensure compliance with compulsory school attendance law.

Appropriate interventions will be followed as outlined below when a student engages in a pattern of absences for less than a full day with an explanation that would not be excused if it were a full-day absence.

Senior late arrival and early release may be removed from a student's schedule and replaced with a study hall for students who miss more than ten (10) days of school. Parking privileges may be removed from students who miss more than ten (10) days of school.

A student whose absence is excused due to the observance of a nationally recognized religious holiday is not deprived of any award or eligibility or opportunity to compete for any award, or of the right to take an alternate test or examination, which the student missed by reasons of such absence.

Students must attend school a full day unless excused by the principal or principal's designee.

Absences and tardies that do not meet the criteria for being excused absences or tardies are considered unexcused absences or tardies. Students in grades 9-12 may be denied full

credit for assignments missed due to an unexcused absence, tardy, or early dismissal.

Nothing in this policy shall be construed to limit in any way the authority of any attendance officer or the division superintendent to seek immediate compliance with the compulsory school attendance law.

An attendance officer, or a division superintendent or the superintendent's designee when acting as an attendance officer pursuant to Va. Code 22.1-258, may complete, sign, and file with the intake officer of the juvenile and domestic relations district court, on forms approved by the Supreme Court of Virginia, a petition for a violation of a school attendance order entered by the juvenile and domestic relations court pursuant to Va. Code 16.1-278.5 in response to the filing of a petition alleging the pupil is a child in need of supervision as defined in Va. Code 16.1-228.

Compliance with the Compulsory Attendance Law

1. Whenever a student fails to report to school on a regularly scheduled school day and no information has been received by school personnel that the student's parent is aware of and supports the absence, the school principal, principal's designee, attendance officer or other school personnel or volunteer notifies the parent by phone, email or other electronic means to obtain an explanation. Additionally, parents must provide a written note upon the students' return to school. Early intervention with the student and parent or parents takes place for repeated unexcused absences as designated in the administrative regulations

2. ***Excessive Absences Without Parental Awareness and Support***

a. Upon Fifth Absence Without Parental Awareness and Support:
If (1) a student fails to report to school for a total of five scheduled school days for the school year, and (2) there is no indication that the student's parent is aware of and supports the absence; and (3) a reasonable effort to notify the parent has failed, then the principal or the principal's designee makes a reasonable effort to ensure that direct contact is made with the parent in person, through telephone conversation, or through the use of other communication devices, to obtain an explanation for the student's absence and to explain to the parent the consequences of continued nonattendance. The school principal, the principal's designee, the student, and the student's parent shall jointly develop a plan to resolve the student's nonattendance. Such plan shall include documentation of the reasons for the student's nonattendance.

b. Upon Additional Absences Without Parental Awareness and Support:
If the student is absent for more than one additional day after direct contact with the student's parent and school personnel have received no indication that the student's parent is aware of and supports the student's absence, either the school principal or the principal's designee shall schedule a conference with the student, the student's parent and school personnel. Such conference may include the attendance officer and the other community

service providers to resolves issues related to the pupil's nonattendance. The conference shall be held no later than 10 school days after the tenth absence of the pupil, regardless of whether the student's parent approves of the conference. The conference team shall monitor the pupil's attendance and may meet again as necessary to address concerns and plan additional interventions if attendance does not improve. In circumstance in which the parent is intentionally noncompliant with compulsory attendance requirements or the pupil is resisting parental efforts to comply with compulsory attendance requirements, the principal or principal's designee shall make a referral to the attendance officer. The attendance officer shall schedule a conference with the pupil and pupil's parent within 10 school days and may (i) file a complaint with the juvenile and domestic relations district court alleging the pupil is a child in need of supervision as defined in Va. Code 16.1-228 or (ii) institute proceedings against the parent pursuant to Va. Code 18.2-371 or 22.1-262. In filing a complaint against the student, the attendance officer shall provide written documentation of the efforts to comply with the provisions of this policy. In the event that both parents have been awarded joint custody pursuant to Va. Code 20-124.2 and the school has received notice of such order, both parents shall be notified at the last known addresses of the parents.

3. Excessive Absences or Tardies Solely Based on Parent Documentation
a. If absences, tardies, and early dismissals that are excused solely by parent explanation become excessive, more than five (5) a semester, the school will require additional documentation to ensure compliance with the compulsory school attendance law. The school will accept five (5) days of medical absences that are justified by a parent note. After the fifth absence, official documentation will be required. Such additional documentation may include written documentation from a physician treating the student for a chronic or extended illness or court documentation resulting from student involvement in a legal matter.

School principals and school counselors regularly collaborate with school social workers to monitor student attendance and communicate with students, parents, and families regarding excessive absences unsupported by adequate documentation.

b. For the purposes of avoiding excessive tardiness to school that results in frequent loss of instructional time, five (5) tardies to school without adequate written documentation will be considered the equivalent of one (1) absence.

c. For the purpose of avoiding excessive early releases from school that result in frequent loss of instructional time, five (5) early releases from school without adequate written documentation will be considered the equivalent of (1) one absence.

d. The following procedures are followed when a student has been absent excessively solely based on parent documentation:

The following procedures are followed when a student has been absent excessively solely based on parent documentation. The absences counted in the total number of absences include:

- *Absence Excused – Parent Note (illness)*
- *Absence Unexcused*
- *College Visitation*
- *Prior Notification (vacation, travel)*
- *Truant*
- *Tardy Unexcused*
- *Early Dismissal Unexcused*

i. First Notification Letter

- *If a student accumulates five absences excused solely based on parent explanation, without adequate documentation, the school will notify the parent of the student (First Notification Letter) and list the dates the student has been absent.*

ii. Second Notification Letter

After the First Notification Letter has been sent to a parent as required in section (a)(i), the school will send a Second Notification Letter to the parent if the student accumulates ten (10) absences without adequate documentation. The Second Notification Letter will list the dates the student has been absent, and the parent will be advised that the matter may be referred to the 23rd District Court Service Unit or Juvenile and Domestic Relations Court.

iii. Student Support Meeting

After the school has sent the First and Second Notification Letters and upon the eleventh (11th) absence without adequate documentation, the school will schedule a mandatory Student Support Meeting with the parent to address the excessive number of absences and develop a plan of support. The Student Support Meeting will include the parent, student, school-level administrator, school counselor, and school social worker.

If the parent has been adequately notified of the Student Support Meeting but fails to attend the meeting, the Executive Director of Administration will be notified and will reschedule the meeting to be held at the home school. The Student Support Meeting will include the parent, student, school level administrator, and social worker.

If the parent does not attend the second attempt to hold the Student Support Meeting, a referral will be made to the RCPS Truancy Intervention Program (TIPS) Show Up for Success meeting with the parent, student, school administrator, social worker, Executive Director of Administration, and other community providers. Failure to attend this meeting will result in a

complaint filed with 23rd District Court Service Unit or Juvenile and Domestic Relations Court.

When a Student Support Plan is implemented, the plan is in effect for twelve (12) months after the date of implementation.

When a student returns to school the following year with an active Student Support Plan, the student will be referred to the RCPS TIPS Program upon receiving their First Notification Letter.

iv. Complaint filed with 23rd District Court Service Unit or Juvenile and Domestic Relations Court

After conferencing with the parent, if a student accumulates three (3) additional absences without adequate documentation, the school social worker will file a complaint with the 23rd District Court Service Unit or Juvenile and Domestic Relations Court.

Report for Suspension of Driver's License

In addition to any other actions taken pursuant to this policy, if a student who is under 18 years of age has 10 or more unexcused absences from school on consecutive school days, the principal may notify the juvenile and domestic relations court, which may take action to suspend the student's driver's license.

Attendance Reporting

Student attendance is monitored and reported as required by state law and regulations. At the end of each school year, each public-school principal reports to the superintendent the number of students by grade level for whom a conference was scheduled to address unexcused absences. The superintendent compiles this information and provides it annually to the Superintendent of Public Instruction.

Dismissal Precautions

Principals shall not release a student during the school day to any person not authorized by the student's parent/guardian to assume responsibility for the student. Students are released only on request and authorization of the parent or guardian. The superintendent shall provide procedures for release of students who are not residing with or under the supervision of a parent/guarding. The burden of proof on the authority of the person to receive the student is on the requesting party. A formal check-out system is maintained in each school.

Make-up Work

Students in grades K-12 are expected to make up all missed work from an absence within 10 school days upon the student's return to school. If the student does not complete the make-

up work within that time frame, the student may be denied full credit.

Assignments made prior to an absence are due upon the return to school. Exceptions may be granted by individual teachers.

Teachers are expected to contact parents regarding the completion of make-up work in an effort to ensure that the student completes the work and meets the 10 school day deadline.

1. Excused Absence:
Students are required to request make-up work on the first day of return to class. Students will be given 10 school days to make up the work. Exceptions for a longer time period for make-up work may be granted by individual teachers.

2. Unexcused Absence:
Students in grades 9-12 may be denied full credit for assignments missed due to an unexcused absence.

3. Incomplete Work:
A grade of incomplete (I) will be entered on a student's report card when make-up work has not been completed, and the allowed make-up time extends across the end of the grading period into another. After make-up work is completed, a corrected grade will be submitted by the teacher. If make-up work is not completed by the established deadline, the incomplete (I) will be changed to the grade
average computed with the grade earned for the assignment.

4. Prior Notification of Absences
If the student is absent from school for a planned event (such as a vacation or travel) the parent must send the school written prior notification of the absence. These absences will count against exam exemption and chronic absenteeism. Make-up work for students with prior notification of absence that is not available to the student prior to the absence is given to the student upon the student's return to school. The student shall be responsible for contacting the teacher to arrange for completing the make-up work. The school administrator may require the student to attend before or after school remediation sessions if they have missed 15 or more cumulative days of school.

Recognition for Outstanding Attendance
1. Grades K-12 students will be recognized for Outstanding School Attendance at the end of each school year if they have been absent no more than five days and tardy no more than five days and dismissed early no more than five days.
2. Seniors
An Outstanding Attendance Seal will be awarded if he/she has maintained 97% attendance through his/her high school career (Grades 9-12).

Perfect Attendance

A cumulative perfect attendance recognition is given to graduating seniors who have not been absent in grades K-12.

CELLPHONES & OTHER ELECTRONIC DEVICES

RCPS Policy 6.42a

Students are permitted to use and possess cell phones and smart devices on school property before or after bell to bell, ***subject to additional regulations as issued below.*** *Such permitted use must not result in distractions or disruptions to the learning environment, disruptive behavior, bullying, harassment, crime, or any other behavior that violates other policies, regulations or laws.*

The following regulations apply specifically to the student use of personal mobile devices and are intended to supplement those set forth in the Acceptable Use Policy (AUP) regarding use of the School Division's computer system*. Regulations regarding the use of personal mobile devices apply to use of such devices on school property or at school-sponsored activities. From bell to bell, students are prohibited from using or possessing cell phones and smart devices on school property in accordance with this policy, issued regulations, and applicable laws.* ***The school division places restrictions on the student possession of cell phones and smart devices from bell to bell as outlined below.***

"Personal mobile devices" *include but not limited to cell phones, smart watches, smart glasses, air pods/earbuds, and headphones when used in this policy.*

"Bell to Bell" *in this policy is defined as the first bell used to start the school day until the final bell of the school day used to dismiss students from school.*

Students

1. The use, possession, or control of any personal mobile device, including but not limited to mobile phones and other communication devices, by persons under the supervision of school officials on school board property is subject to all School Board policies and procedures, school rules, and this regulation.

3. Middle School students may possess a personal mobile device on school property, provided that ***the device must be 'off' (or in airplane mode), kept out of sight at all times and not on one's person, meaning stored in a personal bag such as a bookbag, during the school day****. Students enrolled in middle school photography class may use the camera feature on a mobile phone during photography class with permission of the teacher.*

5. The use or display of mobile devices in a restroom or locker room is strictly prohibited.

6. Students may not use any device to photograph, video record, or audio record any verbal or physical altercations between students on school grounds or during school

activities or to record any school staff members addressing specific disciplinary situation involving students on school grounds or during school activities.

7. Personal mobile devices are brought to school at the student's and parents' own risk. RCPS is not responsible for loss, theft, damage, or other associated cost of any personal mobile device and students are responsible for securing their device at all times.

8. RCPS staff is not allowed to support, repair, or troubleshoot personal mobile devices.

9. Wireless ad-hoc or peer-to-peer networking is prohibited.

10. The School Division reserves the right to inspect personal mobile devices and their content if reasonable suspicion exists that School Division policies or local, state, or federal laws have been violated. The scope of the search must be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the suspected infraction.

Exemptions
Any student who, pursuant to an Individualized Education Plan, Section 504 Plan, individualized health care plan, diabetes medical management plan, or Limited English Proficiency plan, is permitted to possess and use a cell phone or smart device on school property, including in the classroom, from bell to bell to monitor or address a health concern or as an accommodation or assistive technology support.

COMMUNICATION

Email: Each staff member has a school email account found on the school webpage. Emails will be answered within 48 business hours.

- **Teachers will not be able to continuously monitor email during the school day. For an issue that needs more immediate attention, please call the school office at (540) 890-1035.**

Phone Calls: Parents are invited to call their child's teacher if they have questions about schoolwork, homework, or classroom interactions. When a parent leaves a message, the teacher is asked to return the call within 24 hours. *We ask that you speak to the teacher about any concerns before talking to the principal.*

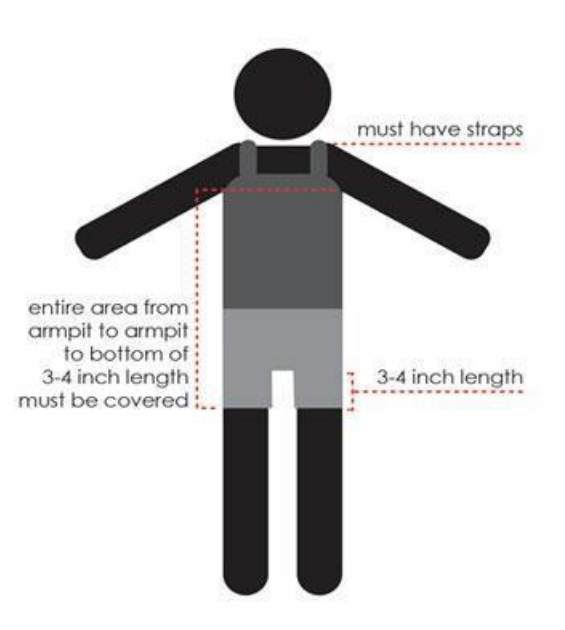
Canvas: All students will have access to each of their teacher's Canvas pages. Each Canvas page will contain daily announcements regarding the activities students are completing in class.

Conferences: Roanoke County Public Schools is committed to conferencing with families at least twice a year to maintain a successful partnership in our children's education. Official conference days are November 2 from 8:30 AM-3:30 PM and March 15 from 8:30 AM-12:00

PM. We will also host Student-Led Conferences in April. However, parents are welcome to request a conference or phone call to discuss their student's school experience at any time during the school year.

Family Newsletters: Newsletters are sent out regularly to keep families up to date on current school happenings and celebrate successes.

DRESS CODE



Roanoke County Public Schools respects students' rights to express themselves in the way they dress. All students who attend Roanoke County Public Schools are also expected to respect the school community by dressing appropriately for a K-12 educational environment. Student attire should facilitate participation in learning as well as the health and safety of students and the adults that supervise them. This policy is intended to provide guidance for students, staff, and parents.

Minimum Requirements:

1. Clothing must cover areas from one armpit across to the other armpit, down to approximately 3 to 4 inches in length on the upper thighs (see images below). Tops must have shoulder straps. Rips or tears in clothing should be lower than the 3 to 4 inches in length.
2. Shoes must be worn at all times and should be safe for the school environment (pajamas, bedroom shoes or slippers shall not be worn, except for school activities approved by the principal).
3. See-through or mesh garments must not be worn without appropriate coverage underneath that meet the minimum requirements of the dress code.
4. Headgear including hats, hoodies, and caps are not allowed unless permitted for religious, medical, or other reason by school administration.

5. Specialized courses may require specialized attire, such as sports uniforms or safety gear.

Additional Requirements:

1. Clothing may not depict, imply, advertise, or advocate illegal, violent, or lewd conduct, weapons, or the use of alcohol, tobacco, marijuana or other controlled substances.
2. Clothing may not depict or imply pornography, nudity, or sexual acts.
3. Clothing may not display or imply vulgar, discriminatory, or obscene language or images.
4. Clothing may not state, imply, or depict hate speech/imagery targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected classification.
5. Sunglasses may not be worn inside the building.
6. Clothing and accessories that endanger student or staff safety may not be worn.
7. Apparel, jewelry, accessories, tattoos, or manner of grooming that, by virtue of its color, arrangement, trademark or any other attribute, denotes membership in a gang that advocates illegal or disruptive behavior is prohibited.

The administration at each school reserves the right to determine what constitutes appropriate dress. Students who do not adhere to these guidelines will not be allowed to attend class. Parents will be called if appropriate clothing is not available or the student refuses dress-code appropriate clothing.

EMERGENCY INFORMATION

Students enrolled at WBMS are required to have at least one emergency contact listed in our database who can be contacted if we are unable to reach the parents/ guardians.

People listed as Emergency Contacts are permitted to pick the child up from school.

The school will not release the student to individuals who are not included on Parent/Guardian List or Emergency Contact List unless permission is given by a parent or legal guardian.

If you plan for someone other than the Parents/Guardians or individuals listed on the Emergency Contact List to pick up your child, please notify the school.
Prior to the start of each school year, you will be asked to update this information through the Annual Verification (ANVER) Forms in ParentVue. Please notify the Counseling Office of any changes in address, phone numbers, employment, etc. that occur throughout the school year.

LAPTOPS

Every student at WBMS will be issued a school laptop and charger. It is their responsibility to both handle it with care and use it responsibly**. Any intentional damage to or misuse of the school laptop could result in being financially responsible for repairs and/or loss of laptop privileges.**

RCPS Policy 6.42
Acceptable Computer System Use

The Internet is an electronic medium connecting computers and users all over the world. Students and teachers use the Internet as a learning tool to gather and evaluate information from multiple sources as well as to communicate and collaborate with individuals both within and outside the classroom. In the hands of skillful teachers who plan thoughtfully, technology is leveraged to transform lessons into engaging and purposeful learning experiences.

The School Board provides a computer system, as defined below, to catalyze the acquisition of knowledge and the development of 21st century skills: collaboration, communication, critical thinking, creativity and citizenship. Technology and digital resources are powerful tools for engaging and purposeful learning, but they are tools that must be used responsibly and ethically within the school community. All users bear the responsibility of cultivating and enforcing the principles of digital citizenship when using technology and digital resources.

The term computer system includes, but is not limited to, hardware, software, online resources, network infrastructure, data, communication lines and devices, terminals, printers, CD, DVD and other media devices, flash drives, servers, computers, access to the internet, mobile devices (both personal and school owned) and other internal or external networks. This includes any device that may be connected to or used to connect to the school division's network or electronically stored division material.

All use of the Division's computer system must be (1) in support of education or research and be consistent with the educational objectives of the Division, or (2) for legitimate school business. Use of the computer system is a privilege, not a right. Inappropriate use may result in cancellation of those privileges, disciplinary action, and/or legal action. Any communications or materials generated using the district RCPS Secure network, including email, instant or text messages, social media posts, social networking, and other files, including communications and materials deleted from a user's account, may be monitored, read, and/or archived by division staff.
This policy applies to all users of the division's computer system. By using or accessing the computer system, the user agrees to abide by this policy and the Technology Use Guidelines established by the Superintendent.

The Superintendent is responsible for establishing Technology Use Guidelines containing the appropriate uses, ethics, and protocols for use of the computer system. The Superintendent is also responsible for reviewing and updating, as necessary, the Guidelines at least every two years. It is the user's responsibility to know and follow this policy and the Technology Use Guidelines. The Guidelines include:

1. *a prohibition against use by Division employees and students of the Division's computer equipment and communications services for sending, receiving, viewing or downloading illegal material via the Internet;*
2. *provisions, including the selection and operation of a technology protection measure for the Division's computers having Internet access to filter or block Internet access through such computers, that seek to prevent access to*
    a. *child pornography as set out in Va. Code 18.2-374.1:1 or as defined in 18 U.S.C. 2256;*
    b. *obscenity as defined by Va. Code 18.2-372 or 18 U.S.C. 1460; and*
    c. *material that the School Division deems to be harmful to juveniles as defined in Va. Code 18.2-390, material that is harmful to minors as defined in 47 U.S.C. 254(h)(7)(G), and material that is otherwise inappropriate for minors;*
3. *provisions establishing that the technology protection measure is enforced during any use of the Division's computers;*
4. *provisions establishing that all usage of the computer system may be monitored;*
5. *provisions designed to educate students and employees about digital citizenship, including interacting with students and other individuals on social networking websites and in chat rooms and cyber bullying awareness and response;*
6. *provisions designed to prevent unauthorized online access by users, including "hacking" and other unlawful online activities;*
7. *provisions requiring every user to protect the security of information necessary to access the computer system, such as usernames and passwords, and prohibiting the sharing of passwords;*
8. *provisions prohibiting the unauthorized disclosure, use, and dissemination of photographs and/or personal information of or regarding minors; and*
9. *a component on Internet safety for students that is integrated in the Division's instructional program that includes instruction on key modern digital safety topics, including online scams, misinformation, and content generated by artificial intelligence.*

Use of the School Division's computer system must be consistent with the educational or instructional mission or administrative function of the Division as well as the varied instructional needs, learning styles, abilities, and developmental levels of students.

The division's computer system is not a public forum.
Users of the division's computer system have no expectation of privacy for use of the division's resources electronic devices including non-division owned devices while connected to division RCPS Secure networks or computer resources.

Software and/or services may not be installed or downloaded on the division's computer system without the prior approval of the Superintendent or Superintendent's designee.

No employee or agent of the School Board or person or entity contracting with the School Board may download or use any application, including TikTok or WeChat, or access any website developed by ByteDance Ltd. or Tencent Holdings Ltd. (i) on any device or equipment issued, owned, or leased by the School Board, including mobile phones, desktop computers, laptop computers, tablets, or other devices capable of connecting to the Internet.

Each user of the division's computer system and a parent/guardian of each student user shall sign the Acceptable Computer System Use Agreement, before using the Division's computer system. The failure of any user to follow the terms of the Agreement, this policy or accompanying regulation may result in loss of computer system privileges, disciplinary action, and/or appropriate legal action.

The School Board is not responsible for any information that may be lost, damaged or unavailable when using the computer system or for any information retrieved via the Internet. Furthermore, the School Board is not responsible for any unauthorized charges or fees resulting from access to the computer system.

The School Board reviews and amends, if necessary, this policy every two years.

LUNCH & BREAKFAST

WBMS will be participating in the Community Eligibility Provision meal program. This means that **each student breakfast and lunch will be free** (each student is eligible to take one complete meal at no charge at each meal service).

Lunch Times:
11:50 AM-12:20 PM 6th Grade
12:45-1:15 PM 7th Grade
1:30-2:00 PM 8th Grade

Menus: https://linqconnect.com/public/menu/9XRGHE?buildingId=8ba826ef-5175-eb11-a2cb-b35a08a8123f

Lunch Deliveries
For the safety of all our students and staff, Door Dash, Uber Eats, and other means of food delivery are prohibited for students at school.

MEDICATIONS

Medications Prescribed for Individual Students

Employees of Roanoke County School Board 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. Parents must also deliver the necessary supplies with which to administer medications (ex. syringes, spacers).

Nonprescription Medications

Employees of Roanoke County School Board 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 an unopened original container and delivered to the principal, school nurse, or school division designee by the parent or guardian of the student

Herbal Remedies and Over the Counter Supplements not approved by the FDA

Requests by a parent/guardian for a herbal remedy and/or over the counter supplement to be given to a student which is not approved by the FDA will require a written order from a physician, physician assistant, or nurse practitioner along with written permission from the student's parent or guardian. The herbal remedy/over the counter supplement must be in an unopened, original container and delivered to the principal, school nurse, or school division designee by the parent or guardian of the student.

MULTI-TIERED SYSTEM of SUPPORTS (MTSS)

Supporting the Whole Child Through a Multi-Tiered System of Supports

What is MTSS?

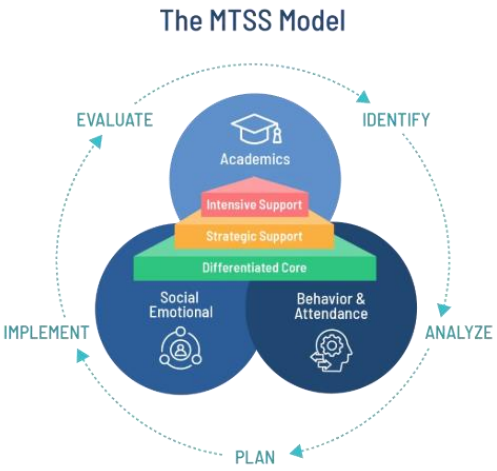
At William Byrd Middle School, we are committed to supporting the success of every student. To accomplish this, we are transitioning from a PBIS framework to a Multi-Tiered System of Supports (MTSS).

MTSS is a proactive, data-driven framework designed to support students academically, behaviorally, socially, and emotionally. Rather than focusing solely on behavior, MTSS provides a comprehensive system for identifying student needs early and matching students with the appropriate level of support.

PBIS remains an important part of our work and serves as the behavioral foundation within MTSS. However, MTSS expands our focus to include:

- Academic achievement

- Behavior
- Attendance
- Social-emotional wellness
- Student engagement
- College, career, and Opportunity Ready skills



The goal of MTSS is simple: ensure every student receives the support they need to be successful.

The Core Components of MTSS

Like PBIS, MTSS relies on three key elements:

- **Systems**
  - The structures, teams, and processes that allow us to consistently support students.
- **Data**
  - The information we collect to identify student needs, monitor progress, and evaluate the effectiveness of interventions.
- **Practices**
  - The instructional, behavioral, and social-emotional strategies we implement to improve student outcomes.

When these three components work together, students experience greater success both inside and outside the classroom.

The Three Tiers of MTSS

MTSS uses a three-tiered framework to provide increasing levels of support based on student needs.

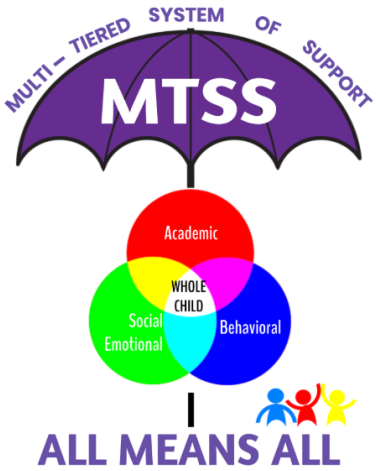
Tier 1: Universal Supports (All Students)

Tier 1 represents the instruction, expectations, and supports every student receives every day.

At WBMS, Tier 1 includes:

- **Academics**
  - High-quality instruction aligned to standards
  - PLC collaboration and data analysis
  - Common assessments
  - Differentiated instruction
  - Opportunity Ready learning experiences
- **Behavior**
  - The Terrier Way:
    - Safe

        - ♣ Respectful
        - ♣ Responsible
    - School-wide behavior expectations
    - Positive Office Referrals
    - Consistent classroom management practices
- **Attendance & Engagement**
    - Attendance monitoring
    - Family communication
    - Student recognition programs
    - Positive school climate initiatives
- **Social-Emotional Supports**
    - Terrier Time
    - School counseling lessons
    - Relationship building
    - Restorative practices



Our goal is for at least 80% of students to be successful with Tier 1 supports alone.

Tier 2: Targeted Supports (Some Students)

Some students require additional support beyond what is provided through Tier 1.

Tier 2 supports are designed for students who show early signs of academic, behavioral, attendance, or social-emotional concerns.

Examples may include:

- **Academic Supports**
    - Targeted remediation during Terrier Time
    - Small group instruction
    - Progress monitoring
    - Intervention groups
- **Behavioral Supports**
    - Check-In/Check-Out (CICO)
    - Behavior contracts
    - Social skills groups
    - Increased adult mentoring
- **Attendance Supports**
    - Attendance monitoring plans
    - Parent conferences
    - Goal-setting interventions
- **Social-Emotional Supports**
    - Counseling groups
    - Mentoring programs
    - Self-regulation supports

Tier 2 interventions are designed to be efficient, targeted, and monitored regularly to determine effectiveness.

Tier 3: Intensive Individualized Supports (Few Students)

A small percentage of students require highly individualized interventions.

Tier 3 supports are developed based on a student's unique needs and often involve collaboration among multiple stakeholders, including teachers, counselors, administrators, families, specialists, and outside agencies when appropriate.

Examples may include:

- Individualized academic intervention plans
- Functional Behavior Assessments (FBAs)
- Behavior Intervention Plans (BIPs)
- Wraparound services
- Intensive counseling supports
- Frequent progress monitoring

The purpose of Tier 3 is to provide the highest level of support while maintaining student access to grade-level instruction and school opportunities.

MTSS at WBMS

Our MTSS framework is built upon the strong foundation established through PBIS. Over the past several years, we have created school-wide systems focused on positive relationships, clear expectations, data-based decision making, and student success. These practices will continue.

As we move to MTSS, we are expanding our focus beyond behavior to ensure we address the whole child.

Our MTSS process will focus on:

- **Identifying Needs Early**
  - Using academic, behavioral, attendance, and social-emotional data to identify students who may need additional support.
- **Matching Supports to Student Needs**
  - Providing interventions based on specific student concerns rather than using **a one-size-fits-all approach.**
- **Monitoring Progress**
  - Reviewing data regularly to determine whether interventions are working and making adjustments when needed.
- **Collaborating as a Team**
  - Ensuring teachers, counselors, interventionists, specialists, administrators, students, and families work together to support student success.

What Does This Mean for Teachers?

Teachers remain the most important component of a successful MTSS framework.

Teachers will:

- Continue teaching and reinforcing The Terrier Way.
- Provide high-quality Tier 1 instruction and classroom supports.
- Monitor student progress through academic, behavioral, and attendance data.
- Implement classroom interventions when concerns arise.
- Document interventions and communication with families.
- Collaborate with MTSS teams to identify and support students.
- Participate in data discussions and problem-solving meetings.

The goal is not to create more work but to create a more coordinated system that helps us support students earlier and more effectively.

Our Commitment

At WBMS, MTSS is not a program—it is the way we support students.

By working together, using data effectively, and maintaining high expectations while providing appropriate supports, we can ensure every student is:

- Terrier Strong.
- Future Ready.

Below is the WBMS Matrix with school-wide expectations we use every day to teach positive behavioral expectations throughout various settings of the school.

	The Terrier Way Expectations								
	All Settings	Expect Respect	Classroom	Technology	Bathroom	Hallway	Cafeteria	Locker Room	Bus
Be Safe	Remove hats and hoods when inside the building	Talk: Report to an adult immediately	Keep personal items out of walkways	Keep all login information private	Report unsafe behaviors and conditions	Walk quietly and calmly on the right-hand side	Stay seated at all times	Walk at all times	Stay seated at all times
	Keep body and belongings within personal space		Ask teacher for permission to use E-hallpass, along with the physical pass, before exiting the classroom				Walk at all times		Keep walkway clear at all times
	Share concerns with a trusted adult			Visit only websites related to your school work	Wash and dry your hands	Keep your hands to yourself		Follow all posted rules	Wait for bus to stop before attemptin

	Only bring water in a sealable, spillproof container		Keep doors closed				Use inside voices		g to enter or exit
Be Respectful	Use language that is kind and helpful	Stop: Interrupt and model respect, rather than watch or join in disrespecting other in real life or online	Accept feedback and redirection from staff	Use computer only when directed by teacher	Respect the privacy of others	Help others when needed	Wait your turn in line	Respect the privacy of others	Follow all posted rules
	Use inside voices		If an adult or peer is talking, demonstrate active listening skills	Respect the privacy of others	Use bathroom and promptly return to class	Keep ALL technology in backpack	Only touch your own food	Help others when needed	
	Be an active listener			Remove all headphones or earbuds with audio capabilities and store them in backpack	Keep ALL technology in backpack	Remain quiet and refrain from looking in classroom windows	Keep ALL technology in backpack	Keep ALL technology in backpack	
	Accept people's differences and treat everyone with kindness								
	Keep ALL technology, including cell phones, in backpack		Wait patiently for assistance from adults						
Be Responsible	Clean up after yourself	Walk: Invite people who are being disrespected to join you or move away (upstanding)	Attend class daily and arrive on time	Have laptop charged or plugged in	Conserve supplies by using only what you need	Walk directly to destination	Throw away all your trash	Always secure your belongings in your locker	Know and be ready for your morning and afternoon bus stop
	Be prepared		Participate in class and complete classwork	Check Canvas and StudentVue regularly	Use designated restroom				Remember your bus number
	Follow the dress code					Use designated hallway and stairwell	Take all of your belongings when you are dismissed	Use your time wisely	
	Take care of all school property		Use 5 or less bathroom or water fountain passes per class each 9 weeks	Use school computer and email only for school purposes	Place used supplies in the appropriate container				Take all of your belongings when you exit the bus
	Use fidgets quietly, safely, and without distracting yourself or								

	others to support learning								

NURSE

WBMS has a school nurse, who can provide treatment for minor illness and injuries. The nurse is available during regular school hours. Please contact the nurse if your child has any serious health conditions.

STUDENT PERSONAL POSSESSIONS

Please mark your child's name on coats, jackets, hats, lunch boxes, water bottles, etc.

Articles left at school are placed in the LOST and FOUND in the cafeteria. After a reasonable time, articles are donated.

WBMS is not responsible for lost, stolen, or damaged personal property of the students.

Students should not bring toys and/or games from home unless there has been a designated special event by a teacher.

PTO

WBMS parents, grandparents, other family members, and community members are all invited to join the PTO. The WBMS PTO is a vital, working organization that provides immeasurable assistance to the school by organizing enriching programs and fun events for our students and families. Please consider investing in our students and school by joining the WBMS PTO!

SHOES

Students must wear gym shoes to be able to safely participate in P.E. Gym shoes must be secure to the student's feet with Velcro or shoelaces. Sandals, Slides, or boots are not allowed for P.E. Students can bring gym shoes with them to school to change if needed. For the safety of the students, gym shoes are required to participate in P.E. For more information, contact your student's P.E. teacher.

STUDENT SUCCESS

How To Help Your Child Do Well In School

- Ensure your child wakes up in time to dress and feel awake for school.
- Check to see all necessities, such as back-pack and school laptop and charger, are taken to school.
- Praise your child for working hard at a task and for not giving up when things get difficult.
- Provide opportunities for your child to be independent and responsible at home.
- Avoid comparisons with other children.
- Encourage positive peer relationships at home and in the community.
- Help your child understand that the teachers, administrators, and other adults are there to help.
- Provide an opportunity for your child to read at home each day.
- Get to know your child's teachers and help the teachers understand some of your child's experiences, which may influence school success.

At WBMS, we truly believe, and research proves, that teaching your child to have a GROWTH MINDSET and that his/her EFFORT MATTERS are the factors that make the most difference in success. Students with a Growth Mindset understand that anyone can improve in any area if they are willing to work hard and practice. Teachers and parents working together can ensure all our students are successful when they show effort!

VISITORS & VOLUNTEERS

Any visitor or volunteer in the school building is required to sign in at the Attendance Office and wear the printed sticker throughout their visit.

Volunteer opportunities and volunteers are required to be approved by the principal prior to the event.