

Family & Student Handbook

2020-2021



WASHINGTON EPISCOPAL SCHOOL.

5600 Little Falls Parkway, Bethesda, MD 20816 | www.w-e-s.org | 301-652-7878

Fall 2020

Dear WES Parents and Guardians,

To facilitate the deep learning and important social development that our students strive to achieve, clear policies and procedures are key in a normal year; they are even more important in the face of a global pandemic. In addition to important information detailing the school's mission and philosophy, this handbook contains our new set of policies and protocols designed to maximize at-home learning and to protect the health and safety of our campus when students are learning on site. COVID-19 has impacted almost every facet of our normal operations, which will be apparent throughout this document; the extra safety precautions we have taken, the policies surrounding them, and the WES Community Compact can be found toward the end of the handbook.

Please familiarize yourself with its contents and review the key aspects of this document with your child. When families and WES work in unison, students are not only poised for significant and meaningful development but a joyful journey as well.

Should you need clarification or want to discuss a particular topic covered (or not covered) in it, please do not hesitate to ask faculty, staff, and/or the administration. This document is ever evolving, and we anticipate sending policy updates throughout the year. If needed, the school will update the handbook, and an announcement will be placed in the NeWES, our weekly newsletter. The most up-to-date version of the handbook will always be posted on the Parent Portal and, starting this year, will be linked to from the bottom of the NeWES as well.

Thank you for your support. We wish your family a productive and joyful academic year.

Sincerely,



Danny Vogelmann
Head of School

5600 Little Falls Parkway. Bethesda, MD 20816 | 301-652-7878 | www.w-e-s.org

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IMPORTANT NOTICE

WES reserves the right to change academic and social requirements and policies. The primary means by which WES communicates with parents, including notifying families of significant changes to the policies described in this Handbook, is through email and posting an updated version of the Handbook in the Parent Portal on www.w-e-s.org. For assistance with email communications from WES, contact communications@w-e-s.org.

Aug2020

LEADERSHIP

Washington Episcopal School is incorporated in the District of Columbia and accredited by the State of Maryland and the Association of Independent Maryland and DC Schools (AIMS). WES is governed by its Board of Trustees, who is responsible for setting policy, overseeing affairs, hiring the Head of School, and guiding the school's future.

2020-2021 Trustees

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*Founding Trustee ◇ Founders Award Recipient

Administration

Danny Vogelman, **Head of School**

Mary Lee Nickel, **Early Childhood Director**

Zoe Hillman, **Elementary School Director**

Kristin Cuddihy, **Middle School Director**

Kim Bair, **Director of Admission and Financial Aid**

Courtney Clark, **Director of Diversity, Equity, and Inclusion**

Claire Henderson, **Director of Development**

Bill Isola, **Athletic Director, Dean of Middle School Students, and Summer Camp Director**

Stephanie Jayakanthan, **Director of Marketing and Communications**

The Reverend Kristen Pitts, **Chaplain**

Wendy Tasin, **Business Officer**

WES AT A GLANCE

Founded: 1986

Located: Bethesda, MD

Enrollment: 277 Students

- 79 in Early Childhood (Nursery - Grade 1)
- 111 in Elementary School (Grades 2 - 5)
- 87 Middle School (Grades 6 - 8)

Households/Families: 230

Average Class Size: 14

Student-To-Faculty Ratio: 7 to 1

Students Receiving Financial Aid: 35%

Guiding Statements

The WES Vision Statement outlines the school's collective aspirations for our graduating students. Our Mission Statement indicates how we aim to achieve that vision. The Statement of Philosophy guides our faculty's decisions and implementation of the comprehensive educational experience WES provides its students. To know these statements is to know the expectations and standards for which the whole school community collectively works.

- **Mission**
Washington Episcopal School inspires academic and personal excellence within a joyful learning environment to develop students who are kind, confident, and prepared.
- **Vision**
Washington Episcopal School students stride confidently into the world, delight in it, and contribute to it.

Statement of Philosophy

Within an educational institution that supports the principles of the Episcopal Church while maintaining independent academic integrity, we propose to offer the best education possible—predicated on the tenets of traditional theory but continually modified in the light of recent research— to a diverse student body.

We suspect that our students will face challenges we only dream of in a world we barely glimpse. So that they may stride confidently into this world and delight in it as well as contribute to it, we want them to learn more than facts and processes. We want them to stretch the boundaries of their awareness, strengthen their self-esteem, develop their gifts and talents, and bolster their weaknesses. We want them to appreciate their own resources and respect those of others, to enjoy the company of friends but also to savor the balm of solitude.

To further these goals, we intend to nurture the physical, emotional, social, and spiritual development of the children as well as their intellectual growth. We endorse the structure and organization of traditional schools that provide a thorough grounding in the basic academic subjects but would augment them with strong programs in physical education and the arts.

We want our students to be active learners—to engage in a lively exchange with their instructors as they pursue the concepts that comprise the curriculum—and to shoulder an increasing share of the responsibility for their learning.

We expect our teachers—gleaning from their years of experience and professional training—to assess each child's current needs and then, animated by their own style, to employ those techniques most likely to touch and inspire their students.

Finally, we seek to further a faith in God and His immutable goodness, a goodness that transcends and ennobles human life. We believe that each of us is a Child of God with gifts to offer to the others, and that the school community is enriched by the presence of children and adults from all races and many creeds.

Together we strive to create an atmosphere of love and acceptance supported by our Judaic-Christian heritage; one that warms our entire school community; and one that does not expect human frailty, but allows for it and is little daunted by it. And within this nurturing environment, we strive to enable each student to discover those unique qualities on which to build the confident self-image and character which will help them all go forth joyfully as contributors in the world.

PORTRAIT OF A WES GRADUATE

WES's *Portrait of the Graduate* captures the core values the school strives to instill in each student and the school's mission in terms of student outcomes.

Kind

WES graduates have a moral and ethical compass. They exhibit compassion and respect.

Confident

WES graduates know themselves as learners, are self-advocates, and are comfortable in their own skin. They take risks and exhibit grit, leadership, and citizenship.

Prepared

WES graduates are balanced, have strong academic skills, and can think critically and creatively. They are global and responsible citizens who positively engage with their community.

WES graduates are accepted, attend, and seamlessly transition to a wide variety of top secondary schools. Below are a few of the outstanding secondary schools WES graduates have attended in the last few years:

Academy of the Holy Cross
Bethesda-Chevy Chase High School
Bullis School
Christchurch School (VA)
Connelly School of the Holy Child
Duke Ellington School of the Arts
Edmund Burke School
Episcopal High School (VA)
The Field School
Georgetown Day School
Georgetown Preparatory School
Glenelg Country Day School (MD)
Gonzaga College High School
Holton-Arms School
Hotchkiss School (CT)
Landon School

The Madeira School
Mercersburg Academy (PA)
National Cathedral School
Our Lady of Good Counsel
The Peddie School (NJ)
The Potomac School
Richard Montgomery High School
St. Albans School
St. Andrew's Episcopal School
St. John's College High School
St. Stephen's & St. Agnes School
Sidwell Friends School
Stone Ridge School of the Sacred Heart
Urbana High School
Walter Johnson High School
Walt Whitman High School
Washington International School
Winston Churchill High School

From its modest beginnings through today, WES has forged a respected place among the many outstanding independent schools in the Washington metropolitan area.

CULTURE AND TRADITIONS

The school's culture and climate is based on several key elements including WES's motto, Episcopal identity, and the welcoming and inclusive community.

Patron Saint & Mascot: WES's patron saint is St. George, and the mascot is *Wesley the Dragon*.

Colors: The school colors are blue and gold.

Motto: "Be Kind."

School Emblem

The WES emblem was designed by Margo Klass in 1986. The red cross represents the school's affiliation with the Episcopal Church. The blue and gold fields are the school's colors. The circle of the green wreath symbolizes eternal life, and the laurel leaves stand for honor, victory, and scholarship.

Episcopal School Philosophy

(From the National Association of Episcopal Schools)

An Episcopal school is a Christian community whose mission integrates spiritual formation into all aspects of the educational experience. Episcopal schools are most distinctive when they are true to this mission and when they do so in the graceful and inclusive manner which is the hallmark of the Anglican approach to education over the centuries.

All Christian communities, even the most ecumenical and diverse of Episcopal schools, are upheld by the basic principles of the Baptismal Covenant. As expressed in The Book of Common Prayer, this Covenant maintains that individuals and institutions are called by God to adopt certain fundamental disciplines and dispositions in order to embrace fully their basic identities. As embodiments of the Christian faith, Episcopal schools are created to be communities that honor, celebrate, and worship God as the center of life. They are created to be

models of God’s love and grace. They are created to serve God in Christ in all persons, regardless of origin, background, ability, or religion. They are created to “strive for justice and peace among all people and [to] respect the dignity of every human being.” These principles are the basis on which identity and vocation are to be defined in Episcopal schools.

Episcopal schools have been established, however, not solely as communities for Christians, like a parish church, but as ecumenical and diverse ministries of educational and human formation for people of all faiths and backgrounds. Episcopal schools are populated by a rich variety of human beings, from increasingly diverse religious, cultural, and economic backgrounds. In fact, the intentional pluralism of most Episcopal schools is a hallmark of their missions. It is also a distinguishing characteristic of these schools that they seek to integrate religious and spiritual formation into the overall curriculum and life of each school community. Episcopal schools are clear, yet graceful, about how they articulate and express their basic identities, especially in their religious curricula and traditions. They invite all who attend and work in them—Episcopalians and non-Episcopalians, Christians and non-Christians, people of no faith tradition—both to seek clarity about their own beliefs and religions and to honor those traditions more fully and faithfully in their own lives. Above all, Episcopal schools exist not merely to educate, but to demonstrate and proclaim the unique worth and beauty of all human beings as creations of a loving, empowering God.

By weaving these principles into the very fabric of the school’s overall life, Episcopal schools ensure that their missions are built on the sure foundation of a Christian love that guides and challenges all who attend our schools to build lives of genuine meaning, purpose, and service in the world they will inherit.

Diversity Statement

Washington Episcopal School is a diverse community, where the uniqueness of each member of the school is celebrated. The WES goal is to educate the whole child in order to prepare each student to become a citizen of the world. At WES, a diverse student body and broad-based academic excellence go hand-in-hand. The learning environments present students and adults with the opportunity to freely share a range of ideas and experiences to enrich academic, social, and moral growth. WES celebrates the differences in ethnicities, cultures, learning styles, physical abilities, race, religion, sexual orientation, and socioeconomic status. The contributions of each community member are encouraged and welcomed and incorporated into the learning experience. As an Episcopal school, WES is dedicated to the Church’s mission of social justice and tolerance and strives to challenge prejudice, intolerance, racism, and oppression.

Statement of Discrimination

Washington Episcopal School does not and shall not discriminate on the basis of race, creed, color, religion, gender, age, national origin, physical or mental health, sexual orientation or any characteristic protected by law, and is in compliance with all requirements of law and regulations with respect to the provision of services, employment decisions, and volunteer participation.

HISTORY

In March 1986 a small group of committed parents joined together with Isabelle S. Schuessler, former head of St. Patrick’s Episcopal Day School in DC, to establish Washington Episcopal School. Under the inspired and visionary leadership of its Board Chair, Robert E. Freer, Mrs. Schuessler, along with Dorothy McSweeny and other founders, the school grew and prospered.

In September of that same year, the school opened its doors to 90 students. The school was temporarily located in the basement of Pilgrim Lutheran Church on Massachusetts Avenue in Bethesda, MD. The school moved in 1987 to its present site in Bethesda—convenient to both Washington, DC, and Northern Virginia. Enrollment

grew steadily and a Middle School (Grades 7 and 8) was added in 1995. The unique, exciting study trip program, which sends older students to Utah, Italy, France, and Spain, was developed as an important component of the academic program.

With increasing enrollment came the need for bigger and better facilities. After a successful Capital Campaign, WES completed a comprehensive building program that transformed the campus. New classrooms, art studios, computer rooms, science labs, gymnasiums, and a separate Middle School area were among the additions. Improvements were further enhanced by the acquisition of adjoining land in 2004-2005, thus setting the stage for future campus development.

In 2001, Stuart Work, former Middle School Director of the National Cathedral School, became the second head of school. He took over from Mrs. Schuessler when she completed her productive and inspiring 15-year tenure. During Mr. Work's 10 years at WES, an early childhood science center and ceramics center were added, Spanish was added to the curriculum and the first student exchange with a school in Granada, Spain occurred, and WES purchased the adjoining 5.5 acres of land. In the fall of 2010, Mr. Work announced his departure to be the head of school at St. Matthew's Parish School in Pacific Palisades, CA.

Kirk Duncan was chosen to be the third WES head of school and began his tenure in the 2011-2012 school year. Mr. Duncan led the effort to transform the East Campus, which featured the 260' x 180' artificial turf athletic field. Mr. Duncan departed WES in June 2014 to be the Carolina Day School's head of school located in Asheville, NC. Middle School Division Director Nancy Wright became WES's interim head of school for the 2014-15 school year until the arrival of WES's fourth head of school, Danny Vogelmann, in July 2015. Danny Vogelmann joined WES from the Wilson County, NC, school system where he served as the assistant superintendent. Prior to working in the Wilson County school system, he was the principal of Westland Middle School, in Bethesda.

SCHOOL SCHEDULE

Parents and guardians should refer to the School Calendar, the *NeWES, This Week at WES*, and www.w-e-s.org for school-wide major dates including the start and end of the school year, holidays, and noon dismissals.

Nursery and Pre-Kindergarten students will begin the school year with on-site instruction, and students in Grades K-8 will begin the school year learning at home.

Nursery (3s)

Arrival Time.....8:45-9 a.m.

DismissalNoon

For the beginning of the school year, the Nursery program will offer on-site or at-home instruction during the mornings. There will be no afternoon programming.

Pre-Kindergarten (4s):

Arrival Time.....8:45-9 a.m.

DismissalNoon

For the beginning of the school year, the Pre-Kindergarten program will offer on-site or at-home instruction during the mornings and at-home learning in the afternoons.

Virtual Learning Schedule for Kindergarten-Grade 8

Kindergarten and Grade 1: 8:45 a.m.-2:45 p.m.

Grades 2-5: 8:30 a.m.-3:30 p.m.

Grades 6-8: 8:15 a.m.-3:30 p.m.

Extended Day.....Cancelled Until Further Notice

After-School Enrichment Program.....Cancelled Until Further Notice

There are 173 school days and three make-up snow days scheduled for the 2020-2021 school year. Families should see the online calendar for more detailed information about WES events.

ATTENDANCE

Attendance is required. The 2020-2021 school year begins Tuesday, September 8, 2020, and concludes on Tuesday, June 8, 2021, for Grade 8 students (Graduation) and Wednesday, June 9, 2021, for Nursery to Grade 7 students.

Arriving at school on time each day, when virtual or on campus, has always been beneficial to a student’s academic performance and helped create essential future professional habits. However, it is even more critical that our new drop-off and pick-up times are followed during the 2020-2021 school year to help us follow safety protocols.

Periodically students may be tardy or absent. The following provides guidance about who, how, and when to contact WES. A successful school experience depends on regular and timely attendance. For both on-site and at-home learning, students are expected to show up on time and ready to learn.

Absences and Tardiness

Parents need to call the Main Office by 8 a.m. or email the homeroom teacher (Grades N-5) or the Middle School Advisor (Grades 6-8) when a child is going to be absent or late. Absence and tardy reports become part of a student’s school record. In cases of excessive absences or tardiness, the school will contact the student’s parents/guardians. *If a student is not in school due to illness or an unexcused absence, then he or she may not participate in any after-school activities, including virtual activities, on the day of that absence.*

Excused Absences

Some absences are unavoidable and are considered excused. These would include those for illness, religious holidays, funerals, graduations, etc. WES policy states that parents need to keep their children home if he or she has a fever over 99.5° F, has been vomiting, has diarrhea, or has symptoms of COVID-19. Children who are sick are seldom good learners and may pass their illness onto their classmates.

Unexcused Absences

Leaving early or returning late from vacations or long weekends breaks up academic momentum. Such absences are considered unexcused. For unexcused absences, teachers are not expected to prepare assignments in advance.

Missed Work

Students are responsible for work missed during absences. Students and/or their parent should check assignments online in the Parent Portal.

Appointments

To avoid disrupting a child's school experience, parents should try to schedule medical and dental appointments outside of school time whenever possible.

DROP-OFF AND DISMISSAL SCHEDULE

When on-site instruction resumes, we will have staggered arrival and dismissal times to help us limit contact between cohorts. Below are the times which will be in use when full-day on-site instruction resumes, whether we are operating in a full-time or hybrid model.

Middle School

Arrival: 8-8:15 a.m.

Dismissal: 3:30 p.m.

Elementary

Arrival: 8:15-8:30 a.m.

Dismissal: 3:30 p.m.

Kindergarten and Grade 1

Arrival: 8:30-8:45 a.m.

Dismissal: 2:45 p.m.

Nursery and Pre-Kindergarten

Arrival: 8:45-9 a.m.

Dismissal: 2:45 p.m.

Families who have children in multiple divisions can drop all their children off at the earliest dismissal time. Please reach out to your division director for more information.

DROP-OFF AND PICK-UP PROCEDURES

Our new arrival and dismissal procedures are designed to support our students' health and safety through symptom monitoring and physical distancing.

Drop-Off

Before leaving home, please complete your child's symptom check using the Magnus Health Screening. **This screening requires you to enter your child's temperature, so you will need a thermometer to complete the screening.**

Middle School and Elementary students arriving by car will be dropped off in the front of the school using the same traffic pattern we have used in previous years. To drop off your child:

- Enter through the Little Falls Parkway entrance.

- Continue straight and loop around the circle in front of the school.
- Pull up as close to the gym steps as possible.
- Display the green screen from the Magnus app to the staff person monitoring your station.
- Assist your child as needed in exiting the vehicle. Children must have their face masks secured before leaving the vehicle. Staff must remain distanced from the vehicle and will not be able to assist children with buckles, belongings, or other close contact needs during drop-off.
- Your child should wait at the stop point until directed by a teacher to proceed inside. Your child will be directed to enter through the Front Lobby entrance or the Gym entrance, depending on their position in the car line.
- Please wait until it is your turn to exit; please do not pull around other cars.

Early Childhood students arriving by car will be dropped off at the back entrance by the Early Childhood wing.

To drop off your child:

- Enter through the Little Falls Parkway entrance and take the second left turn to go to the back of the school.
- Display the green screen from the Magnus app to the staff person on duty.
- Pull up to the designated markers.
- Assist your child as needed in exiting the vehicle. Children must be wearing their mask before leaving the vehicle. Staff must remain distanced from the vehicle and will not be able to assist children with buckles, belongings, or other close contact needs during drop-off.
- Students will be escorted inside by a staff member.
- Please wait until it is your turn to exit; please do not pull around other cars.
- Proceed straight to exit through the River Road gate.

Please keep an extra thermometer in the car in the event you forget to complete the Magnus app screening at home.

Entering the Building

- Students and staff will maintain physical distance while entering the building.
- Students will walk past a thermal temperature scanner for a secondary temperature screening. If the camera reads a temperature of 99.5 or above, a staff member will direct the student to Nurse Bailey for additional screening.
- Middle School students will proceed directly to the back stairwell to get to the third floor.
- Elementary students will proceed through the library and up to the second and third floors via the stairwell behind the library.
- Early Childhood students will proceed directly to their classrooms, assisted by staff.

Pick-Up

- Anyone who is picking up a child must display their color-coded family dismissal sign on their dashboard at pick up. You will be provided with additional dismissal signs to share with your emergency contacts.
- Early Childhood students will be picked up in the same area as their drop-off.
 - Children will remain in their classrooms until their caregiver has arrived and their name is called.
 - Children will be kept distanced while exiting.
 - Staff will not be able to assist children with buckling, belongings, or other close-contact needs.

- Elementary students will be dismissed at 3:30 p.m. and will be picked up from the front entrances. Classes will wait in the Gym or the Library as designated.
 - Students will be dismissed from their area when their caregiver has arrived.
 - Students will be kept distanced while exiting.
 - Staff will not be able to assist children with buckling, belongings, or other close-contact needs.
- Middle School students will be dismissed at 3:30 p.m. and picked up from the back entrance near the Dragon Innovation Lab.
 - Students will remain in their classrooms until their caregiver has arrived and will proceed down the back stairwell to the exit.
 - Students will be kept distanced while exiting.
- Families with children in Elementary and Middle School may pick up all students at the front entrance. Families with children in Early Childhood and another division are asked to pick up their Early Childhood student as described above.
- Students will not be able to re-enter the building after exiting. Please support your child in knowing what they need to bring home.

Walkers, Bicycle Riders, and Public Transportation Takers

Parents and guardians who wish to allow their students to walk, ride bicycles, or take public transportation to school or home after school, are asked to complete a permission form annually. WES will keep this permission form on file for the current school year only. There are no crosswalks or crossing guards available for students. Students who have this parental/guardian permission will be given WES Pass luggage tags and will be required to attach the tags to their backpacks. This privilege is recommended for students in Grades 4-8, unless there is a Middle School sibling who will also be walking, riding, or taking public transportation with the younger sibling. A permission form for each child is needed; the form is available through the Parent Portal.

For students (and parents/guardians) who walk, ride their bicycles to campus, and take public transportation and enter the campus via the Capital Crescent Trail pedestrian gate, a special FOB key is required. The gate is under a magnetic FOB activated lock, and FOBs can be issued to parents and students to use for this specific pedestrian gate only. To obtain a FOB, complete the online form. All FOBs need to be returned to WES at the end of this school year. A \$25 replacement fee will be issued to the associated family for any FOB that is not returned at the end of the year. If a family wishes to keep the FOB over the summer or has questions, the Main Office should be contacted.

Change in Person Picking Up the Child

If there is a change in who will be picking up a child (e.g., grandparent, nanny, etc) for a particular day or a period of time, the homeroom teacher and the Main Office should be notified with this update/change to provide permission for this change in routine. If applicable, this new person should be provided with the dismissal card for display in their front car window during pick-up.

Carpooling

For the 2020-2021 school year, we are requesting parents refrain from carpooling with other families. If this is a concern for your family, please contact Ann Freniere, afreniere@w-e-s.org.

EMERGENCY CLOSING PROCEDURES

In the event of snow, other inclement weather, or other unexpected events WES may decide to close or delay opening. We do not automatically follow the decision of any public school system. If the administration decides to close, the information will be:

- Put on the school answering machine by 6:30 a.m.
- Posted on the WES website at www.w-e-s.org.
- Sent as an “Alert” to parent email or cell phone.
- Announced on WNBC 4 – NBC, WTTG 5 – FOX, WJLA 7 – ABC, and WUSA 9 – CBS television stations and posted on the websites of WMAL and WTOP radio stations.

The utmost concern is the safety of our students and families. WES asks families to use common sense and base travel decisions on the conditions where they live. The school is more forgiving with tardies and absences on inclement weather days.

Delayed Opening and Early Closing

If the opening of school is delayed until 10 a.m., classes begin at 10 a.m. Students should arrive between 9:40 and 9:50 a.m. Faculty and staff will be on hand for students starting at 9:40 a.m. Early closing for deteriorating weather or other unexpected events might also occur in a rare situation. The information will be put on the website and radio stations, and an email alert will be sent out. All students will be cared for until a parent or guardian arrives.

CAMPUS VISITORS

We are dedicated to providing a safe and secure environment for our students. The following procedures have been instituted to promote the health and safety of our community and to help ensure that that building and grounds are as secure as possible.

While WES frequently has many family members and other guests who support our community and academic programs present in the building, we must revise our policies in order to reduce the risk of COVID-19 transmission. Our priorities are to provide reduced-risk access for necessary guests while upholding student and staff safety by minimizing the number of people in the building.

For the purposes of these guidelines, three tiers of guests have been identified:

- Tier 1 Guests: maintenance and repair providers; overnight cleaning staff; substitute teachers (only when needed)
- Tier 2 Guests: student support providers; providers of programmatically necessary services (outside coaches for PE, etc.)
- Tier 3 Guests: household family members of students; guests supporting the academic program whose content cannot be provided virtually; prospective students and families

All guests must:

- Undergo a symptom and temperature screening. Guests with symptoms consistent with COVID-19 or a temperature above 99.5 °F will not be allowed to enter the building past the Lobby.
- Sign in and provide contact information and purpose of visit for contact tracing purposes.
- Use hand sanitizer upon entering the building.
- Wear a mask while in the building (ages 3 and up).
- Maintain six feet of physical distance from students and staff unless their function requires closer interaction.
- Remain in the area in which they are providing service and follow all directional signs within the building.

Guests working individually with students will be provided a plexiglass barrier to place between them and the student.

Who will be allowed in the building when students are present?

- Tier 1 Guests will be allowed when on-site learning is taking place, either in full or partial capacity.
- Tier 2 Guests will be allowed when Montgomery County has been in Phase 3 of reopening for at least two weeks. However, even if the previous condition has been met, Tier 2 Guests will be allowed no earlier than two weeks into the school year. At any time, WES may restrict access to Tier 2 Guests in order to reduce risk.
- Access for Tier 3 Guests will be assessed in conjunction with public safety information development.

Many of our previous guest policies, designed to ensure the building and grounds are as secure as possible, are still applicable for the 2020-2021 school year:

- Visitors should prearrange their visit to WES with a teacher, staff member, or administrator.
- During school hours, all visitors are directed to the Main Office where they must sign in and are issued a visitor lanyard to wear while they are in the building on regular school days.
- School doors are locked during the school day with access controlled by the Main Office. The entire building is monitored by a security system.
- All faculty and staff follow the guidelines regarding crime prevention and security measures provided by the Montgomery County Police Department. As a security and safety measure, students are permitted to ride in the elevator only with permission of Main Office personnel for special circumstances.
- All exterior doors should remain closed, not propped open. Exit is only from the Main Lobby after hours, as using other doors will trigger the alarm.
- In the rare case of an emergency, visitors are asked to follow the nearest faculty or staff member until the emergency is settled.

SCHOOL SERVICES

Supporting students and their families is a priority at WES. As such, the Student Support Team (WES's chaplain, counselors, dean of students, learning specialists, and nurse) works together to offer students what they need to succeed in and out of the classroom.

Chaplain

The chaplain leads the weekly Chapel services, which will be virtual until further notice, and teaches religion to all students. In addition, the chaplain may be available for pastoral counseling to any student, family, or staff member who desires it. Pastoral counseling can be helpful to individuals who are seeking a deeper relationship with God, who are dealing with a particular spiritual issue, or who desire spiritual help in the midst of a life crisis (such as a serious illness, a death in the family, or a significant personal problem).

The chaplain also welcomes inquiries about baptism and confirmation from families who are interested in these sacraments but who may not have an existing relationship with a church. Appointments can be made by contacting the chaplain or by dropping by her office on the second floor.

Counselors

The role of the counselors is to offer support to students, families, teachers, and staff to help facilitate a successful academic year. The counselors work with a multidisciplinary team to provide students with support

for social, emotional, and behavioral issues to maximize their academic achievement and personal growth and development. The responsibilities of the counselors include:

- Consulting with teachers, administrators, staff, and families to meet the social, emotional, and academic needs of students;
- Working with students individually, in small groups, or as a classroom or grade to discuss specifically identified concerns;
- Coordinating and participating in parent conferences as needed;
- Maintaining a list of auxiliary service providers and making referrals to outside professionals when appropriate;
- Providing information on other community services;
- Meeting regularly with division directors, support team members, and teachers
- Monitoring reports of behaviors that may include verbal or physical aggression; social alienation; racial, ethnic, or sexual harassment; molestation; or child abuse and neglect.

Dean of Students (Middle School, Gr 6-8)

The dean will work closely with the student support team, faculty, and staff to support the social and emotional development and well-being of students. The dean's primary responsibilities include:

- Fostering positive relationships and community building with faculty, staff, and students.
- Supporting faculty and staff with developmentally appropriate proactive and reactive strategies to maximize student engagement and appropriate conduct.
- Leading the Middle School Advisory Team, which plans and implements the Middle School Advisory program.
- Working with the MS division director, head of school, and *Responsive Classroom*® facilitator to maintain a school-wide set of developmentally appropriate conduct expectations and discipline policies.

Learning Specialists

To ensure that all students benefit fully from the school's enriched curriculum, the learning specialists work with students, teachers, staff, and families to provide support for students with learning differences. The responsibilities of the learning specialists include:

- Coordinating and monitoring academic accommodation plans for students whose families have submitted testing reports.
- Observing and assessing students upon request of parents, teachers, or other WES professional staff.
- Coordinating discussion among parents, teachers, and other professionals regarding observational findings and other evaluative means, including recommendations for further testing.
- Maintaining a list of auxiliary service providers (e.g., academic tutors, speech/language specialists) and helping to match students with tutors.
- Assisting in the administration and analysis of standardized testing.
- Meeting regularly with division heads, the support team, and teachers.

Nurse

The nurse is responsible for promoting good health throughout the school so that students may be successful learners. In addition to administering first aid to the minor scrapes, bumps, and aches of WES students, the nurse is also responsible for the following tasks:

- Monitoring student compliance with state immunization laws.
- Dispensing all medication, both prescription and over-the-counter.
- Responding to any health issues that may arise.

- Coordinating communications between home, school, and the school community concerning communicable illnesses and diseases, such as influenza and COVID-19, among others.
- Acting as a resource to the school community on issues concerning healthy living, nutrition, and disease prevention and teaching Middle School health classes.

STUDENT HEALTH

To best ensure that the entire school is healthy, the nurse and administration follow guidance from the Centers for Disease Control and Prevention (CDC), Montgomery County Department of Health of Human Services, and AIMS (to name just a few organizations) for best practices and standards regarding health policies and procedures. The following outlines some key ways WES works to keep its students healthy and safe.

Nutrition

Children should eat breakfast before coming to school. Studies show that students who have had a good breakfast do better in class.

Lunch

Lunch times will be mid-day. For the start of the school year, Nursery and Pre-Kindergarten students will be dismissed at noon and eat lunch at home. When on-site learning resumes, parents should send a lunch with their children each day. Because there is no refrigeration in classroom areas, foods that might spoil easily should be avoided. Parents should not send foods that need to be heated because children do not have access to microwaves. Fast food is strongly discouraged. Faculty encourage students to finish their lunches. Parents and guardians should note any food allergies on the student's health forms. Pizza Day, which was the first Wednesday of each month, is suspended until further notice due to COVID-19.

Please note:

- Students will not be able to share food.
- Students will practice physical distancing when eating.
- Students will need to bring their own water bottles from home. Touchless water bottle refill stations will be available for student use; water fountains will not be available.
- Early Childhood students should be able to open their own containers and packaging (with the help of scissors, if needed) with minimal assistance from teachers.
- Early Childhood students will be provided with individually-packaged snacks for class snack time.
- Elementary and Middle School students will bring their own snacks from home.

Hot Lunch

Hot Lunch will not be available during the first semester of the 2020-2021 school year. Later in the year, we will re-evaluate if we are able to offer a boxed lunch option, to be eaten in the child's classroom, when on-site learning resumes.

Health Forms

Every 12 months students are required to have a physical examination by a licensed physician. Prior to the doctor's appointment, parents and guardians need to download, print, and upload the completed physician forms for each child from WES's online health management system *Magnus Health*: physical, immunization, and over-the-counter medication forms. If there are additional health concerns such as allergies, asthma, and seizures, the student's doctor should complete and sign the related forms at the annual physical examination too. **Students are required to have a current Maryland Immunization Form and a Maryland Record of Physical Health Form as well as Over-The-Counter Medication Authorization Form**

uploaded into Magnus Health to start school. Most pediatrician offices are now offering telehealth appointments, which will suffice to meet the annual physical requirements.

For students in Grades 5-8, it is strongly recommended to authorize permission to give over-the-counter medications, as students will be travelling on overnight study trips. For those students who require an EpiPen, inhaler, and/or medication taken during the school day or during overnight school trips, the child's doctor must also complete the related forms, and guardians must also upload those forms.

All of the medical forms can be found on the WES Parent Portal via the Magnus Health link. Magnus Health is WES's online medical records system.

Immunizations

On-time immunizations throughout childhood are essential because they help provide immunity before children are exposed to potentially life-threatening diseases. At the June 2019 meeting of the Episcopal Church, the Executive Council of General Convention passed resolutions pertaining to the issue of vaccination. The role of the Executive Council is to "oversee the execution of the program and policies adopted by the General Convention" and thus reflects the formal position of The Episcopal Church on this topic. These particular resolutions can be summarized into three key points:

- The Episcopal Church does not recognize a valid claim of theological or religious exemption from vaccination for its members.
- The Church urges members to adhere to science-based medical practices and to seek and follow the guidance of trained medical professionals.
- Organizations, including schools, should strive to provide access to immunizations to all families, especially to those who cannot afford them.

The following links will take you to the area states/district required immunization schedules. WES requires families to follow the appropriate state/district immunization schedule.

- District of Columbia:
https://dchealth.dc.gov/sites/default/files/dc/sites/doh/service_content/attachments/DC%20Health%20Immunization%20Requirements_v11.pdf
- Maryland:
<https://phpa.health.maryland.gov/OIDEOR/IMMUN/Shared%20Documents/Latest-Imm-Schedule-Final.pdf>
- Virginia:
<http://www.vdh.virginia.gov/immunization/requirements/>

In rare circumstances, WES may provide an exemption when a student is required to have an immunization that is contrary to a family's bonafide religious beliefs. Please note that failure to follow immunization recommendations may endanger the health or life of your child, others with whom they come in contact, and individuals in the community. In a disease outbreak, or after exposure to any of the diseases for which immunization is required, WES may exclude children who are not vaccinated in order to protect all WES community members.

Parents or legal guardians who request a religious exemption to immunizations must submit a *Request for Religious Exemption to Required Immunizations Form*. To request a religious exemption from the immunization requirements, the school requires the submission of a written statement that "the parent, parents or guardian objects to their child's immunization due to sincere and genuine religious beliefs which prohibit the immunization of their child." The statement must address all of the following elements:

- Explain in your own words why you are requesting this religious exemption.
- Describe the religious principles that guide your objection to immunization.

- Indicate whether you are opposed to all immunizations, and if not, the religious basis that prohibits particular immunizations.

Please note that philosophical, political, scientific, moral, or sociological objections to immunization do not justify an exemption. WES may request additional supporting documents, and may require families making this request for exemption to appear in person to explain the religious belief.

This document must be signed by the parent or guardian and notarized by a notary public. A separate form must be submitted for each child. All exemption requests must be submitted to WES's nurse on or before August 1 prior to the start of the school year.

The head of school will review each submitted exemption form and will approve or deny the exemption as appropriate—submitting the exemption form does not mean that the exemption is automatically approved. Please contact WES's nurse for this form and for related questions.

Medication and Illness at School

All medication will be dispensed by the nurse or by faculty/staff when the nurse is unavailable. This includes all over-the-counter drugs.

Parents should:

- Let the nurse know the last dosage of the medication and when it needs to be administered;
- Provide medication in the original container (even when replenishing a supply);
- Complete a medication administration form signed by a physician if it is not included in the over-the-counter form; and
- Contact the nurse to arrange delivery of the medication.

Significant Injury at School

WES will notify a parent/guardian or the family's emergency contact as soon as possible if a significant injury at school has occurred to a child. Families need to make sure the person listed as the emergency contact knows he or she may be called by the school. If the injury is serious, the school will use its discretion and may call for emergency personnel to take the child to the hospital. A faculty member will accompany the child in the ambulance if the parent is not available.

Minor Scrapes, Bumps, and Aches

The nurse, as well as faculty and staff, may treat minor scrapes, bumps, and aches with standard first aid techniques which may include cleaning scrapes, applying Band-Aidssm or ice, etc. Over-the-counter medications may be dispensed if a physician's written permission is on file.

Illness and Injuries Outside of School

Parents and guardians are expected to address illnesses and injuries outside of school. Parents should not wait to seek medical care via the WES school nurse the next school day. Parents should provide written notice to WES's school nurse regarding any injuries or illnesses that affect attendance or require crutches, braces, casts, or being excluded from activities such as physical education and sports.

Concussion

The nurse should be notified of any head injury/concussion regardless if the injury occurred at school or off campus. If a concussion occurs at WES, parents will be notified as soon as possible.

Communicable Illness or Disease (not COVID-19)

The school nurse should be notified as soon as possible if a child has been exposed to or contracted a communicable disease such as influenza, strep throat, viral hepatitis, meningitis, pneumonia, whooping cough, or infectious tuberculosis. Children who have bacterial infections (such as strep throat) that require antibiotics,

must be on antibiotics for 24 hours prior to returning to school. Children with a fever of 99.5 F or over are required to stay home from school to prevent the spread of the illness to others. Children may return to school when they are fever free for 24 hours or more without fever-reducing medications unless they were a suspected case of COVID-19.

Head lice can be a common problem in schools. Lice must be treated immediately with special shampoo and thorough laundering of clothing, hats, household items, linens, and fabric car cushions. A child must be free of all lice and nits (lice eggs) before returning to school.

COVID-19

Families must notify the school if any individual in the household is experiencing one or more of the asterisked (*) symptoms listed above, or any two or more non-asterisked symptoms of COVID-19:

- Fever (99.5°F or higher) or chills*
- Persistent cough*
- Shortness of breath or difficulty breathing*
- New loss of taste or smell*
- Fatigue
- Muscle or body aches
- Headache
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

If a child is experiencing COVID-19 symptoms, you must notify the school and they must stay home, regardless of whether or not they have received a positive COVID-19 test. Any potential COVID-19 exposure or confirmed or suspected cases must be reported immediately to the school. Between the hours of 7 a.m. and 4 p.m., call the school directly at 301-652-7878. Tell the receptionist that you are calling to report COVID exposure so that the receptionist can respond appropriately. For more information about what happens when a child is a suspected or confirmed case of COVID-19, please see our [COVID Exposure Response Plan](#).

Vision, Hearing, and Speech/Language Screenings

Due to COVID-19, hearing, vision, and speech/language/occupational therapy screenings will not take place unless at a parent's request.

Potty Trained

For enrolling Early Childhood families, all students must be potty trained by the start of school.

ABUSE & NEGLECT PREVENTION

WES has long emphasized student safety as its number one priority. As an educational institution, WES employees are mandated by the State of Maryland to report to the local department of social services or the appropriate law enforcement agency suspected cases of child abuse or neglect as soon as possible. Reporting does NOT require proof that child abuse or neglect has occurred. Incidents are reported as soon as they are suspected.

WES Faculty and Staff Prevention Education and Training

WES is also committed to proactively addressing issues of campus assault/abuse. The administration goes beyond what is required by the State of Maryland. Established protocols include:

- All WES policies are reviewed annually by the administration with guidance provided by the State of Maryland, the National Association of Independent Schools (NAIS), the Association of Independent Schools in Maryland and the District of Columbia (AIMS), and legal counsel. The policies outline the standards of acceptable behavior between faculty and students in the classroom, around campus, on study trips, and online and they are distributed to all WES employees annually.
- All new WES employees are fingerprinted, receive a background check, and are required to attend an in-person sexual assault/abuse prevention program titled Safeguarding God’s Children which was established by the Episcopal Church and is coordinated by the Episcopal Diocese of Washington.
- The WES Business Office receives updates or changes in an employee’s background check status (even after an employee has left WES).
- All WES employees and overnight chaperones (including parents) are required annually to take an online Safeguarding God’s Children course.

Reporting

WES faculty and staff will report any incidents of child neglect or abuse to the head of school. The school counselor will be informed of the incident; the school counselor serves as the school’s primary liaison for reporting an allegation of abuse (with or without proof) to county and state officials. The administration continually works diligently to safeguard all of WES’s students and keeps the Board of Trustees abreast of major concerns and issues. All of us play a critical role in this effort. A child’s division director, head of school, or school counselor should be contacted to report inappropriate and/or illegal behaviors. A child’s division director, head of school, or school counselor should be contacted to report inappropriate and/or illegal behaviors.

Confidentiality

All actions taken to investigate and resolve complaints shall be conducted with as much confidentiality and discretion as possible, without compromising the thoroughness of the investigation or WES’s obligations to investigate and appropriately respond to the situation. If the allegation is against a person who is not an employee of WES, the head of school shall determine the procedure for investigating the allegation and correcting any inappropriate conduct.

Title IX Policy

A full copy of our Title IX Policy is available on [our website](#).

ACADEMICS

WES's extraordinary teachers work each day to create an atmosphere of high, positive expectations, good will, and an appreciation for discovery and learning. They not only teach—they coach, sponsor, chaperone, and counsel. Faculty members and division directors meet regularly to incorporate best practices and share innovations, and they are supported by the WES Professional Development Program, ensuring that each teacher has access to the academic and technological training and tools they need.

CONTINUOUS LEARNING

WES developed a **Continuous Learning** plan for the 2020-2021 school year. As we knew public health guidelines may force us to alternate between on-site and at-home learning, we wanted to create a learning model that would allow us to make these transitions seamlessly. This *Continuous Learning* approach also

enables us to accommodate students who are not able to attend school, due to either illness, health concerns, or temporary quarantine due to possible COVID-19 exposure.

WES Dragons will engage in learning in one of three modes this year:

On-Site Learning: School is open and students attend classes on campus with appropriate precautions (including mask-wearing, physical distancing, increased hygiene practices, and reduced contact beyond classes and grade levels).

At-Home Learning: Students learn away from school using technology platforms (such as Google Classroom, Seesaw, etc.) to engage in learning activities and assignments. Learning may be:

- Synchronous: all students in a class receive instruction at the same time whether it be in-person, remotely or some students in the classroom and some remote
- Asynchronous: instruction is on-demand (pre-recorded) and/or work is completed independently (e.g. projects and assignments) with supplementation via virtual office hours
- At-home learning may be appropriate for students who are not able to attend school due to health concerns, or it may be implemented for all students in case of a lockdown or extended school closure.

Hybrid Model: School is open at a reduced capacity (small classes or lower density), with most students using a combination of on-site and at-home learning.

Virtual instruction will consist of mainly live, synchronous classes, and the schedule throughout the year will remain consistent whether students are learning on site or at home. Wednesdays will be our “W” day, a day devoted to learning, community, and social-emotional well-being. Students will participate in virtual chapel assemblies, work on independent learning projects, have lunch bunches with their peers, and check-in with their teachers. Many specials classes will be taught on Wednesdays as well. Middle school clubs will also meet via online platforms.

Your student’s schedule can be accessed on the Parent Portal beginning August 28.

Expectations for Continuous Learning

Parents, please take time to review the at-home learning expectations below with your students.

At-Home Agreements for Students: Kindergarten-Grade 3

Kind: I am kind to my classmates and teachers, online, and in person.

- I will be an active learner. I will keep my camera on and my face visible to my classmates and teachers.
- I will take time to listen to my classmate's thoughts and ideas.
- I will raise my hand if I want to say something to my teacher or the group. I will keep my mic off until it is time to share.
- I will be respectful of privacy. I will not take screenshots, use images, or change participant names unless I have permission from a teacher.

Confident: I develop confidence through a positive mindset, both online and in person.

- I will try my hardest and do my best work.
- I will ask for help if there is something I need or something I don't understand.
- I will follow up on my teacher’s feedback.

Prepared: I prepare for being a responsible, global citizen by developing strong academic skills, creativity, and critical thinking.

- I will keep my workspace organized and ready for learning.
- I will dress for success to show that I am ready to learn.
- I will keep my attention to the class and task at hand, and follow the teacher's instructions. I will not use the online chat unless a teacher invites me to do so.

Additionally...

- I have read and understood WES's Acceptable Use Policy for Digital Devices.
- I understand that if I have a hard time with any of these agreements, I may be asked to leave a meeting and follow up conversation with Mrs. Hillman or Mrs. Nickel.

At-Home Agreements for Students: Grades 4-8

Kind: I will strive to be kind in my interactions with my classmates and teachers, online and in person.

- I will be an active and engaged listener of my teacher and classmates. I will keep my camera on and my face visible during online work time.
- I will take time to listen to my classmates and respond respectfully to their thoughts and ideas.
- I will raise my hand and wait patiently for my turn if I wish to contribute. I will keep my mic off until it is time to share.
- I will be respectful of privacy. I will not take screenshots, use images, or change participant names unless I have permission from a teacher.

Confident: I develop personal and academic confidence through positive habits of mind online and in person.

- I will be proactive in finding my weekly and daily tasks and responsibilities.
- I will manage my time on a task as advised by my teachers, turn in my assignments on time, or ask for an extension if needed.
- I will self-advocate if I need clarification, more time, or more teaching.
- I will follow up on my teacher's feedback.

Prepared: I prepare for being a responsible, global citizen by developing strong academic skills, creativity, and critical thinking.

- I will be on time for learning or let my teacher know in advance I will be late.
- I will keep my workspace organized and prepared for learning.
- I will dress for success to show that I am ready to learn.
- I will keep my attention to the class and task at hand, and follow the teacher's instructions (including, not using a personal device to communicate with peers during school hours, or using other online chat features without teacher directions.)

Additionally...

- I have read and understood WES's Acceptable Use Policy for Digital Devices.
- I understand that if I am disrespectful in any way or cannot comply with these agreements, I may be asked to leave a meeting and follow up conversation with Mrs. Hillman, Mr. Isola, or Mrs. Cuddihy.

Continuous Learning: General Expectations for Parents

We welcome your partnership as we navigate Continuous Learning together.

- Please try to attend training & orientation sessions offered by WES (including the use of tools such as Blackbaud/Google Classroom/Seesaw).

- Please work with your child to review School routines and expectations, including the Acceptable Use Policy for Digital Devices.
- Make sure you understand procedures and who to contact.
 Notify Stacey Bailey, sbailey@w-e-s.org, if your child is sick or will be absent.
 Notify Andy White, awhite@w-e-s.org, or Matt Foster, mfoster@w-e-s.org, if you have a problem or question related to technology.

At-Home Learning Guidelines: Parents

When learning off-campus, we encourage parents to think differently about how to support their child; how to create structures and routines that allow them to be successful; and how to monitor and support their children's learning. As we know from the spring, some students thrive with distance learning, while others may struggle. The guidelines provided below are intended to help parents think about what they can do to help their children find success in a remote learning environment.

1. Establish (or review) routines and expectations.

Engage in conversations with your child around what worked during the spring period of distance learning, what didn't, and what needs to change. To help your child be successful, set expectations for routines, assignment checking, and engagement in learning activities.

2. Define (or review) the physical space for your child's study.

Help your child establish a consistent learning space in a quiet area, free of distractions, and create an environment that includes access to school supplies and the internet. Where possible, this should not be a bedroom but should be a place that can be monitored by parents.

3. Monitor communications from your children's teachers and reach out if worried.

Talk with your child about what they are thinking and feeling. WES welcomes parent partnership and communication and please let teachers or division directors know if they are having difficulty with remote learning. If your child is displaying signs of anxiety, please reach out to the counselors or the chaplain. We are here to help.

4. Begin and end each day with a check-in.

Start and finish each day with a simple check-in. In the morning, ask *What are you learning today? What are your goals? How will you spend your time? Do you have everything you need? Do you need any help with anything?* This brief grounding conversation will help your child organize themselves and set priorities. Older students may not want to have these check-ins with parents (that's normal!), but they should nevertheless. Establishing these routines and expectations will help your child stay on track and be successful during a period of remote learning.

5. Take an active role in helping your children process and "own" their learning.

In the course of a regular school day at WES, children engage with other students or adults dozens if not hundreds of times. These social interactions and opportunities for mediation include turning to a peer to exchange a thought or idea, participating in small or large group discussions, asking questions for clarification, collaborating on group projects, and countless other moments. While some of these social interactions will be re-created on virtual platforms, they are hard to replicate entirely. Circling back with your child and engaging with what they are learning will help them process what is needed, develop accountability, and stay on track of assignments.

Productive struggle is essential to learning, so we ask that you encourage your child to be “comfortable with being uncomfortable.” Support your child’s independence as much as possible and try not to jump in too quickly to offer help or provide a strategy or prompt. Please do not complete assignments for your child, even when they are having difficulties. Be positive and encourage them to try different strategies or look to past problems for ways forward if they are stuck. Most importantly, encourage your child to self-advocate, express their difficulties to their teachers, and seek support.

6. Encourage physical activity and/or exercise.

Plan for breaks during the learning day and make sure your child remembers to move and exercise. This is vitally important to their health, wellbeing, and to their learning. Learners can benefit from built-in transitions between “class” to help them reset for the next subject.

Don’t forget, your child can pitch in around the house with chores or other responsibilities to keep them active! Encourage your child to spend their break away from their screens and allow for physical activity and play.

7. Monitor how much time your child is spending online.

A family agreement can be a powerful tool for monitoring and setting boundaries around screentime. Encourage your child to spend their break away from their screens and allow for physical activity and play.

8. Keep your children social, but set rules around their social media interactions.

Help your child keep connected to the community and their friends, but importantly, monitor their social media use. A powerful aspect of our school is the connections between our Dragons. Older students rely on social media to communicate with friends but apps such as TikTok, Instagram, WhatsApp, or Facebook are not official, school-sanctioned channels of communication. Remind your child to be kind, respectful, and appropriate in all their communications and to represent the school and your family’s values in their interactions with others.

Curriculum

WES has a robust curriculum for all of its grades which is based on the school’s founding beliefs. The goal of the founders was to create a well-balanced, independent Episcopal school for children that would nurture the whole child. To do this, the School believes that:

- The Nursery through Grade 8 school model best serves students.
- Academic excellence and happy children belong together.
- School must challenge students but also let kids be kids.
- WES imparts a spirit of community, achievement, character, creativity, adventure, and faith.
- It is a privilege to empower children to stride confidently into the world, delight in it, and contribute to it.

Curriculum details by grade can be found on our website and are provided throughout the year by the WES faculty.

Programs

The following provides detailed information about the programs outside of the core curriculum for students.

Chapel

Our weekly, age-appropriate Chapel services are a central part of the life of the school. Rooted in traditional Episcopal Morning Prayer worship and led by the chaplain, chapels include hymns, songs, prayers, and a

chapel talk from the chaplain, a teacher, a student, or an outside speaker. **Until further notice, all chapels will be held virtually, even when on-site instruction resumes.**

Parents are always welcome at Chapel services. Weekly Chapel for students in Grades 2-8 will be held on Wednesday mornings at 8:30 a.m. Chapel for students in NPK1 will be held at 9:15 a.m. on Wednesday mornings. Chapel time is worship time. Parents and students are asked not to eat or drink during Chapel, and to respect the reverence of the service.

Assemblies and Programs

All assemblies and programs will be held virtually until further notice, to comply with public health guidelines about large-group gatherings.

Library

The Stuart Work Library is a major resource at the core of the school program. Students use it to advance their enjoyment of literature, to support their growing skills in reading, and to develop research skills. We will continue with our virtual check-out program, similar to the summer library lending program, for Fall 2020. More details will be forthcoming soon.

Technology–Equipment

Currently the school maintains more than 400 networked devices for educational use. Computer equipment such as desktops, laptops, and iPads are located in full-sized computer labs, every classroom and resource room, the Library, and other program-related spaces throughout the building. Students use this equipment to run an ever-increasing array of academic and related software programs. Additional technology to support the curriculum includes SMART™ Boards, interactive displays, and other peripherals. For the 2020-2021 school year, students in Nursery-Grade 3 will be provided an iPad and students in Grades 4-8 will be provided a Chromebook.

Technology–Internet

Students at WES are able to connect to the internet through the school's network. Access to the internet enables students to utilize vast resources to further the educational goals and objectives. Internet use is carefully monitored, and a sophisticated firewall is used to block access to inappropriate, extraneous, or unnecessary websites. The "WES Acceptable Use Policy (AUP) for Technology" details the safety policies and procedures for school internet use and WES-provided devices. All students (when appropriate) and parents must sign the AUP form. The "WES Acceptable Use Policy (AUP) for Technology" document is posted separately on the Parent Portal, and more information about the AUP can be found in this Handbook in the *Student Life* section.

Foreign Language

All WES students (Pre-Kindergarten-Grade 8) are offered a choice of studying French or Spanish. Changes to a foreign language option (Spanish to French or French to Spanish) may only be made by special permission of the division director. Latin is taken in Grades 6, 7, and 8 as a support to the Language Arts program.

Study Trips

Study trips are an important component of a WES education, and, during a regular school year, each class takes several. Overnight study trips are planned beginning in Grade 5 with the trip to the Antietam Civil War site. Grade 6 goes to Utah and the Desert Southwest; Grade 7 spends 9 days in Italy; and Grade 8 has exchanges with schools in Paris, France, or Granada, Spain.

All study trips are currently postponed until further notice. At this point, it is unlikely that international study trips will take place during the 2020-2021 school year. However, we are optimistic that alternative trips closer to home may be arranged in Spring 2021; we will continue to be in touch and update this policy.

Community Service and Outreach

It is a goal of WES to encourage its students to recognize and serve the needs of others. The WES Community Service Committee (CSC) seeks to provide authentic and reflective service experiences for our students. During the months of October through April, our First Friday program hosts a wide variety of service offerings led by our faculty and staff. These activities will generally run from 2:30 - 3:30 p.m. on Friday afternoons. A link to sign-ups will be available in the weekly NeWES, along with a description of grade level appropriateness and the number of participants available to sign-up.

Examples of service opportunities include creating and delivering sandwiches for Martha's Table, assembling toiletry bags for homeless shelters, designing "Kindness Rocks," travelling to Brighton Gardens, working with students at the Rosemount Center, cleaning up Little Falls Parkway, and card making.

Athletics - Grades 5-8

WES believes that physical development is as important as social and academic development. In that spirit, WES offers a broad and deep program in athletics. On the field, WES Dragons perform with confidence, determination, and school spirit. **For students in Grades 5/6 and 7/8, there are two athletic options:**

- *Team Sports:* Boys and girls are offered teams in the following sports: soccer (fall), basketball (winter), and lacrosse (spring). In addition, there are two co-ed teams: cross country (fall) and track and field (spring).
- *WESQwest:* Each term, students may choose the physical education alternative to team sports, WESQwest. This program is intended to engage and motivate students in Grades 5-8 to become and remain physically active through a varied program of modern lifestyle fitness and sport activities.

Although a modified P.E. program will be available during the 2020-2021 school year, all team sports are currently suspended until further notice.

Before-School Enrichment Program

Our before-school enrichment program is temporarily suspended until further notice due to COVID-19. We usually hold Open Gym Monday-Friday from 7:25 to 7:50 a.m. for students in Grades 1-8.

After-School Enrichment Program (ASEP)

At WES, the learning and adventure extends beyond the regular school day, with interesting and worthwhile options for students after school throughout most of the year. The popular **on-site** After-School Enrichment Program activities are offered from 3:30-4:30 p.m. on Monday through Thursday and from 2:30-3:30 p.m. on Friday, ranging from clubs to study hall, help sessions, musical rehearsals, cooking, art, dance, and sports practice. Offerings are age dependent. There are three sessions per school year, and each session has different offerings. While many are covered by tuition, some enrichment programs are fee-based. Registration forms can be online via the Parent Portal.

The on-site After-School Enrichment Program has been temporarily suspended due to COVID-19. We will explore the possibility of offering a virtual ASEP after the school year begins.

Extended Day

The Extended Day program is temporarily suspended due to COVID-19.

Summer Break—*Summer@WES*

During the summer break and for a fee, WES offers *Summer@WES*, the WES summer camp. Since 1989, WES offers a variety of exciting, fun, and enriching activities for children ages 3 ½ -14. Activities include swimming, art, cooking, languages, science, sports, study trips, sleepaway camp, and much more! Small group sizes create an intimate and attentive environment allowing experienced staff to ensure that each child can learn and explore while building lasting friendships and lifelong memories. Older students and alumni are often junior counselors and counselors-in-training.

During Summer 2020, *Summer@WES* was offered as a virtual program. More information will be forthcoming in the future about *Summer@WES* for Summer 2021.

INDEPENDENT ASSIGNMENTS AND HOMEWORK (Grades 2-8)

Independent assignments are considered an integral part of the WES instructional program. Its purpose is to provide:

- Practice or extension of a lesson taught that day in class or (starting in upper elementary grades) preparation for an upcoming lesson;
- Development of executive functioning skills (i.e., planning, time management, and follow-through); and
- Parent awareness of a child's program and progress.

Middle School students will continue to be assigned independent assignments as homework, but students will be given time "in class" to start or even complete homework. There will be longer-term projects that may be used as assessments as well.

Elementary students will be assigned independent work to further develop the skills outlined above.

The following guidelines for organizing an effective study program have been developed by the faculty. Work is done at the beginning of the year to encourage students to use the following guidelines. The following provides an outline of what students and parents should do to best ensure homework reinforces in-class instruction.

Students should:

- **Record all assignments in the student planner.** Middle School students may receive assignment sheets from their teachers and may use these in lieu of the plan book. Independent assignments are posted either on Seesaw (Grades 2-4) or Google Classroom (Grades 5-8). Homework is posted in the school portal as a backup and for parent information.
- Schedule a definite length of study time for each day. Guidelines for this will be given by the teacher.
- Set a regular time for homework/independent assignments. Sessions might be divided into several parts with short breaks scheduled and leaving time for reading before bedtime. Silent reading for book reports or pleasure should be a regular part of the daily study time.
- Find an appropriate area (i.e., a desk or table with good lighting and ventilation) for study and use it daily.
- Collect all necessary tools before beginning: paper, pencils, sharpener, ruler, eraser, dictionary, and thesaurus.
- Ask questions when help is needed and check completed work for errors.
- Ask teachers for help when needed.
- File completed work and quizzes at home to use as study guides for tests.

Parents should:

- Read and discuss study guidelines with their children at the start of the year.
- Become acquainted with the weekly pattern of assignments established by the teacher and discuss any questions or problems.
- Check the portal/Google Classroom/Seesaw for homework assignments and due dates, and for indications of late or missing work.
- Until a clear routine is established, decide on a daily study schedule with their children, write it down, and post it for family reference.
- Encourage their children to use appropriate study tools (e.g., word processing and related software, dictionary and thesaurus, and maps).
- If needed, help their children get started and stay on task.
- Check for completion but **do not create, edit, or correct errors of their children's work**. The teacher needs to see each child's own work to assess his or her progress and accurately guide the classroom instruction.
- Review assignments for younger children daily.
- Students often check their own homework/independent assignments. Teachers find this activity is a valuable use of instructional time, because students can receive immediate feedback and learn from their own mistakes. Classroom teachers regularly review such work.
- Help with learning of special material (e.g., check for memorization of spelling words or math facts, play oral games to reinforce learning, and quiz on content material in preparation for tests).
- Write a note to the teacher in the assignment book or send an email if their child has difficulty and needs help with an assignment.

REPORT CARDS AND GRADING KEYS

WES provides families with detailed report cards in all grades. The goal of report cards and progress reports is to provide timely and detailed information to both the student and the student's parents. Parents should review report cards to recognize areas of strength for the student and to identify areas for improvement. In Grades 1-8, the report card focuses on three areas per subject: Grade, Effort, and Key Skills (*incorporated into the Grade/Effort assessments for Middle School*).

All questions about report cards should first be addressed to the student's homeroom teacher (Nursery to Grade 5) or advisor (Grades 6-8) or specific teacher (Grades 6 - 8). If additional information is needed, the division director overseeing the child's grade will gladly meet with the parent to discuss further. The following provides detailed information about report cards and grading keys. Report cards are posted online shortly after the end of a semester (Grades N - 5) or quarter (Grades 6 - 8) in the Parent Portal of www.w-e-s.org as follows:

- **Grades N-5:** January and June
- **Grades 6-8:** November (grades and comments), February (just grades), April (grades and comments), and June (just grades)

Additional feedback will be given via Progress Reports and at Parent-Teacher conferences as follows:

- **Grades NPK and Grades 1- 5:** One conference in the fall and one in mid-winter. In most cases, families will be notified by email of the conference sign-up online.
- **Grades 6-7:** Parent-Teacher conferences will be offered this year after the first quarter. Additional conferences can be planned as needed. Any questions can be directed to the student's advisor or teacher. The school counselor and learning specialists are available to discuss any serious concerns.
- **Grade 8:** Meet with the Middle School Director and Head of School during the summer. Have conferences with the advisor or teacher as needed. All Grade 8 students receive a progress report during their first quarter, roughly in early October.

Grade Scales

There are several different grading scales based on the division and the subject. These scales can also be found on the Parent Portal.

Early Childhood

1	Student is consistent in demonstrating behavior or skill.
2	Student is progressing in demonstrating behavior or skill.
3	Student is in the early stages of demonstrating behavior or skill.
4	Student is not yet demonstrating behavior or skill.

Elementary (Grades 2-5)

WES uses a four-point scale performance continuum for this reporting.

In the Elementary School, we use a four-point performance continuum to report progress in individual subject areas and across core competencies as follows

Not Yet Apparent

The behavior, skill, or knowledge is not yet apparent. The student does not meet the expectation. The student has a limited understanding of the key concepts, processes, and skills.

Beginning to Develop

The behavior, skill, or knowledge is not consistently demonstrated. The student is beginning to meet or is occasionally meeting the expectation. The student is beginning to grasp and apply the key concepts, processes, and skills.

*Developing as Expected**

The behavior, skill, or knowledge is consistently demonstrated. The student consistently and independently meets the expectation. The student grasps and applies the key concepts, processes, and skills.

*Desired goal for each student

Exhibiting Strength

The student exceeds the expectation. The student demonstrates an exceptional in-depth understanding of the key concepts, processes and skills, and transfers this understanding within other contexts.

Report Card Sections

The Elementary School report card aligns with our belief in holistic child development. The report card includes information across primary areas of our curriculum, and is organized with the following sections:

Portrait of a WES Graduate

A collective vision that articulates WES’s aspirations for all of the school’s students: Kind. Confident. Prepared.

Homeroom Teacher Narrative

Individualized text describing a student’s learning at WES, providing context and details about their social-emotional and academic development.

Academic Subjects

Report of the student’s academic areas of Reading, Writing, Math, and Social Studies. Classroom teachers use the four-point scale to report on key elements in each area.

Specialist Subjects and Comments

Feedback on each student’s knowledge, skills, and behavior.

Grades 6-8

Except for Physical Education/Sports (Grades 6-8), Religion (Grades 6-8), and Speech & Drama (Grades 7-8)

<p>A (90-100)</p>	<p>Superior knowledge of course content; student consistently produces excellent work</p> <p>A- (90-92) A (93-96) A+ (97-100)</p>
<p>B (80-89)</p>	<p>Thorough knowledge of most course content; student frequently produces work of high quality</p> <p>B- (80-82) B (83-86) B+ (87-89)</p>
<p>C (70-79)</p>	<p>Basic understanding and ability to apply most course content; student produces satisfactory work</p> <p>C- (70-72) C (73-76) C+ (77-79)</p>
<p>D (60-69)</p>	<p>Inadequate knowledge and ability to apply much of course content; student is frequently unable to produce satisfactory work</p> <p>D- (60-62) D (63-66) D+ (67-69)</p>
<p>F (below 60)</p>	<p>Unacceptable level of understanding of course content; student is unable to show basic understanding of skills and concepts</p>

Grading Scale for Physical Education/Sports (Grades 6-8), Religion (Grades 6-8), and Speech & Drama (Grades 7-8)

DP	Distinguished Pass – Exceptional
P	Pass – Meeting expectations
M P	Minimal Pass – Below standards
F	Fail
Rx	Medical exemption (for Physical Education)

Effort Scale for Grades 6-8: Report cards also include an assessment of effort for core and enrichment subjects. The goal of this grade is to emphasize those aspects of student performance, which include the following items:

- Preparedness: Homework record / Familiarity with content / Ready to learn
- Attentiveness: Following directions / Listening
- Participation: Accuracy / Thoughtfulness / Willingness to work in large or small groups
- Homework: Completeness / Accuracy / Promptness
- Attitude: Curiosity / Perseverance / Initiative / Enthusiasm

1	Outstanding
2	Strong
3	Satisfactory
4	Needs Improvement
5	Unsatisfactory

STUDENT LIFE

WES is committed to encouraging responsible and caring behavior in students. To heighten awareness of and commitment to moral and ethical living, specific activities are a part of the school’s ongoing program. WES has a formal Honor Code and the current faculty are using elements and strategies from the Responsive Classroom® program in all facets of classroom culture as well as Advisory meetings in the Middle School. There are clear expectations in place regarding student conduct in the building, online, and when representing WES in the community. These expectations and the conversations and teaching that enforce them form the foundation for student growth.

Responsive Classroom®

This program reinforces the WES mission to create a supportive and positive community of academically excellent and joyful students. The program recognizes that academic success is best achieved in a socially successful environment. The core values of empathy, respect, and responsibility are emphasized, alongside social skills, self-regulation, and conflict resolution. It is encouraged that families unfamiliar with these programs read further about *Responsive Classroom®*. Free resources are available in WES's Library and may be checked out to parents. The following activities and guiding principles form the core of WES's ongoing program:

Full Curriculum: The social and emotional curriculum is as important as the academic curriculum.

Learning Best: How children learn is as important as what they learn.

Social Growth: Great cognitive growth occurs through social interaction.

Social Skills: To be successful academically and socially, children need to learn a set of social and emotional skills that include cooperation, assertiveness, responsibility, empathy, and self-control.

Knowing Students: Knowing the children we teach—individually, culturally, and developmentally—is as important as knowing the content we teach.

Knowing Families: Knowing the families of the children we teach is as important as knowing the children we teach.

Adults Working Together: How we, the adults at school, work together is as important as our individual competence: Lasting change begins with the adult community.

There are several classroom practices that serve as the foundation for Responsive Classroom®, and they are:

Morning Meeting (a daily version of “Class Meetings”): Gathering as a whole class each morning to greet one another, share news, do an activity together, and prepare for the day ahead.

Rule Creation: Helping students create classroom rules to ensure an environment that allows all class members to meet their learning goals. This includes Class Rules and a School Constitution.

Interactive Modeling: Teaching children to notice and internalize expected behaviors through a unique modeling technique.

Positive Teacher Language: Using words and tone as a tool to promote children's active learning, sense of community, and self-discipline.

Logical Consequences: Responding to misbehavior in a way that allows children to fix and learn from their mistakes while preserving their dignity.

Classroom Organization: Setting up the physical room in ways that encourage students' independence, cooperation, and productivity.

Working with Families: Creating avenues for hearing parents' insights and helping them understand the school's teaching approaches.

Collaborative Problem Solving: Using conferencing, role playing, and other strategies to resolve problems with students.

Guided Discovery: Introducing classroom materials using a format that encourages independence, creativity, and responsibility.

Student Code of Conduct

Online Behavior

The WES Acceptable Use Policy (AUP) is a document stipulating constraints and practices that students must agree to for access to the school network and their WES-provided devices. All students (when appropriate) and parents/guardians of students are required to sign and return the AUP.

WES recognizes the importance of effective network use and encourages its students, teachers, and other members of its community to use developing technology in a responsible manner to enhance the learning experience. It is important to remember that the use of these resources is a privilege, not a right. WES expects all students to access and use WES's network and devices responsibly and respectfully. Students are responsible for using common sense and good manners when using the network, or any network-related tools and materials and technology. This includes email, texting, SnapChat, Instagram, social networks, blogs, games, personal webpages, Google Drive, and other similar web-based sites, cell phones, iPads, and gaming devices, computers, and consoles inside and outside the classroom. This policy provides general guidelines and standards that the school expects its students and families to abide by in their use of the network.

AUP Guidelines for Responsible Use Policy and Children's Online Privacy Protection Act (COPPA) Waiver

The following information is a copy of WES's formal AUP and COPPA waiver. Students (when appropriate) and parents will receive a copy of the AUP to sign in September.

[**AUP Guidelines for Responsible Use \(AUP\) for Grades 4-8**](#)

[**AUP Guidelines for Responsible Use for \(AUP\) for Nursery-Grade 3**](#)

Children's Online Privacy Protection Act (COPPA) WAIVER

WES utilizes several computer software applications and web-based services, operated by third parties—not by the school. These include, but are not limited to, Google Apps for Education, Seesaw, Noodle Tools, Typing Club, code.org, and similar educational programs.

- In order for our students to use these programs and services, certain personal identifying information, generally the student's name and email address, must be provided to the web site operator.
- Under federal law, these websites must provide parental notification and obtain parental consent before collecting personal information from children under the age of 13.
- The law permits schools to consent to the collection of personal information on behalf of all of its students, thereby eliminating the need for individual parental consent given directly to the website operator.
- Acceptance of this policy will constitute consent for WES to provide personal identifying information for your child consisting of first name, last name, email address and username to the operators of any web-based educational programs and services WES may utilize during the academic year.

A copy of WES's AUP is also posted on the WES Parent Portal.

Student Behavior Expectations at WES

Our school motto is "Be Kind." As such, all decisions related to behavior and discipline are guided by our intention to teach empathy and kindness, respect and responsibility, and cultural competency in all our students. We believe every child has the right to come to school, feel safe and nurtured, and thrive in a joyful learning environment.

Each child's developmental stage brings different challenges and opportunities in terms of expectations for and responses to behavior. We see every mistake as a learning opportunity and an occasion to support children in

their growth and development. The behaviors outlined below are broad statements and include examples to cover a range of situations.

Harassment or Mistreatment

WES is committed to providing a safe and secure learning environment for all students. Any form of harassment or mistreatment of students, faculty, staff, and volunteers is unacceptable. Students shall not abuse or mistreat faculty, staff, volunteers, or other students in any way. The use of abusive language, obscene or profane language, including racial, religious, or sexual references directed at other people will not be tolerated. WES affirms that all members of our community treat one another respectfully.

Verbal Interactions

We expect students to be kind, respectful, and considerate in their verbal interactions with peers and adults. Verbal behavior that is disrespectful to others is inappropriate and unacceptable. This behavior includes, but is not limited to, name-calling, cursing, derogatory remarks (especially those targeting a person's identity), humiliating, inappropriate jokes, and bullying.

Physical Interactions

We expect that physical interactions between students are welcomed, appropriate, and respectful. Physical behavior that is disrespectful to others is inappropriate and unacceptable. This behavior includes but is not limited to, hitting, shoving, slapping, shaking, spitting, or biting.

Sexual Harassment

Sexual harassment is unwelcome or unwanted sexual behavior that creates an offensive or intimidating school environment. It may be verbal, visual, or physical conduct that includes, but is not limited to, touching body parts; spreading sexual rumors; making sexual references, jokes, facial expressions or gestures; name-calling; and creating/leaving obscene messages or images.

Dangerous Objects

We work hard to ensure that our school is a safe place for students, staff, and families. Objects that are dangerous have no place in an educational setting and should not be brought to school. Any dangerous objects brought to school will be immediately confiscated, and disciplinary actions will be taken as deemed appropriate to the situation and student(s) involved.

Respect for Property

We are a community that takes pride in showing respect for our environment and the property of others. We expect all WES students to demonstrate this respect. Disrespect of property includes but is not limited to, defacing school or student property, and taking other community members' property without permission.

Reporting an Incident

In the event that students observe any suspicious or inappropriate behaviors and/or policy violations on the part of other community members, it is their personal responsibility to immediately report their observations to an adult.

Reported Incident Response Process

- Student shares incident with adult(s)
- Adult(s) reports incident to the administration
- The administration conducts investigation and notifies families of students involved
- The administration determines if the incident warrants further action
- The administration facilitates remedial actions (such as apologies) and/or applies consequences and notifies families of students involved
- As follow-up, adults will monitor students/situation to ensure behavior is not repeated

Bullying

Creating and maintaining a safe, supportive, and joyful learning environment is central to the school's mission. We believe that all WES community members have the right to be treated with respect and kindness. To that end, WES's policy is to provide a learning environment that is free of bullying. WES will not tolerate the mistreatment or abuse of one student by another student. Bullying is distinct from other incidents of teasing as it is aggressive behavior that is intentional, repeated over time, and involves an imbalance of power or strength. Bullying can take on various forms including:

1. *Physical bullying*: when one person engages in physical force against another person, such as hitting, punching, pushing, kicking, pinching, or restraining another.
2. *Verbal bullying*: when someone uses their words to hurt another, such as by belittling or using hurtful names.
3. *Nonverbal or relational bullying*: when one person manipulates a relationship or desired relationship to harm another person. This includes social exclusion, friendship manipulation, or gossip. This type of bullying also includes intimidating another person by using gestures.
4. *Cyberbullying*: the intentional and overt act of aggression toward another person by way of any technological tool, such as social media, email, instant messages, text messages, digital pictures or images, or website postings (including blogs). Cyberbullying can involve:
 - Sending mean, vulgar, or threatening messages or images;
 - Posting sensitive, private information about another person;
 - Pretending to be someone else in order to make that person look bad;
 - Intentionally excluding someone from an online group;
 - Hazing – an activity expected of someone joining or participating in a group that humiliates, degrades, abuses, or endangers that person regardless of that person's willingness to participate;
 - Sexualized bullying – when bullying involves behaviors that are sexual in nature. Examples of sexualized bullying behaviors include sexting, bullying that involves exposures of private body parts, and verbal bullying involving sexualized language or innuendos.

Anyone who sees an act of bullying, and who then encourages it, is engaging in bullying.

Reporting an Incident of Bullying

Because WES is dedicated to maintaining a community that is free from bullying, it is imperative that all students actively participate in promoting the physical and emotional well-being of all community members.

In the event that students observe any suspicious or inappropriate behaviors and/or policy violations on the part of other community members, it is their personal responsibility to immediately report their observations to an adult.

Bullying Incident Response Process

- Student shares incident with adult(s)
- Adult(s) reports incident to the administration
- The administration conducts investigation and notifies families of students involved
- **The administration determines if bullying has occurred**
- The administration applies remedial actions and/or consequences and notifies families of students involved
- As follow-up, adults will monitor students/situation to ensure behavior is not repeated.

Addressing Behavior and Consequences

At WES we believe that making mistakes is an opportunity for growth. As such, we intend to continually reinforce these expectations through thoughtful conversations with students, their families, and faculty and staff members.

The course of disciplinary action is balanced with the need for accountability and our commitment to reinforce behavioral expectations in a developmentally appropriate manner. As the first course of action, teachers work directly with students to redirect or quietly address behavioral infractions. Teacher interventions adopt a restorative approach and may include conferencing with students and communicating with families. Teachers may refer students to the appropriate administrator based on the severity or recurrence of the infraction. Consequences from not fulfilling the above expectations, or repeated incidents, may result in escalating progressive discipline--from teacher/student/parent conferences and consequences to in-school service, and finally, suspension or expulsion.

It should be noted that all investigations of a disciplinary nature will be handled with a level of confidentiality deemed appropriate by the administration.

DRESS CODE

The school believes that an important aspect of creating a productive school environment is appropriate dress. For the 2020-2021 school year, we have expanded our dress code options.

During at-home learning, free dress is permitted. Students are expected to dress appropriately, and appear tidy and ready to learn.

During on-site learning, the locker rooms will no longer be utilized, and students will be unable to change clothes for PE. Consequently, students in Grades 1-8 can choose among the PE uniform, WES Spirit Wear, or Daily Wear for on-site learning. There will be no need for the Dress Uniform in the first semester.

Students in Nursery, Pre-Kindergarten, and Kindergarten also have free dress, but all clothing should have age-appropriate images and messages.

All clothing should be clean, in good repair, and fit correctly. All shoes should be appropriate for physical activity.

Normal Dress Code for Nursery/Pre-Kindergarten/Kindergarten (N, Pre-K, and K)

Children in Nursery, Pre-Kindergarten, and Kindergarten should wear play clothes that are neat, comfortable, and easily handled independently. Outdoor clothing should be suitable each day to allow a child to spend an hour outdoors comfortably. Long pants are recommended during the winter. All clothing, particularly rain or snow boots, should be large enough for the child to get on and off easily. Parents and guardians should avoid costumes, overalls, sandals, flip-flops, dressy shoes, party dresses, or fancy clothing that might be damaged or cause tripping, and clothes the child cannot easily handle in the restroom.

All Students Grades 1-5

Daily Wear

When dress uniform is not required, students may dress in accordance with options for daily wear. All dress uniform components may be worn for daily wear.

Top

- Shirt: Collared polo or turtleneck in white, red, light yellow, or navy knit
- *Optional* WES sweatshirt

Bottom

- Jumper: WES plaid or navy; hemline to be no shorter than mid-thigh; shorts may be worn under skirts if they do not extend below the hemline
- Skort or Skirt: Tan or navy twill; hemline to be no shorter than mid-thigh; shorts may be worn under skirts if they do not extend below the hemline
- Walking shorts: Tan or navy twill; belted at the waist if there are belt loops
- Trousers: Tan or navy twill or corduroy; belted at the waist if there are belt loops
- *Optional* leggings: Black or navy, worn with socks such that no bare leg is showing and may be worn only with jumper or skort.

Additional Required Items

- Belt: Dark leather for trousers/shorts with belt loops
- Socks or tights: White, navy, or black
- Shoes: Any shoes appropriate for physical activity

Please note:

- Appropriate school shoes are closed (toe and back) and do not include high heels, boots, slippers, or Croc-like shoes.
- NO LOGOS other than WES logo are allowed on clothing
- No makeup
- No jewelry other than a watch, ring, stud earrings, bracelet, and necklace; all jewelry must be plain and simple

All Students Grades 6-8

Daily Wear

Top

- Shirt: Oxford cloth light blue or white; long or short sleeve; white plain T-shirt only may be worn beneath oxford shirt

- *Optional* WES sweatshirt

Bottom

- Skirt: WES plaid, tan, or navy; hemline to be no shorter than mid-thigh; shorts may be worn under skirts if they do not extend below the hemline
- Walking shorts: Tan or navy twill; belted at the waist if there are belt loops
- Trousers: Tan or navy twill or corduroy; belted at the waist if there are belt loops
- *Optional* Leggings: Black or navy, worn with socks such that no bare leg is showing and may be worn only with skirt

Additional Required Items

- Tie: Appropriate, of student’s choice; *girls may opt-out of tie*
- Belt: Dark leather for trousers/shorts with belt loops
- Socks or tights: Plain white, navy, or black
- Shoes: Any appropriate school shoes

Please note:

- Appropriate school shoes are closed (toe and back) and do not include high heels, boots, slippers, or Croc-like shoes.
- NO LOGOS other than WES logo are allowed on clothing
- Minimal makeup
- No jewelry other than a watch, ring, stud earrings, bracelet, and necklace; all jewelry must be plain and simple

PE Uniform: Grades 1-8 only

All students: WES shorts, blue WES T-shirt, sneakers, and WES sweatshirt in grey, navy, or red

Acceptable: Grey, navy, or red sweatpants; and gym bag or cinch sack (available in The Dragon’s Den).

Spirit Wear: Grades 1-8 only

Acceptable: T-shirts, shorts, sweatpants, track pants, fleeces, and additional items bearing the WES logo.

Where to purchase WES uniforms—The Dragon’s Den School Store

The Dragon’s Den, the official WES school store, located next to the Main Office, sells school supplies, sportswear required for PE, a variety of WES logo items, and Spirit Wear. For the 2020-2021 school year, WES Spirit Wear and the PE uniform will also be available for purchase via an online shop. The link to purchase will be shared in the NeWES, WES’s weekly newsletter.

For Grades 1-8, uniform items are available at:

Flynn O’Hara Uniforms

Loehmann’s Plaza, 5201 Randolph Road, Rockville, MD 20850
301- 838-8958, www.flynnohara.com school#MD 154

Lands’ End, www.landsend.com/school (school code: 90049628) or from the store of choice. Items with the WES school logo are available by order from Lands’ End. **Note:** Lands’ End does not sell plaid jumpers, skirts, or ties.

Gently used uniform items are available at a significant cost savings through the PA on the second-floor in the **Used Uniform Shop**.

NOTE: Students' names should be placed in all clothing and belongings. The Lost and Found is located opposite the Main Office; unclaimed items are donated to charity after Christmas break and at the end of the school year.

PARTNERSHIP WITH PARENTS

WES makes every effort to keep in close touch with parents regarding their child's and the school's overall progress, engages and supports parent volunteering opportunities, and routinely asks parents for feedback. When WES and WES parents effectively work together to support student learning, not only do the individual students tend to meet learning objectives and achieve higher grades but the school also thrives and furthers its mission. This section of the Handbook covers parent-school communications as well as parent volunteering opportunities.

Parent and School Communications

Good communication between parents and the school is a high priority at WES. WES has a variety of ways for information to be conveyed to families and for families to reach teachers and administrators at the school with questions and concerns. Likewise, understanding the organization of existing and evolving lines of communication can promote a timely flow of concerns and information between home and school.

In this section, general and individualized communications methods and those lines of communication are discussed. There are several routine teacher-to-parent communications channels that WES employs to build a strong support network for each child and the school. These communication channels include:

- **NPK and Grade 1 eNewsletters:** A newsletter from the NPK1 classrooms will be posted on Blackbaud. This newsletter highlights class activities and important upcoming events.
- **Weekly Classroom Newsletters (Grades 2-5):** A newsletter from each classroom teacher is shared via Blackbaud. The newsletter describes class activities and progress for the week as well as other pertinent information concerning, projects, and events.
- **The Middle School Message:** The Middle School Message is published monthly for Middle School students and families to keep students and parents apprised of upcoming school events. It is posted on the Middle School resource page on Blackbaud.
- **Parent Association Representative (PA Reps) Communications:** PA Reps are an important link between the parents and teachers. They coordinate with teachers on a wide variety of topics including: organizing parent drivers and/or chaperones for study trips if needed; coordinating parent volunteers to provide holiday party treats, as agreed with the classroom teacher, if needed; and contacting families in the event of an unexpected school closure. Parents should expect monthly email communications from Reps.
- **Report Cards/Progress Reports**
- **The Parent-Teacher Conference:** A conference with the child(ren)'s teacher or advisor is an invaluable opportunity for parents and teachers to exchange information that will be helpful. N-5 teachers hold two conferences per year. For Grades 6 and 7, conferences will be scheduled for early November in concert with the end of the first quarter. Grade 8 parents meet with the middle school director during the summer before eighth grade. Progress Reports are issued for Grade 8 students midway through the first quarter. Additional conferences for any grade can be planned as needed. Any questions should first be directed to the teacher or the advisor. The division director, school counselor, and learning specialist are available for further support and guidance. All parent-teacher conferences will be virtual until further notice.
- **Parent Satisfaction Survey:** Via an online survey, parents are asked to provide feedback about their and their child's experience during the school year. Questions cover a wide range of areas and subjects including academics, communications, facilities, and safety.

Individual Communication between Parents/Students and WES Faculty

For more in-depth conversations about a child's development, conversations with the child's homeroom teacher (Nursery-Grade 5), advisor (Grades 6-8), academic teacher (Grades 6-8), or specials teacher can be initiated at any time. Talking with the specific teacher or advisor will not only provide parents and guardians with greater context for their concerns, questions, or ideas but will also often provide these individuals with practical and thoughtful solutions.

The teacher and advisor can also bring in the appropriate faculty and staff to help if it is something that requires further investigation and/or support. Sometimes if a child's teacher/advisor is skipped, and a parent speaks directly with the head of school, a division director, and/or support team member, easy-to-implement solutions are missed.

If there is a concern about a child (which in the course of any student's development is natural), here are some helpful pointers to make discussion as effective as possible:

- The teacher or advisor should be contacted as soon as a problem is detected. Sometimes even a quick phone conversation can provide an immediate resolution. There is no need for a parent to wait for parent-teacher conferences or mid-term progress reports.
- A positive approach should be taken. A parent should understand that he/she may only be getting one half of the story from their son or daughter, and that the first conversation is to find out and understand the whole story.
- Information about a child's past behavior, family circumstances, and/or academic issues should be shared to better inform the situation.
- The teacher's advice and solution should be listened to and considered.
- With the teacher or advisor, an action plan should be put together and implemented.
- Parents should follow-up with a child's teacher to let him or her know how the plan is going at home.

To contact the teacher or advisor, faculty phone extensions and email addresses are listed in the Faculty and Staff Directory on the website. Parents can leave messages for anyone at any time. Voicemail and email "boxes" are checked regularly by each faculty and staff member. Faculty and staff will return calls or respond to emails within 24 business hours.

NOTE: WES email addresses are comprised of the teacher/staff member's first initial and last name (as one word) followed by @w-e-s.org, e.g., [dvoelman@w-e-s.org](mailto:dvogelman@w-e-s.org). (Exceptions: katya@w-e-s.org, mlnickel@w-e-s.org, and crothwell@w-e-s.org.)

Visiting the Classroom

Due to COVID-19, parent visits to the classroom are temporarily suspended.

School-Wide Communications

To keep parents abreast of the school-wide activities and events, WES provides and updates the following communication outlets with general school news.

- **Website (www.w-e-s.org):** The WES website provides comprehensive information for the WES community and beyond. It contains timely and useful information for parents of current students, alumni, and parents of prospective students.
- **Parent Portal:** Each parent has a password-protected webpage with information on each student's classes and activities, school and athletic calendars, announcements, and the online family directory, as well as links to other WES website pages.
- **Facebook, LinkedIn, Twitter Pages, and Instagram:** These social media sites feature school news.
- **The WES Directory:** The directory is a list of all current families with street and email addresses and phone numbers. This information is for the benefit of current families only and may not be used for any

purpose other than casual or school-related communications between families. The names and information may not be shared outside of the WES parent community nor can it be used for any commercial, political, or other non-school-related purposes, including non-school-related offers or solicitations. WES families have access to two directories—a printed version that is included in the Orientation Day packet and an online version located on the Parent Portal. The online version will have the most up-to-date and accurate information as families move and change their contact information throughout the school year. The WES Directory should be kept handy for easy reference. Extra copies of the directory are available for \$7 in The Dragon’s Den.

- **The WES Magazine:** The feature magazine contains articles and photos about school programs, faculty, parent education, alumni, achievements, and events. It is mailed to parents, grandparents, alumni families, and friends twice a year, in winter and summer. It is also available online on www.w-e-s.org.
- **The Scribble:** The student newspaper, produced by Grades 7 and 8 students and supervised by a Middle School faculty member, contains news articles, features, editorials, cartoons, and stories.
- **Wesley’s Legend:** The WES yearbook is a pictorial record of the students’ school year and is distributed to all students at the end of the school year.
- **Annual Report:** Compiled at the end of each fiscal year, it is mailed and posted on the website.

Parties, Social Activities, Teacher Gifts, Etc.

While learning remains virtual, children’s birthdays will be acknowledged and celebrated by their teachers and with their classmates virtually. We have temporarily suspended the practice of bringing birthday treats to be shared with the class due to COVID-19.

Twice each year, the Parents Association will ask parents for voluntary donations to be pooled and divided for distribution to the faculty and staff. This will occur around Thanksgiving and again in the late spring. The funds collected will be combined and divided equally between all of the faculty and staff.

In instances where a teacher receives a personal gift valued over \$100 from a single family, school policy requires that the teacher inform the administration of its receipt. The faculty member may be asked to return it to the donor. One way to recognize an individual teacher with a gift in excess of \$100 is to make a gift in honor of the teacher to the Annual Fund or purchase a brick for the East Campus. The teacher will be notified that an honor gift was made, and the donor and the teacher will be listed in the Honoring section of the Annual Report.

Volunteering

WES has an outstanding tradition of strong parent participation that provides a unique bond with their children and strengthens the school. The school welcomes parents to share their talents and expertise with the school community. Every child enjoys and benefits from having his or her parents/guardians involved.

Parent volunteer forms are available on the website under the Parents Association Resource Board on the Parent Portal. Once these forms are completed, lists are compiled and committees are formed on the basis of responses on the forms. In the event an activity chair has been identified, the chair will receive the list of interested volunteers. There may be further requests for assistance in the Thursday NeWES.

Parents, who want to share ideas, ask questions or need further information about any area, should contact the Development Office, a PA Rep, a Parents Association officer, or activity coordinator.

Student Image Usage

Under the auspices of the Development and Admission Offices, Washington Episcopal School prints several publications a year, publishes the *NeWES* and *This Week at WES* calendar weekly, and maintains the school website and other social media outlets to keep the WES community informed. WES will put photographs of students and their families (without names) in the school’s publications, on the website, or in a press release

unless explicit permission is given to use the name(s). Names of students may be used in the password-protected weekly newsletter, the *NeWES*, and in the printed online editions of *The WES Magazine*.

GOVERNANCE STRUCTURE

Washington Episcopal School is a 501(c)(3), not-for-profit organization, incorporated in the District of Columbia and accredited by AIMS (Association of Independent Maryland and DC Schools). The day-to-day operations of the school and the decisions regarding these, especially in terms of programming and curriculum, are carried out by the head of school, division directors, and the administration. Like all non-profit organizations and the vast majority of independent schools, WES's general governance is by a Board of Trustees, which is responsible for setting broad policies, overseeing school finances, hiring and evaluating the head of school, and planning for the school's future.

Board of Trustees

The members of the WES Board of Trustees, with the exception of the head of school and faculty representative, are unpaid volunteers. The WES Board is made up primarily of parents of current students, including the President of the Parents Association, but also may include alumni, parents of alumni, the Chairman *Emeritus* a faculty representative, trustees *emeriti*, and a representative of the Episcopal Bishop of Washington. The Board usually meets monthly during the school year.

To address the specific issues and questions that are under their purview, the Board members work in committees that also meet throughout the year. Most committees are comprised of Board members, non-Board members (individuals with expertise in the given committee area), and those staff members whose work is particular to the committee. The Board elects officers who, along with the head of school, comprise the Executive Committee.

Board of Trustees Committees

The Board of Trustees has several committees to help the WES administration oversee key areas of operations. The current Board of Trustees committees include the following:

- **Executive Committee**, comprised of the Board officers (chair, vice-chair, treasurer, and secretary) and the head of school, coordinates the work of the Board, sets the meeting agendas, and advises the chair on any matter brought before it. The Executive Committee coordinates the evaluation of the head of school and operates in place of the Board of Trustees as a whole when the Board does not or cannot meet.
- **Audit Committee** oversees the quality and integrity of the school's financial reporting processes and accounting practices; the adequacy and effectiveness of the school's systems of internal controls regarding finance, accounting, and related legal and regulatory compliance; and the performance, qualifications, and independence of the school's external auditors.
- **Campus & Facilities Committee** reviews physical plant and grounds operations, schedules, budgets, preventive maintenance, and capital improvement programs, and advises the Board on the master plan for the campus.
- **Development Committee** oversees and sets goals for all fundraising programs of the school, including Annual Giving, capital campaigns, the benefit Auction, and planned giving; coordinates fundraising by the Parents Association; and reviews parent, past parent, and alumni communications and programs to facilitate continuing cultivation of the friends and patrons of the school. The Development Committee is guided by a Gift Acceptance Policy to make determinations on gift acceptability and appropriateness.
- **Finance Committee** works with the administration in preparing the annual budget, based on reviews and analysis of current expenses and needs; prepares longer term projections; advises the Board on the ongoing financial status, changes, and needs of the school; periodically reviews school insurance

coverage and office procedures as they relate to finances; and considers and reviews proposals for revenue-enhancing programs.

- **Investment Committee** analyzes current investments, researches other investment options, and coordinates with the Finance Committee to make recommendations to the Board of Trustees regarding reallocation of the funds when appropriate.
- **Trustees Committee** works to ensure the most appropriate and effective operation of the Board at large through its specific work of recruiting potential Trustees, nominating officers, and orienting and educating new and returning Trustees. In addition, this committee evaluates the effectiveness of the Board, identifies non-Trustees for possible work on Board committees, and reviews and recommends revisions to Board by-laws and policies.

The Board of Trustees creates *ad hoc* task forces on an as-needed basis to handle specific short-term issues.

Parents Association

The purpose of the Association is to foster interest, support, and participation among the parents of students in the life of the school. The association provides a forum in which parents can freely express their views to enhance the operation of the school and their experience with the school. As a vital link between parents, administration, faculty, and students, the association's mission is to foster an understanding of the school's program and promote the growth and development of the school's community.

All parents, step parents, and/or legal guardians are voting members of the association. The annual dues are \$50 per student. Each spring officers are elected to serve one-year terms.

All parents and staff members are welcome and encouraged to attend regularly scheduled PA meetings which are listed on the online school calendar. Since meetings are a forum where information and ideas are presented, PA Representatives are expected to attend. Parents and guardians are free to communicate their views and ideas to their respective PA Rep if they are unable to attend the meetings; this is a great way that the PA Rep can serve as a communication link between parents in the class and the school. PA Rep will pass on important information to all class parents following the meetings to indicate actions taken or to query individual families relating to specific matters.

PA Representatives serve as coordinators for Parents Association meetings, class communications, and class activities, and they serve as liaisons for parent participation in other volunteer activities. They can pass on concerns to the appropriate WES staff member for explanation and/or resolution.

PA Activities are funded through the Parents Association dues and income from the used uniform shop. With these funds, the PA is able to sponsor annual events and programs such as the Book Fair speaker, parent education workshops, Faculty/Staff Appreciation Luncheon, Founders Day Picnic, and various other activities and needs within the WES community.

PA Faculty and Staff Appreciation Gift was established in May 2019 by the Parents Association in conjunction with the head of school and Development Office. It recognizes all the hardworking faculty and staff at Washington Episcopal School and was created so that all faculty and staff are thanked equitably and fairly. Families are asked to refrain from giving individual teacher gifts as such actions can imply favoritism and inequity and instead give to this fund.

The WES Parents Association will solicit and collect donations, divide the funds equitably, and distribute them to the faculty and staff. Collections and disbursements will occur twice a year; Christmas time, and the end-of-school year. Various levels of giving will be suggested, but the amount contributed is left solely to the discretion of the donor and is anonymous. The school encourages parents to participate in this fund and should students want to thank their teacher, they are welcome to do so with notes, photos, homemade gifts, etc.

FINANCIAL AFFAIRS

Having chosen an independent Episcopal school, parents understand the value of an independent school education. Families use a variety of strategies to pay for an independent school education and to further contribute to the School. The following provides an overview of tuition, financial aid, and supporting WES.

WES Business Office

The WES Business Office is located by the WES Main Office and handles the school's accounting, budgeting, purchasing, and contract administration. The office is committed to aiding the administration's goal of providing an excellent education to all of WES's students. The Business Office is committed to being timely, accurate, responsive, innovative, and resourceful.

The WES Business Office is dedicated to being courteous to all WES families. If a family's financial position, location, or other relevant circumstances change, it is imperative for that family to immediately communicate those changes to WES's Business Office. The WES Business Office strives to work with each family to accommodate those types of situations as it is able to and with the oversight of the head of school.

Re-Enrollment Process

Re-enrollment contracts will be issued to returning students in mid-January 2021. Information is emailed to current families, including the new enrollment contract and tuition rates for the following school year. Families are given a deadline of February 1 to review, sign, and submit the online contract and a tuition deposit in order to enroll their children for the next school year. Families who do not meet this deadline risk losing their child's seat for the coming year. Students who attend another school for any extended period of time and who would like to re-enroll must go through the admission process.

WES will be switching to a continuous enrollment contract for Fall 2021. Under the continuous enrollment model, families will sign a contract once with the option to "opt-out" annually rather than making them re-sign a full contract each year. More information about the continuous enrollment contract will be available in January.

Sibling Application and Enrollment Process

All prospective students, including siblings of current WES students, are required to formally apply, submit transcripts, provide recommendations, come for a visit, and complete any required testing. However, WES welcomes applications from families who already have children enrolled at WES with an accelerated sibling application process.

Sibling admission applications are due in early December and sibling admission (and financial aid) decision letters are emailed in conjunction with the current child's re-enrollment contract in mid-January. Sibling and returning student enrollment contracts are due February 1. Non-sibling applicants are informed of the admission decision on March 1.

Please note that applicants to Nursery must be three years old by September 1 and potty trained.

Sibling Financial Aid Information

WES's tuition and fees are comparable to those of other independent schools in the area, but we know that families with multiple children may need assistance or additional assistance, even for families with relatively high household incomes. WES offers a robust financial aid program that aims to bring a WES education within reach for families with multiple children from a variety of economic backgrounds. To schedule a financial aid consultation with Admission and Financial Aid Director Kim Bair or to ask questions about the sibling admission process, please contact Kim Bair at kbair@w-e-s.org.

Tuition and Fees

Tuition and Fees may be paid in full by July 15 of the preceding year; by deferred payments (two payments 50% on July 15 and 50% on December 15); or by ten monthly direct debit payments (May-February). By the first day of school, tuition payments must be current. If tuition payments are not current, students may not start school.

A \$150 fee and an annual tuition refund insurance plan premium are mandatory for both deferred payment plans and are billed along with tuition. School fees (i.e., Parents Association dues, Grades 1-4 supply and activity fee, one-time new student, tuition refund insurance, etc.) are added to your July tuition bill. The Grades 5-8 book and activity fee and deferred payment fee are billed over the course of the payment plan. Further information on payment plans is available from the Business Office at ext. 320. Information about registering for our optional Hot Lunch and optional Extended Day programs will be available as these options become available during the 2020-2021 school year.

Payment Process

WES partners with Smart Tuition for the processing and collection of tuition and fees. All tuition payments must be sent directly to Smart Tuition. With Smart Tuition, families may choose to receive a monthly invoice or set up recurring automatic payments from a bank account. Additionally, families may also pay by credit card (American Express, Discover, MasterCard, and Visa) with a 2.85% convenience fee. If families choose to pay by check via standard mail, checks should be sent ten business days prior to the tuition due date to be received in a timely manner. The tuition account is available online and allows for families to:

- Review the account history, view transaction details, and print monthly invoices;
- Edit contact information, password, and payment method; and
- Make a payment or set up recurring payments.

For recurring payments, a reminder is emailed 7-10 days before the due date. If a family has missed a payment, the family will receive an email and phone call reminder. The other benefits of this billing partnership include:

- Agents are available 24 hours a day, 365 days a year;
- Spanish speaking representatives are available; and
- Payments may be made via a toll free call at (888) 868-8828.

WES provides Smart Tuition with each family's primary contact information including name and email address. Once WES receives and processes the signed enrollment contract, the School instructs Smart Tuition to send an email with the registration instructions to each new family; current WES families remain enrolled in Smart Tuition and use the same username and password from the previous year. Families who have late enrollment will receive their registration instructions from the Business Office.

Late Payments or Delinquency

Prompt payments keep costs down by avoiding repeat billing. When payments are late, a late fee of \$50 per month is applied to all accounts. Any returned checks or rejected direct debits will incur a \$30 fee. Additionally, WES may take the following steps until the account is made current:

- Require the payment be made by a certified check, direct debit, or credit card
- Not issue, release, or provide academic credits, grade reports, certificates, diplomas, school records, transcripts, or recommendations. If the School in its discretion determines to issue or provide any of the listed items, it may do so with a notation to the effect that the Student's account is delinquent (as required by the Association of Independents Maryland and DC Schools (AIMS)).

Withdrawal

Notice of withdrawal of a student must be made in writing to the Director of Admission. Execution of an enrollment contract constitutes a binding obligation for payment of fees in full. If an enrollment contract is completed and the student is withdrawn from the school for any reason after June 1, full tuition is still due, and any cancellation of further obligation or refund of paid fees is at the sole discretion of the school. The tuition refund plan is available to all families but mandatory for those families selecting to pay by deferred payment. The plan protects both family and school if the child (after attending school for at least 14 days) is not able to complete the school year for any reason.

Financial Aid

Financial aid is awarded on the basis of financial need, using financial information from applications filed with School and Student Services by NAIS (SSS), a program of the National Association of Independent Schools. Parents can file the SSS application (Parents' Financial Statement, PFS) online starting September 1 for the following academic year; the filing deadline is December 1 for current families. Supporting tax documents from the previous year are also sent to SSS to verify a family's financial information. Priority will be given to those families who complete their SSS file by the deadline. Notification of financial aid grants is made in the winter; current families must re-file every year. An independent school education is a family choice, and no family receives 100% support. The school does not offer merit-based scholarships.

Supporting WES

Key to the vitality and longevity of an excellent independent school is its relationship with and voluntary support from families, alumni, and friends—past, present, and future. We look to all in the WES community for contributions of financial resources and time to help keep WES on the leading edge of independent school education for children. There are several ways families can contribute to WES as outlined below.

- **Annual Fund** is a yearly appeal WES makes to parents, grandparents, alumni and their families, faculty, and friends for monetary contributions. Since tuition does not cover the total cost of educating students, these funds are used immediately to supplement tuition income. The Annual Giving helps maintain excellence at WES by supporting new and ongoing programs in the classroom, financial aid, library, technology, athletics, alumni events, and other initiatives. The Annual Fund is the largest source of income to the annual operating budget after tuition and fees and raised over \$415,000 in 2019-2020. WES has celebrated 100% faculty participation for the last 8 years and 90-100% parent participation in gifts and pledges in the last 13 years. Parent grade representatives work with the Annual Fund Committee making phone calls and following up with fellow WES parents to support this vital Fund. Gifts may be made in the form of cash, check, credit card, donor-advised funds, or securities.
- **Capital Campaigns** are special fundraising drives to provide large influxes of funds to build significant investments for the future, such as new facilities or endowment funds. Whether the school is actively engaged in seeking large gifts or is still in the planning stages of a campaign, volunteers are needed for the ongoing work of a major gifts fundraising program. Interest and assistance from parents for these programs are welcomed.
- **Auction Gala**, a school tradition since 1988, is a major fundraising event for WES. Net proceeds from the Auction support specific needs identified annually by the school. Parents across the grades come together to work on this major community friend and fundraiser. Co-Chairs for the 20-21 have begun planning for a spring event.

- **Named Funds**

- **Deighton Alleyne Fund:** Established in September 2014 by Mrs. Delores Alleyne and Ms. Denise Alleyne, this fund recognizes a teacher, coach, mentor, and friend who blessed the Washington Episcopal School with his presence from 1997-2014. The income from this fund will support the education and growth of students at WES for years to come.
- **Isabelle S. Schuessler Fund for Faculty Excellence:** Established in honor of Washington Episcopal School Founder Isabelle S. Schuessler, this fund was established upon her retirement in 2001. Its purpose is to provide dedicated financial resources, outside the school's operating budget, to recognize and encourage excellence in teaching in all aspects of the school's programs and activities. It supports continuing education for faculty, including graduate courses, professional development seminars, workshops and retreats, rewards for outstanding performance, and special projects.
- **Stuart Work Fund for Financial Aid:** Established in 2010, gifts to the Stuart Work Fund for Financial Aid support the WES Mission to "offer the best education possible...to a heterogeneous student body." The investment fund's income is dedicated to financial aid.

- **Alumni Programs** were founded in 1990 as the alumni base has grown considerably in size as well as maturity. The Development Office plans and promotes numerous events throughout the year to help alumni connect with one another and to celebrate their post-WES experiences and milestones. To help alumni stay in touch with each other and the school, WES maintains the WES Alumni Association Facebook and alumniwes Instagram pages.

WES hopes that the WES alumni will put into practice the spirits of fellowship and learning they enjoyed during their time here by sharing their talents and resources with current students, faculty, and families to make WES as strong for the future as it was for them in the past.

- **Planned and Deferred Gifts** are welcomed, and WES accepts a variety of charitable gift types, as listed below. Gifts are tax-deductible to the donor to the full extent of the law. If there is a gift that a parent, guardian, or special friend would like to make to the school that is not described, the individual should call the Development Office to discuss the possibilities.
 - Bequests
 - Life Insurance
 - Retirement Plan Assets
 - Charitable Lead Trusts
 - Charitable Remainder Trusts

All gifts are accepted at the discretion of the Gift Acceptance Committee, and some of the gift areas listed below have restrictions, including minimum values and appropriate usage requirements.

- **Other Fundraising Programs**

- **Corporate and Foundation Grant Applications:** WES is happy to hear from anyone who may be able to help the school secure philanthropic financial support from individuals, foundations, or businesses. Proposals can be tailored to the guidelines of the donor and related to specific programs, such as support of faculty or financial aid funds.
- **Memorial and Honoring Gifts:** WES welcomes gifts made in memory or in honor of loved ones, family members, friends, faculty, and others throughout the year. In some cases, memorial or honoring funds have been established to accommodate groups of such gifts. Gifts may be designated for specific purposes such as financial aid, tutoring, technology, Library, faculty, a brick for the athletic field, etc., or offered for discretionary use.

- **Business Partnerships:** WES, like many schools, is eligible for many retail and other “rewards” programs that donate a percentage of purchases to a designated charity. These include but are not limited to:
 - Amazon Smile
 - Harris Teeter “Together in Education”
 - Lands’ End School Rewards
 - Good Search

- Registration for these programs must be renewed annually. If a parent or guardian knows of a similar program and would like more information about designating WES, individuals should contact the Development Office.

- Parents and guardians who would like to volunteer to help with any of the programs described above should call the Development Office at ext. 212.

COVID-19 SAFETY PRECAUTIONS

As you know, COVID-19 has been declared a worldwide pandemic by the World Health Organization. While COVID-19 is highly contagious, WES is taking precautions and implementing safety measures to prevent the spread. All members of the WES community have a shared responsibility to support and comply with policies and protocols to protect the health and safety of our community.

The safety protocols below more fully detail the measures that WES is putting in place to mitigate the risk of the spread of COVID-19 when WES reopens its campus with guidance from the Centers for Disease Control and Prevention, the State of Maryland, and the Montgomery County Health Department.

Our COVID-19 policies and safety protocols may be revised or updated from time to time, as necessary or appropriate and in consideration of the guidance and recommendations of the resources mentioned above. These policies and the safety protocols, as revised from time to time, will be in effect from August 24, 2020, until otherwise rescinded. Parents, and students when age appropriate, are expected to read, understand, and adhere to these new policies and procedures. Parents are expected to ensure their child(ren) understand what is expected of them. Parents who have questions about this Policy or the Safety Protocols should contact Stacey Bailey, sbailey@w-e-s.org, or the appropriate division director.

New Policies

Classroom Size

All classes will have a maximum of 15 people in attendance.

Face Coverings

- Students in Kindergarten-Grade 8 will be required to wear a mask at all times, except when eating or drinking.
- Nursery and Pre-K students will be encouraged to wear a mask at all times, except when eating, drinking, or napping.
- WES will provide 1 CDC-compliant fabric mask for each student.
- All fabric masks should meet the CDC recommendations of being at least 2 layers of cotton fabric and be well-fitted to minimize gaps between the mask and skin.
- Early Childhood students should bring two spare CDC-compliant masks to school daily; Elementary and Middle School students should bring one additional CDC-compliant mask when they come to campus.

Hygiene

- Students and staff will practice good hand hygiene. Students will sanitize or wash their hands any time they enter or exit the classroom, before and after eating, before and after playtime/recess/PE, and after using the restroom.

Classroom Items/Items Brought From Home

- Items moving between home and school will be minimized. Students will bring their own water bottle, bagged lunch, and outdoor wear. Materials used in class will remain in the classroom, and students may not bring additional items from home to school, except at the specific direction of the teacher.
- The sharing of classroom items will be minimized.
 - Each child will have an assigned individual “tool kit” with commonly used items such as pencils, crayons, scissors (depending on division level) to prevent cross-contamination.

- All shared classroom items will be used with a “Touch it; take it” policy, meaning that once a child has used an item, it will be removed from circulation in the classroom until it is sanitized. Students will put used items into a classroom “Dragon Laundry Basket.”

Physical Distancing

Students and teachers will practice physical distancing, including maintaining approximately 6 feet between individuals in the classroom and between students during hallway transitions.

Movement in the Building

- Student movement in the building will be limited. While students may travel to some specials classes in order to ensure the integrity of our specials programs, students will in general remain in their homeroom classroom throughout the day.
- One-way hallways and division-specific stairwells and bathrooms will help us limit contact between cohorts.

Snacks & Lunch

- Students will bring their own lunch from home to eat in their classrooms. Students should be able to manage their own containers, including both unpacking and repacking lunch items, with minimal assistance. For this reason, some families in Early Childhood may find it easiest to pack lunch in disposable containers and with disposable utensils.
- Students will wash their hands before and after eating.
- Desks/tables will be cleaned before and after food consumption.
- Elementary and Middle School students should provide their own snacks. Snacks will be individually packaged and will be distributed by the teacher for Early Childhood students. Students who are able will be encouraged to open their own snack package, either by hand or using the scissors in their personal tool kit.
- Students are encouraged to bring water bottles from home. Water fountains will not be available. Students will have access to touchless water-bottle filling stations. Early Childhood children will be expected to manage their own water bottle in their classrooms to the greatest extent possible. (Parents have recommended these water bottles for children with emerging skills: [Simple Modern Tritan Water Bottle with Straw Lid](#), the [Contigo AUTOSPOUT Water Bottle](#), and the [CamelBak Eddy Kids Water Bottle](#).)

Recess (Elementary and Middle School)

- All students will use hand sanitizer or wash hands before and after recess.
- Students will be expected to keep an arm’s length distance between themselves and other students at recess and to refrain from direct contact with other students.
- Cohorts will share soccer balls and other items that can be used without close contact. These items will remain with the cohort, will not be used by other students, and will be cleaned between uses.

Travel

All WES families should follow [local](#) and [federal](#) recommendations regarding travel as much as possible. Please report any **household travel** outside of the DMV. You can report any travel through this [form](#). Travel will be evaluated on a case-by-case basis; out-of-state travel may require your child to follow additional public safety measures such as self-quarantining for 14 days.

Policies and procedures specific to each division are listed below.

EARLY CHILDHOOD

- In NPK, classes will have 2 teachers and up to 13 students. In Grade 1, classes will have 1 teacher and up to 14 students.
- Students in Kindergarten and Grade 1 are required to wear a mask at all times, except when eating and drinking. Students in Nursery and Pre-Kindergarten are encouraged to wear a mask at all times, except when eating, drinking, or napping.
 - All students will wear masks during hallway transitions and when a specials teacher is present in the classroom.
 - Acknowledging the developmental needs of our youngest learners, we will review if and when breaks from masks could be offered for NPK students.
- Social distancing precautions will be used in ways that align with Early Childhood developmental needs.
 - Students within a class will be assigned to a pod of 6-7 students. In NPK, a teacher will also be assigned to the pod. Students will be allowed to more closely interact and play with the other students in their pod. Pods will be organized to remain at least 6 feet apart.
 - In NPK, children within a pod may sit together during instructional time and play together both in the classroom and outside.
 - In Grade 1, desks will be separated by 6 feet for instructional time, and students will be allowed to more closely interact and play with the other students in their pod during recess.
- NPK students will be separated by 6 feet for eating and napping.
- The sharing of classroom items will be minimized.
 - Children in the same pod may sometimes share items during playtimes. All children will use hand sanitizer during transition to playtimes.
 - In order to allow for appropriate disinfection, soft toys and other items that are more challenging to clean will be removed from the classroom.

Recess:

- All students will use hand sanitizer before and after recess.
- Early Childhood students will be allowed to play with the other children in their pod in an assigned area of the playground.
- Children will be able to use our stationary playground equipment but will not use shared mobile items like balls and blocks.

Naps (Nursery and Pre-K only):

- Napping cots will be arranged to allow for at least 6 feet of distance between children's heads.
- Each child will be assigned a cot that is used exclusively by them.
- Children should bring a pillow and blanket to school for nap time. Stuffed toys and other additional items will not be allowed.
- Bedding will be sent home with the child on Friday to be washed, and the child will bring in their clean bedding on Monday.
- The teacher assigned to the pod will handle the bedding and cots for students in their pod.
- Cots will be sanitized once a week.

ELEMENTARY SCHOOL

- In Elementary classes, there will be 1 teacher with up to 14 students in a class.
- The sharing of classroom items will be minimized. Students will keep their personal supplies and items brought from home in the designated basket beside their desk.

MIDDLE SCHOOL

- In Middle School, there will be 1 teacher with up to 14 students in a classroom at a time.
- Students will remain in grade-level cohorts. In Middle School, this means that a 6th grader will only be in classrooms or at recess with other 6th graders.
- Students' items will be kept at their personal desk space. Lockers will not be used. Cell phones must be powered off during the school day and kept in the student's backpack at all times.

COVID EXPOSURE RESPONSE PLAN

Please note that research and recommendations are still developing in this area. The plan below will be modified as new information becomes available. At all times, our goal will be to protect the safety of our community, and we will strive to minimize the number of students required to learn remotely based on current health guidelines.

In the procedures outlined below, terms are used as follows:

- **Cohort:** all students in a grade level. A Grade 2 student's cohort is all of Grade 2. In Pre-Kindergarten, cohorts are grouped by shared space; students in the traditional Pre-K classrooms constitute one cohort, while students in the new Pre-K class space constitute another.
- **Confirmed case:** a COVID-19 case that has been confirmed with a positive test result or doctor's diagnosis
- **Suspected case:** a possible COVID-19 case, as indicated by the following symptoms:
 - Fever (99.5°F or higher) or chills*
 - Persistent cough*
 - Shortness of breath or difficulty breathing*
 - New loss of taste or smell*
 - Fatigue
 - Muscle or body aches
 - Headache
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea
- **Immediately move to AHL:** Once it is determined that a student or cohort must move immediately to at-home learning (AHL), families must arrange to pick up affected students within an hour. Once it is determined that a staff member must immediately move to AHL, they will be quickly relieved of their duties and must exit the building as soon as they have gathered their belongings.

What exposure must be reported?

- Confirmed cases in students, student households, staff, and staff households.
- Suspected cases in students, student households, staff, and staff households. Specifically, families must report if any individual in the household is experiencing one or more of the asterisked (*) symptoms listed above, or any two or more non-asterisked symptoms.
- Exposure of any of the above groups to confirmed or suspected cases.
 - Example: A student's aunt develops multiple symptoms of COVID-19. The student had spent time with the aunt within the 2 weeks preceding the development of symptoms. The student's family must report this exposure.

How do I report exposure?

- Any confirmed or suspected cases or exposure must be reported immediately to the school.
- Between the hours of 7 a.m. and 4 p.m.:
 - Call the school directly at 301-652-7878.
 - Tell the receptionist that you are calling to report COVID exposure so that the receptionist can respond appropriately.

- All reports will be made directly to the school nurse if she is in the building. If the nurse is occupied with students, if possible the nurse will be relieved in order to receive the report.
- If the school nurse is not available, the report will be made to the acting nurse, or, if there is no acting nurse, to the relevant division director.

Who reports suspected cases to the relevant authorities?

- The person who receives the report (the nurse, acting nurse, or division director) will report the case to the Montgomery County Public Health Department (240-777-1755).
- As regulations change, the school nurse will ensure that any additional reporting requirements are met.

What happens if my child becomes ill with COVID-19 symptoms while on campus?

We may periodically check the temperature of students on campus. If a student presents with a temperature over 99.5°F or other symptoms of COVID-19 while on campus, the student will be isolated and the contact on record will be notified. The student must be picked up within 60 minutes of the contact on record being notified.

How will the school respond to a confirmed case in a student or student household?

- All cohorts associated with that household will move immediately to at-home learning (AHL), including the homeroom teachers for affected cohorts.
- For Grades 1- 8, all students who share households with affected cohorts will move immediately to remote learning while their own cohort remains in on-campus learning. Due to physical distancing protocols for these grades, if a student in NPK shares a household with a student or staff member in an affected cohort, that student’s entire cohort will also move immediately to AHL.
- Specials teachers who have met with affected cohorts in the previous two weeks will consult with the school nurse and may be required to move to AHL.
- Staff who have met individually with a student in an affected cohort at less than 6 feet of distance and without PPE in the previous two weeks will move immediately to AHL.
- Contact tracing may reveal the need to move further students or cohorts to AHL.
- Examples:
 - Example 1: Jane (Gr 2) and James (Gr 6) are siblings at WES. Laura (Gr 2) and Landon (Gr 4) are also siblings at WES. Jane becomes ill with COVID. In this case, Grades 2 and 6 and associated staff would move immediately to AHL. Landon would also move immediately to AHL. Landon’s cohort would remain in on-campus learning.
 - Example 2: Jane (Gr 2) and James (Gr 6) are siblings at WES. Connor (Gr 2) and Cori (PK) are siblings at WES. Jane becomes ill with COVID. In this case, Grades 2 and 6 and Pre-K and all associated staff would move immediately to AHL.
 - Example 3: Ben (Gr 5) is a WES student, and his brother Bart attends Pre-K at another school. A case is reported in Bart’s class. In this case, Grade 5 and associated staff would immediately move to AHL.

How will the school respond to a suspected case in a student or student household?

- All students in the household will move immediately to at-home learning, and any individual experiencing symptoms should speak with their doctor about the possibility of COVID testing.
- If any student in the household is in Nursery or Pre-Kindergarten, all members of that student’s pod and the teacher assigned to the pod will move to at-home learning.

- The school nurse will consult with public health authorities and/or the family’s physician to determine whether further containment measures are needed.
- Any additional symptoms or additional family members affected must be reported immediately to the school nurse and may result in additional containment measures for the affected cohort(s).
- Students in a household with a suspected case may return to on-site learning after two weeks if symptoms clear and no further symptoms develop in any member of the household.
- Students in a household with a suspected case may return to on-site learning in less than two weeks if a non-COVID diagnosis is provided by a physician for all members of the household exhibiting symptoms. Documentation of the diagnosis must be provided to the school nurse.
- If any member of the household tests positive for COVID, the above procedures for a confirmed case will apply.

How will the school respond to student or student household exposure to a confirmed or suspected case?

- All students (and staff, if applicable) within the affected household will move immediately to AHL and will remain in AHL for two weeks after the most recent exposure.
- The student may return to on-site learning before the two week isolation period is complete if no one in their household has experienced symptoms and if they have tested negative for COVID in two tests given at least 24 hours apart.
- If anyone in the affected household develops COVID symptoms, the above procedures for a suspected case in a student household will apply.
- Example: Laura (Gr 2) and Landon (Gr 4) are siblings at WES. Laura’s parents learn on Wednesday that one of Laura’s soccer teammates has tested positive for COVID. Laura last encountered her teammate at practice the previous Sunday. Laura and Landon must move to AHL and remain in AHL for two weeks after the Sunday practice. If their household has no symptoms, Laura and Landon may return to school the Monday after this two week isolation.

How will the school respond to a confirmed case in a staff member or staff household?

- All cohorts associated with that household will move immediately to AHL.
- For Kindergarten-Grade 8, all students who share households with affected cohorts will move immediately to AHL. If a student in Nursery or Pre-K shares a household with a student or staff member in an affected cohort, that student’s entire cohort will also move immediately to AHL.
- Homeroom teachers for associated cohorts will move immediately to AHL.
- Specials teachers who have met with affected cohorts in the previous 2 weeks will consult with the school nurse and may be required to move to AHL.
- Any additional staff who have had face-to-face contact with the affected staff household with less than 6 feet distance would move immediately to AHL.
- Contact tracing may reveal the need to move further students or cohorts to AHL.
- Examples:
 - Example 1: Mr. Smith is a Grade 4 Homeroom teacher and his child is in Grade 1 at WES. Landon (Gr 4) and Laura (Gr 2) are WES students. Mr. Smith’s spouse becomes ill with COVID. In this case, Grades 1 and 4 and their homeroom teachers would move immediately to AHL. Laura would also move immediately to AHL, but her cohort would remain in on-campus learning. Any additional staff who have had face-to-face contact with Mr. Smith with less than six feet distance would move immediately to AHL.

- Example 2: Ms. Jenkins is a Grade 2 Homeroom teacher. Connor (Gr 2) and Cori (PK) are siblings at WES. Ms. Jenkins becomes ill with COVID. In this case, Grades 2 and Pre-K would move immediately to AHL.
- Example 3: Mr. DeSouza teaches music to Grades 4- 8. Mr. DeSouza becomes ill with COVID and does not know the date of exposure. In the two weeks before symptoms began, Mr. DeSouza taught in the classroom with students in Grades 4, 7, and 8. In this case, Grades 4, 7, and 8 will move immediately to AHL.

How will the school respond to a suspected case in a staff member or staff household?

- The staff member and any students in the household will move immediately to AHL, and any individual experiencing symptoms should speak with their doctor about the possibility of COVID testing.
- The school nurse will consult with public health authorities and/or the family's physician to determine whether further steps are needed.
- Any additional symptoms or additional family members affected must be reported immediately to the school nurse and may result in additional containment measures for the affected cohort(s).
- Staff and students in a household with a suspected case may return to on-site learning after two weeks if symptoms clear and no further symptoms develop in any member of the household.
- Staff and students in a household with a suspected case may return to on-site learning in less than two weeks if a non-COVID diagnosis is provided by a physician for all members of the household exhibiting symptoms. Documentation of the diagnosis must be provided to the school nurse.
- If any member of the household tests positive for COVID, the above procedures for a confirmed case will apply.

How will the school respond to staff or staff household exposure to a confirmed or suspected case?

- All staff (and students, if applicable) within the affected household will move immediately to AHL and will remain in AHL for two weeks after the most recent exposure.
- The staff member may return to on-site work before the two week isolation period is complete if no one in their household has experienced symptoms and if they have tested negative for COVID in two tests given at least 24 hours apart.
- If anyone in the affected household develops COVID symptoms, the above procedures for a suspected case in a staff household will apply.
- Example: Mr. Smith is a Grade 4 Homeroom teacher and his child is in Grade 1 at WES. Mr. Smith spent time with his sister on a Tuesday evening and learns mid-day on Thursday that she is showing COVID symptoms. Mr. Smith must report the exposure immediately, and he and his child must leave campus as soon as a staff member arrives to provide coverage for his class. If no one in their household shows COVID symptoms, Mr. Smith and his child may return to WES on the Wednesday two weeks after the Tuesday exposure.

How will information about exposure be communicated?

- For a confirmed case within a student or staff household:
 - All families in the affected cohort(s) will be contacted as soon as possible after the case is reported.
 - If the case is reported before or during the school day, staff will contact impacted families by phone and alert them that there is a confirmed case in their child's cohort. Children in the affected cohort must be picked up within an hour.

- All WES staff will be informed as soon as possible by email that there is a confirmed case and identify the affected cohort so that staff who have interacted with that cohort can follow the appropriate procedures as outlined above.
- All WES families will be informed by email within 24 hours that there is a confirmed case and identify the affected cohort.
- For a suspected case within a student or staff household:
 - All families in the affected cohort(s) will be contacted by email as soon as possible after the case is reported and alerted that there is a suspected case in the cohort.
 - All WES staff will be informed as soon as possible by email that there is a suspected case and identify the affected cohort so that staff who have interacted with that cohort can follow the appropriate procedures as outlined above.
 - If anyone in the household tests positive or otherwise receives a COVID diagnosis, the above procedures for a confirmed case will apply.
- For student exposure to a confirmed or suspected case:
 - The homeroom teacher(s) of any isolating student will be informed that the student will be in AHL and provide the expected return date.
 - If anyone in the isolating student's household develops COVID symptoms, the family will immediately report this information to the School Nurse, and the above procedures for a confirmed or suspected case will apply.
- For staff exposure to a confirmed or suspected case:
 - If the staff is an EC or ES homeroom teacher, the families of students in that class will be informed that the teacher will move to AHL.
 - If the staff is a MS teacher, the families of students in affected classes will be informed that the teacher will move to AHL.
 - If the staff member is not a classroom teacher, the staff member will inform the School Nurse and make arrangements as needed to isolate at home. If the staff member has had face-to-face contact at less than six feet with any students or teaching staff, those students and staff will move to AHL.
 - If anyone in the isolating staff member's household develops COVID symptoms, the staff member will immediately report this information to the school nurse, and the above procedures for a confirmed or suspected case will apply.
- In order to protect confidentiality, the school will not be able to communicate details of any medical situation. In cases of necessity, the school will identify the affected cohort(s), not the specific student or staff involved, except in cases of staff exposure to a confirmed or suspected case, in which any affected classes will be informed that their teacher is moving to AHL.

THE WES COMMUNITY COMPACT

All members of the WES community have a shared responsibility to prevent the spread of illness. We must remain committed to the safety policies and procedures outlined in this handbook to help keep students, faculty, and staff safe.

The WES Community Contract outlines our mutual responsibilities and the commitments we must make to one another during this pandemic.

As outlined in the Parent and Student Handbook, WES has taken the following measures to promote the safety and well-being of our community:

- Close daily monitoring of symptoms
- Daily temperature check
- Quarantining students and faculty members at home who test positive for coronavirus
- Quarantining students and faculty members at home who are known to have had significant exposure to coronavirus
- Maintaining physical distancing
- Teaching and maintaining healthy hygiene techniques and routines, emphasizing frequent handwashing or the use hand sanitizer
- Enhanced cleaning/disinfecting both throughout the day and in the evenings
- Installing MERV-13 filters for our HVAC systems
- Required use of face masks
- Limiting non-essential visitors to campus
- Amending normal schedules and routines in order to accommodate safe practices related to minimizing transmission between groups of students
- Increased use of outdoor spaces
- Cancelling or modifying traditional school events when the school determines that appropriate distancing cannot be maintained
- The use of video or video conferencing tools for meetings and gatherings whenever possible and when appropriate distancing is not feasible

By enrolling your child at WES for the 2020-2021 school year, you agree to:

- Monitor your child for symptoms of COVID-19 and complete the Magnus health screening daily, prior to arrival on campus.
- Keep your children home if they are sick and report their symptoms to the school.
- Notify the school if anyone in your household has been alerted by the State Health Department that they were in contact with an individual infected with COVID-19.
- Encourage your child to practice appropriate physical distancing, including wearing a mask at all times in buildings on campus, and outside when physical distancing isn't possible.
- Teach your children to practice consistent hand hygiene. They should avoid touching their faces, mouths, eyes, or noses; avoid sharing materials; and minimize touching surfaces in shared areas.
- Limit the number of items brought onto campus each day and follow the policies around sharing of food, supplies and other items with fellow students.
- Prioritize getting a flu vaccine this fall, unless your child has a medical reason not to.
- Read all school emails to stay informed about health and safety updates.
- Participate in testing and contact tracing as instructed to preserve community health.

- Adhere to isolation and quarantine instructions if someone in your family tests positive for COVID-19, if a household member is a presumed positive, or if a household member is exposed to someone who has tested positive.
- Follow local and federal recommendations regarding travel as much as possible. Report all travel to WES through this [form](#). Acknowledge that out-of-state travel may require your child to follow additional public measures such as self-quarantining for 14 days.
- Encourage other members of our community to follow all health guidelines.
- Demonstrate social responsibility by following public health guidelines in local businesses and public places.
- Show compassion, care, and respect for other members of the community. Seek assistance from the school to support yourself or other members of the community during this challenging time.

Privacy

The School respects the right to privacy of any student who has a communicable disease. All student records or information regarding communicable diseases will be confidentially maintained by the School Nurse. The student's medical condition will be disclosed only to the extent necessary to minimize the health risks to classmates, employees, and the greater School community.

Voluntary Participation

Parents understand that their child's return to campus is voluntary, and that the School has made available alternative at-home learning plans for those students who do not wish to return to campus due to the COVID-19 pandemic. Parents acknowledge that their child is in good health and is able and willing to attend school on site at the School during the 2020-2021 school year.

Assumption of Risk

COVID-19 is extremely contagious and is believed to spread by person-to-person contact; and, as a result, federal and state health agencies recommend social distancing and various other measures to mitigate the risk of contracting the virus. WES has implemented reasonable preventative protocols, policies, and procedures designed to reduce the spread of COVID-19. Students and their families are expected to adhere to these protocols in order to reduce the risks of contracting or spreading the virus at WES.

Despite the Safety Protocols and other measures in place to mitigate the risk of transmission of COVID-19 on campus, there are inherent risks that students and/or their families may become infected with COVID-19 due to the student's participation in in-person classes at WES. These risks include, but are not limited to, the following: exposure to COVID-19, becoming infected with COVID-19, or becoming a symptomatic or asymptomatic carrier of the virus. It is possible that a student is already an asymptomatic carrier of the virus before and that the student may infect other students, employees, or other individuals at WES as a result of his or her attendance. Any person who receives a positive diagnosis of COVID-19, including a student or his or her family member, may encounter extended quarantine/self-isolation, additional tests, medical care, hospitalization, other potential complications, and the risk of death. By allowing their child to come to campus for any reason, parents understand, acknowledge, and voluntarily assume these risks on behalf of themselves and the student(s).

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WES reserves the right to change without notice any statement in this publication concerning, but not limited to, rules, policies, tuition, fees, curricula, and courses.

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