Washington County Public Schools

2018-2019

HANDBOOK & GUIDE

Building a Community That Inspires Curiosity, Creativity & Achievement.
The Board of Education of Washington County does not discriminate on the basis of race, color, sex, age, national origin, religion, disability, or sexual orientation in matters affecting employment or in providing access to programs to Washington County Public School’s students.
September 2018

Dear Parents and Guardians:

I encourage you to review the 2018-2019 Washington County Public Schools (WCPS) Handbook and Guide, which contains important information for students and families. It is helpful to read through the handbook as a family and then complete and return the designated forms to your child’s school.

As a parent or guardian, your involvement is critical to your child’s success in school, and WCPS provides many avenues for you to be engaged in the educational process. We encourage you to spend time talking with your child about the school day, classroom time, and homework, as many of the assignments your child will be asked to complete will benefit from your experience and guidance. One of the best ways to support your child on a daily basis is by ensuring he/she is prepared for each school day. In addition, we advocate for reading in families, especially reading with your child. We believe your interest in your child’s school success is a positive motivational force and sends a clear message to children that you value their education.

Volunteering at your child’s school is a deeper level of engagement. This work is greatly appreciated by school staff as the experience allows them to know you better, and it is another way of showing children that you care about their academic success. Volunteering in schools and contributing to the work of teachers and administrators is proven to turn good schools into great schools.

There are also volunteer opportunities with advisory committees and study groups which seek parent participation for input and feedback in the school system’s decision-making processes. Additional details are shared through local media outlets, on the WCPS website, and in schools throughout the year.

I would like to personally thank you for placing your trust in the dedicated and committed staff of WCPS to lead and guide your child through his/her academic career. WCPS is a “Students First” school district, where every decision we make is in the best interest of student learning.

Respectfully,

Boyd J. Michael III, Ed.D.
Superintendent of Schools
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Notice: The contents of this guide reflect procedures, policies, and information as of July 2018. Updates, changes, or revisions may occur during the year.
General Information

Introduction and Scope of Handbook and Guide

The Washington County Public Schools (WCPS) Handbook and Guide for parents, guardians, students, and staff includes school system guidelines, policies, and procedures that apply to all public schools in Washington County. In addition to this handbook and guide, administrative teams at each school may include additional expectations for their students at the school level with the approval of appropriate WCPS administrators. Please review this handbook and guide during the early days of the school year and return the pull-out section to schools for students enrolled this school year.

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Parent Involvement and Parents Helping Students

WCPS, in its effort to provide quality education for all students, seeks a full partnership with parents, guardians, family members, and the community. WCPS recognizes that parents, family members, and communities need a full understanding of the educational opportunities for children and that schools need maximum involvement of parents, family members, and communities in the school improvement process.

Parent involvement enhances the academic and social development of students.

Definitions

- **Parent**—the adult(s) responsible for the direct care of the child, i.e., biological parent(s), custodial parent(s), guardian(s), foster parent(s).
- **Family**—the people directly involved with the well-being of the child, i.e., brother(s), sister(s), aunt(s), uncle(s), grandparent(s), step-parent(s).
- **Community**—all other people involved in supporting the child, i.e., neighbors, schools, businesses, etc.
- **Parent Involvement**—any action or behavior which directly or indirectly enhances or encourages a child’s education, i.e., providing breakfast for the child prior to going to school, reviewing homework with the child each night, being active in a PTA/PTO, communicating often with teachers, serving on committees, attending school functions, etc.

Belief Statement

Parents, guardians, and other family members are the child’s first teachers. Therefore, parents and family members are encouraged to provide a home atmosphere that supports learning and to express to their children the importance of education. Further, parents, guardians, and family members are encouraged to cooperate and collaborate with teachers and school administrators in matters relating to their child’s education and to participate in school program planning and decision making.

To promote effective education, schools also need the support of other members of the community, including parent and service organizations, public libraries, businesses, and faith-based organizations. Community groups will be made aware that an investment in education is an investment in the community. Further, community groups will be encouraged to help schools develop and, as appropriate, implement school programs that promote educational goals and support high academic expectations for all students.

Goals

In partnership for student success and achievement, WCPS will work towards the following goals, based on the National and Maryland P.T.A. Standards:

- **COMMUNICATION**—Schools and families will communicate frequently and clearly about academic opportunities, school performance, student progress, and school-family partnerships.
- **PARENTING**—Schools and the community will work together to support families’ parenting skills and developmental activities that prepare young children for school and promote ongoing achievement.
- **STUDENT LEARNING**—Parents, families, and community members will support academic achievement by reading with children, helping them with assignments, and engaging them in educational activities.
- **VOLUNTEERING**—Parents, families, and community members will be encouraged to volunteer in efforts to improve schools and support students.
- **DECISION MAKING**—Parents, families, schools, and community members will collaborate, as appropriate, on educational decisions that affect children, families, and school improvement.
- **COLLABORATION**—WCPS, community organizations, agencies, and businesses will collaborate effectively and efficiently to strengthen schools, families, and student learning.

Title I Schools

To provide parents of students in Title I schools with opportunities to provide input to the school, each Title I school will:

- Convene an annual meeting to explain the Title I program and inform parents of their right to be involved in the program.
- Involve parents in the planning, review, and improvement of the school’s Title I program, as appropriate.
- Provide information about the Title I program and describe curricula, student assessments, and proficiency levels.
- Provide parents with the opportunity to submit dissenting views about the school’s Title I program.
- Offer a flexible number of meetings and may use Title I funds to pay related expenses, such as child care, transportation, or home visits.

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Accessing the WCPS Student Information System

Parents are encouraged to take advantage of the opportunity to view student educational information online by signing up for Synergy “ParentVUE” portal. Through ParentVUE, parents and legal guardians are able to access real-time information about their child’s schedule, assignments, and grades. In fact, a single login will allow parents/guardians to view information on all WCPS stu-
Students are encouraged to be alert for Americans for students, staff, and the community in a positive, nutritious and appealing meals that meet the Dietary Guidelines.

It is the mission of the food services team to prepare and serve breakfast and lunch daily in every cafeteria. More than 225 professionals take pride in serving over 23,000 meals daily in 48 school sites. Breakfast, lunch, and a la carte items may not be purchased by any student until a negative balance is paid in full, even if payment is made with cash. Student account activity can be monitored, monitored, and online deposits may be paid at www.myschoolbucks.com. Parents can also limit their child’s a la carte purchases by contacting the Food and Nutrition Services office at 301-766-2890. Parents/guardians are encouraged to ensure that their child has money on a daily basis to purchase meals. Any balances due are the responsibility of the parent or guardian. WCPS will notify parents of negative account balances by phone and mail. When all efforts to collect negative account balances have been exhausted with no communication from the family, WCPS will turn delinquent accounts over to a collection agency.

**Student Accounts**

All students have a debit account which is accessed with their student identification number. Parents have the ability to deposit money in their child’s account for meals, milk, or a la carte purchases. A la carte items may not be purchased by any student until a negative balance is paid in full, even if payment is made with cash. Student account activity can be monitored, monitored, and online deposits may be paid at www.myschoolbucks.com. Parents can also limit their child’s a la carte purchases by contacting the Food and Nutrition Services office at 301-766-2890. Parents/guardians are encouraged to ensure that their child has money on a daily basis to purchase meals. Any balances due are the responsibility of the parent or guardian. WCPS will notify parents of negative account balances by phone and mail. When all efforts to collect negative account balances have been exhausted with no communication from the family, WCPS will turn delinquent accounts over to a collection agency.

**Video Surveillance Cameras**

WCPS and the Washington County Board of Education believes that the safety and security of students are top priorities. The Board has authorized the installation and use of video surveillance cameras in schools.

**Food and Nutrition Services**

The Food and Nutrition Services Department is a self-supporting enterprise that sponsors the National School Lunch and School Breakfast programs. The primary source of funding is from the federal government. The only local funds received by this department come from students at the point of sale or in the form of kitchen equipment during capital improvement projects. More than 225 professionals take pride in serving over 23,000 meals daily in 48 school sites. Breakfast and lunch is available daily in every cafeteria.

It is the mission of the food services team to prepare and serve nutritious and appealing meals that meet the Dietary Guidelines for Americans for students, staff, and the community in a positive, colorful manner, while maintaining financial soundness and contributing to the quality and excellence of the educational process. The nutritional balance of each meal is available daily on our menu page. (www.wcps.nutrislice.com)

**Meal Prices**

The price for lunch is $2.35 for elementary students and $2.60 for secondary students, and $0.40 for students approved for reduced priced meals. Lunch for staff is $3.75. Breakfast is available for $1.55 and is free to any student eligible for free or reduced priced meals. Parents are encouraged to enjoy a meal when visiting the school; the visitor’s lunch price is $4.10 per meal.

**Free and Reduced Priced Meals**

As a sponsor of the National School Lunch Program, WCPS offers the Free and Reduced Priced Meal program to families in Washington County. Foster children and families receiving benefits from the Supplemental Nutrition Assistance Program (SNAP) or Temporary Aid for Needy Families are eligible for free meals. Additionally, families who have a household income of 130% of the federal poverty level or below are eligible to receive free meals. Families with a household income of 130% to 185% are eligible to receive reduced priced meals. The cost for a reduced priced lunch is $0.40, and the school breakfast is free.

A new application must be completed each year. Applications are to be completed electronically at www.schoollunchapp.com. If you are not able to complete the application in this format, a paper application will be made available to you by calling the Food and Nutrition Services office at 301-766-2890. Paper applications can be returned to your child’s school or to the Food and Nutrition Services office, 10435 Downsville Pike, Hagerstown, MD 21740.

**Allergies and Special Dietary Needs**

WCPS works to ensure that students with allergies or special dietary needs are served accordingly. Parents/guardians should contact the school health office and the Food and Nutrition Services office at 301-766-2890 as soon as a special dietary need is identified. Parents must also complete a Medical Form for Students with Special Dietary Needs, which is located on the Food and Nutrition Services website at http://wcpsmd.com/food-nutrition-services.
Contact Us
Suggestions and questions about the food services program are welcome. Please call 301-766-2890 for more information.

Media Permission

WCPS works cooperatively with representatives of the news media to disseminate information concerning programs and activities. With approval of the school principal and/or the communications officer, news media representatives and school system employees may videotape or photograph students participating in school programs and activities for publications or broadcasts, including the Internet and Antietam Cable Channel 99.

In order to streamline parent/guardian completion of various student information, the following notice is provided on the Student Health/Family Information form and distributed to all families the first week of school.

In the course of school activities, WCPS staff and/or the news media occasionally wish to interview, photograph, or videotape students, display their work, or publish their names. Unless indicated otherwise, we will assume permission to do so. (WCPS cannot control media coverage of events that are open to the public.)

School system staff and media representatives will be given appropriate access to students for media/publicity-related purposes unless the parent/guardian indicates, in writing, that permission is denied.

At times, teachers and authorized students may use recording devices as part of an assignment. Those recordings (audio/video) are used for classroom purposes and are not made available to the media.

In addition, teachers may use recording devices to record (audio/video) the classroom environment for educational purposes, such as professional development and self-evaluation. Such recordings must be maintained by a school administrator.

Overview of Information Resources

WCPS on the Web
The WCPS website is a constantly changing method of communication for WCPS staff, students, parents, and anyone who is interested in the system. The site contains a wealth of information from telephone numbers and school addresses to employment opportunities, complete versions of district publications, news of honors and awards received, news releases, and general system information. Information and documentation for Board meetings are posted on BoardDocs, the Board of Education’s website, which can be accessed through the WCPS website. See: wcpsmd.com

Social Media
WCPS shares information and engages with our school community through a variety of social media platforms, including:
- Facebook (www.facebook.com/wcpsmd)
- Twitter (@wcpsmd)
- YouTube (www.youtube.com/mywcps411)

Some individual schools also maintain a presence on social media outlets. For more information, simply search the name of the school on the social media platform or speak with a school administrator.

Connect 5 Notifications/WCPS App
WCPS utilizes technology to keep families informed of events, emergencies and other school system news. Contact methods range from phone calls and e-mails to text messages and Smart device notifications. Parents and guardians are encouraged to provide a mobile phone number and an e-mail address when filling out student information cards, or call the home school to add this information so the school system can contact families with important information, including school closures, emergency notifications, and specific school news. Similar information is shared via the WCPS app, which can be downloaded for iOS and Android devices by searching “Washington County ps” in app stores. Allow notifications in phone settings to receive alerts about new information posted to the app about your child’s school.

Antietam Cable Channel 99
Antietam Cable Channel 99 is a cooperative communication venture with Hagerstown Community College, WCPS, and Antietam Cable. Check out activity listings, live Board meetings, and other special programming. School closing/delay information and other emergency communication will be posted on the scroll when circumstances warrant.

WJEJ “Lunchtime Live” Radio Show
Listen to local radio station WJEJ/1240 AM for the monthly “Lunchtime Live” talk show, featuring guests from WCPS discussing an array of subjects related to education. The show airs on the third Thursday at 1:06 p.m. WJEJ also provides WCPS school delay and closing information on its Weatherline as a service to the community. The number is 301-797-9797.

Board Advisory Committees
Advisory committees are valuable resources in the WCPS system. The committees study important topics and make recommendations to the Board of Education. They also help facilitate communication between system stakeholders and the Board. For more information, contact Debbie Cechovic at 301-766-2971 or cecho@wcps.k12.md.us.

Student Enrollment

Student Enrollment

Enrollment and Transfer
A legal parent/guardian must be physically present with appropriate documentation in order to enroll a student in WCPS.

Photo ID: To validate the identity of the parent/guardian responsible for the student’s enrollment, photo identification must be provided at the time of enrollment.
**Proof of Age:** Students new to WCPS need to provide documentation to establish proof of age: birth certificate or passport. The name of the enrolling parent must be included on the birth certificate or official documentation establishing legal custody must be provided.

**Age Requirements:** Children are eligible for pre-kindergarten (Pre-K), kindergarten (K), and first grade based on their birth dates and ages:
- Children must be four years old on or before September 1 for pre-kindergarten.
- Children must be five years old on or before September 1 for kindergarten.
- Children must be six years old on or before September 1 for first grade.

**See page 38 for information on Early Admission process.**

According to Maryland State Department of Education regulations, a one-year exemption from school enrollment may be granted if a parent or legal guardian believes that a delay in school attendance is in the best interest of the child. The exemption is also permitted for five-year-old children enrolled in a full-time licensed child care center, full-time registered family day care home, or part-time or full-time Head Start program.

**Questions regarding mandatory kindergarten may be directed to the Office of Early Childhood Education at 301-766-8722.**

**The School:** Generally, a student entering WCPS for the first time must enroll in a school based on the legal residence of the student and the custodial parent(s) or legal guardian(s). Parent(s)/Guardian(s) may access the Washington County Interactive School District Map on WCPS website in order to determine the appropriate school.

**Custody:** The person enrolling a student must be the legal parent/guardian of the student and reside in the appropriate school district with the student. Biological parent(s) are presumed to be the legal custodian of a child unless legal documentation exists that alters this fact. Accordingly, legal custody, not simply physical custody, must be determined at the time of enrollment. Any legal documentation pertaining to the custody of the student must be provided and maintained in the student’s cumulative file. A student under age 18 living with a person other than his/her legal custodians may not enroll in school until an application for legal custody is filed. In Washington County, application to transfer or modify custody is filed with the Circuit Court for Washington County (form DR4 or DR7 along with DR-50). Notarized statements from parents transferring custody to a relative or another person are not legal documents and are not acceptable for educational use.

**Residency Verification:** The custodial parent(s)/guardian(s) must provide proof of residency, current within three (3) months of enrollment date, including applicant’s name, address, and date. Proof of residency consists of one of the following: real estate tax bill/statement, lease or mortgage statement, utility bill (water, sewer, gas, electric, oil), or deed, title, or settlement sheet. Proof of residency must have been issued or executed within 3 months of the date it is presented. Proof of residency must be provided upon initial enrollment, with any change of address, and when a student is transferring from one school to another.

**Health Enrollment Requirements:** The Maryland State Immunization Regulations require that children who are starting school have the appropriate immunizations. For each new entrant, a Maryland Immunization Certificate, Form 896, is required by law so that immunization information may be recorded in the school file. Children will not be enrolled in school unless they have had the required immunizations. All WCPS students must have a physical examination performed by a physician or certified nurse practitioner within a 9-month period before the child enters the school system or within a 6-month period after entering the school system. All WCPS students must have a Blood Lead Testing Certificate completed when enrolling a child in Pre-K, K, or first grade. *(See Student Health Immunization Requirements on page 29)*

Questions concerning school enrollment should be directed to the Department of Student Services at 301-766-2960.

**Special Permission**

WCPS’ regulation for student enrollment stipulates that each student shall attend the appropriate school in his or her district. However, a custodial parent/guardian may request permission for a student to attend a school in another WCPS attendance area for specific reasons including: childcare; the need for a specific academically oriented program; hardship; or other extenuating circumstances. Each request for a student to attend a school outside his/her designated attendance area will be reviewed and decided on its own merit and school capacity. A request for special permission may be recommended for approval if the school has adequate local-rated capacity to accommodate the pupil, if the student is in good standing (academics, behavior, and attendance), and if an approved special permission criteria is deemed to exist.

To request permission for a student to attend school out of the home school attendance area:
- A **Special Permission Application** for the appropriate school year may be obtained from the school in the desired attendance area.
- The application must be submitted between February 1 and May 1 of the current school year for the following school year to the principal of the requested school. Applications received at any time during the year other than February 1 - May 1 must make note of special or changing circumstances.
- A recommendation will be rendered by the principal on or before May 30.
- The special permission application, including the principal’s recommendation, will be forwarded to the Department of Student Services for final decision. Written notification of the decision will be sent to the applicant by the end of June.
- If the request for special permission is approved, transportation to the out-of-district school will be the responsibility of the custodial parent/guardian(s).
- If the applicant wishes to appeal the decision, an appeal should be submitted in writing to the Supervisor of Student Services within five (5) days of receipt of denial notification.

**Students in Magnet and Signature-Theme Programs**

Students from many areas in Washington County travel outside of their attendance areas to participate in magnet and signature-themed programs. All students should have the opportunity to be successful, which requires a partnership between each family and the magnet/signature school community. Student success is predicated on the following:
Academic Commitment
Magnet/signature program students demonstrate a strong work ethic, take coursework seriously, and possess a willingness to be challenged. Magnet/signature program teachers hold high, yet attainable, expectations for their students. Should a student struggle academically, the school team will work with the parent(s) and student to determine specific areas of need and create a plan. Progress according to the plan will be evaluated after a time period that is determined by the parent, student, and teacher. If the student fails to make adequate progress toward a predetermined benchmark, then he/she will no longer continue in the magnet/signature program at that site. The student would then return to the school in the attendance area of current residence.

Cooperative Behavior: Magnet/signature program students are active and considerate members of the school community; they are respectful to both adults and peers. Repeated or severe behavior infractions will result in a student’s dismissal from the magnet/signature program and require a student to return to his/her home school.

Student Health/Family Information Forms
Parents or guardians must complete the Student Health/Family Information Form for each student upon enrollment and at the beginning of each school year. This vital information is kept on file in the School Health Office and the School Attendance Office, so that it will be available, should an emergency occur or there is a need to make contact with the home. Parents/Guardians MUST provide the contact information for at least three individuals who will serve as “Emergency Contacts.” Contact persons listed should be those persons who will be accessible to the school and may be entrusted to assume temporary care or supervision of the student if contacted by school staff because the school is unable to reach the parent(s) or guardian(s). Parents/Guardians are also requested to provide up to date health information for each student on this form, including any health conditions, medications, allergies, etc. so that school health staff can provide appropriate assistance, if necessary. This information should be updated annually, or sooner, if information changes.

School Bus Transportation

Provision of Service to and From School
Students must ride the bus to which they have been assigned. School staff and school bus drivers are no longer authorized to accept notes from a parent for their student to ride a bus other than the one to which he or she has been assigned.

1. Changes to your student’s transportation, due to residential relocation or change of a consistent care provider, can be made only by submitting a Transportation Location Change Form (TLC). The form is available on the WCPS website in the Quick Links column. It is a “fill-in” form that can be completed and either emailed to DOTFax@wcps.k12.md.us or faxed to 301-766-2911.

2. Parents must complete a TLC Form (See Exhibit EEA-E) to request student transportation to and/or from any location other than the student’s home address. Any such request is subject to the approval of the Transportation Supervisor or designee. A TLC Form must be submitted annually or when a student’s transportation change becomes necessary.

3. To promote safety, consistency, and accountability, submitting a TLC Form will allow, within the student’s assigned school zone, two consistent a.m. stop locations and two consistent p.m. stop locations per student for the school year. Exceptions will be made only in case of an emergency, as determined by the Transportation Supervisor or designee. A maximum of ten working days may be required to process and implement a TLC request.

4. Consistent stop locations mean that a student must maintain the same schedule from week-to-week. Alteration of days or weeks is not permissible.

Transportation of Students with Special Permission Approval
Generally students who receive special permission to attend a school outside of their attendance area must provide their own transportation to the “new” school. Parents may request access to an existing bus stop inside the attendance area of the “new” school’s approved school zone. All requests are subject to the submission of required information and the approval of the Transportation Department.

1. A parent or guardian who is requesting transportation for a student with special permission must submit a TLC Form to the Transportation Department.

2. The TLC Form is subject to the approval of the Transportation Department. Available seating on the bus is one of the considerations in the approval process.

3. Students, for whom transportation is approved, will be dropped off at a pre-designated location which, in most cases, will not be in proximity to the student’s home. It is the obligation of the parent or guardian to be present at the designated drop-off location at all times.

4. The TLC Form must also provide an alternate adult and a dwelling in the immediate area of the designated bus drop-off location. This information is important in the event the parent or guardian is unable to meet the student at the designated stop at the designated time.

Failure of the parent or guardian to adhere to these obligations will result in the immediate termination of special permission bus services.

(See also, Policy JC and Administrative Regulation JC-R – “Permission to Attend School Out of Home School Attendance Area”)

School Bus Riders Rules and Regulations
The school bus is an extension of the school day. Conduct should be the same as in the classroom. The safety of all passengers on the school bus is paramount to WCPS. The school bus riding rules are posted on every bus.

1. SCHOOL BUS RIDING RULES
   1. Follow directions from the driver the first time that they are given.
   2. Driver is authorized to assign seats.
   3. Remain properly seated at all times during the ride.
   4. Use classroom voice on the bus. No loud talking and no profanity.
   5. Keep aisle clear at all times. Do not block rear emergency door.
   6. Keep all body parts to yourself and inside the bus at all times.
   7. The school bus is a drug, alcohol, and tobacco-free zone.
8. Use of cell phones is restricted to games, music, or texting. No phone conversations, no use of cameras, and maintain possession at all times.
9. Never tamper with the bus or any of its equipment.
10. Maintain quiet when crossing a railroad track.

Students may transport musical instruments as long as it can be held on his/her lap or placed at his/her feet. The instrument may not protrude into the aisle or occupy the seat space of another passenger, nor can it impede the view of the rear window, or of the other students, to the driver. Other items, such as classroom projects, may be transported so long as the container size meets the same guidelines for storage as musical instruments. Glass containers and animals, including birds, fish, and insects, may not be transported.

II. AFTER LEAVING THE BUS
1. The driver will not discharge students at stops other than the regular bus stop, at the home, or at school, unless proper authorization is received from the school principal and/or the Transportation Department.
2. When it is necessary to cross the road, students should always walk at least 10 feet in front of the bus, looking to be sure that no traffic is approaching from either direction. Students should never cross behind the bus.
3. Students should proceed straight home upon exiting the school bus.

III. EXTRACURRICULAR TRIPS
1. The above rules and regulations apply to any field trip under school sponsorship.
2. Students shall respect the directions of a competent chaperone appointed by the school and follow directions given by the driver.

School Bus Stop Laws
Excerpted from the Maryland Vehicle Law, Titles 1, 2, and 11 to 27 of the Transportation Article, and 11.02.06, “Rules and Regulations Governing the Transportation of School Children."

§ 21-706. Overtaking and Passing School Vehicle
The driver must stop on meeting or overtaking any stopped school vehicle. If a school vehicle has stopped on a roadway and is operating the alternately flashing red warning lights specified in §22-228 of this article, the driver of any other vehicle meeting or overtaking the school vehicle:
- Shall stop at least 20 feet from the rear of the school vehicle, if approaching the school vehicle from its rear, or at least 20 feet from the front of the school vehicle, if approaching the school vehicle from its front.
- May not proceed until the school vehicle resumes motion or the alternately flashing warning lights are deactivated.

§ 22-228. Special Equipment on School Vehicles
Every school vehicle driver shall put in operation alternately flashing warning signals not less than 100 feet before bringing the vehicle to a full stop for the purpose of receiving or discharging passengers or when stopping within 100 feet behind another school vehicle in the act of loading or unloading passengers.

Parental Responsibilities
Riding the school bus is a privilege. Student behavior directly affects the safety of all passengers. School buses are an extension of the school day and all school rules and regulations apply accordingly. All elementary students will be assigned to a seat. The bus driver is authorized to assign seats to middle and high school students at any time. Parents or guardians must ensure that their student(s) understands the rules and regulations for riding the bus.
1. Parents should notify their student’s school immediately of a change of address or to request a change in transportation. Complete a Transportation Location Change Form (TLC) for bus stop location changes other than your student’s home address.
2. It is the responsibility of the parent or guardian to provide supervision for their student(s) while walking to, from, or waiting at the designated bus stop, or while walking to and from school if they reside in the designated non-transported area. Parents are responsible for identifying the appropriate walk route from home to school or to the bus stop.
3. Parents are expected to have students at the assigned bus stop five (5) minutes before the scheduled arrival time of the bus in the morning. Traffic volume or accidents, beyond the control of the Transportation Department, may affect the bus schedule. Please allow a window of time for the bus to arrive. For information regarding a late bus, please call 301-766-2903.
4. Pre-K and Kindergarten students must be met at the bus stop at the end of the school day by a parent, guardian, or care provider who has been identified on the student’s emergency contact list. In the event that an authorized adult or appropriately aged sibling is not at the bus stop, the Pre-K or Kindergarten student will be returned to the school. Repeated occurrences of no one meeting a Pre-K or Kindergarten student at the bus stop may result in suspension of bus services, pending a meeting with the parent, school administrator, Assistant Supervisor of Transportation, and bus driver.
5. Parents or guardians are liable for damage caused by their student(s) to the property of others, including the school bus.
6. Parents are not authorized to board the bus at the bus stop. If a parent has a concern regarding their student’s transportation, they should contact their school or the Transportation Department.
7. Parents should learn their student’s bus number for safety and security purposes, and to expedite assistance when contacting the school or Transportation Department.

The application of common sense is the best method for determining the role of the parent regarding the safety of their student traveling to and from school, either as passengers on a school bus or as pedestrians.

Student Bus Discipline
Discipline problems on the school bus distract the driver’s attention from driving safely, which could potentially lead to an accident. To minimize that type of situation from occurring, it is very important for students to know and follow the School Bus Riding Rules and for parents to communicate the importance of the rules to their student(s).

If a student chooses to break a rule, the following consequences may be applied:
Step 1 – The driver will give a verbal warning, describing the action for which the student is being warned.
Step 2 – The driver has the right to select and implement one or more of the following actions:
- Consult with school staff who have knowledge of the student for guidance and support.
- Provide a written discipline report to the parent.
Severe offenses, such as possession of weapons, drugs, or fighting, etc., will escalate the consequences as reflected in the Disciplinary Guidelines set forth on page 26-27 of this handbook.

If a student loses his/her bus riding privileges, it is for all school buses operating in Washington County.

HOUSE BILL 631: Transportation – Interfering with Transit Operators and School Bus Drivers - Penalties prohibits a person from obstructing, hindering, or interfering with a school bus driver while the driver is engaged in the performance of official duties. A violator is guilty of a misdemeanor and subject to maximum penalties of a $1,000 fine and/or 90 days imprisonment.

Audio and Video Surveillance Cameras
The Washington County Board of Education believes that the safety and security of students are top priorities. The Board has authorized the installation and use of audio and video surveillance cameras on school buses operating in Washington County.

Staff and students are informed of the presence of audio and video surveillance cameras on the school bus in the annual WCPS Handbook and Guide and through the posting of audio and video surveillance signs on each school bus.

See also Policy EFGH.

For more information contact the WCPS Transportation Department at 301-766-2902 or 301-766-2903.

School Closings and Delays

General Process for School Delay or Closure Decisions for Inclement Weather or Other Emergencies

Inclement Weather
On inclement weather days, including snow, ice, or flooding conditions, the WCPS transportation supervisor and staff travel designated inclement weather routes that are representative of some of the critical areas for safe school bus travel throughout the county. Additionally, the Supervisor of Transportation communicates with the county roads department, state highway administration, and other surrounding counties’ transportation departments as to the conditions in the neighboring areas. After reviewing local information and the satellite weather service information, the Supervisor of Transportation contacts executive administrators to recommend changes in school status, as needed. Final determination is normally made prior to 5:30 a.m. with media notifications occurring immediately following a decision. Depending on specific weather situations, the timeline may be earlier or later. The primary consideration for delay or closure decisions is the safety of students traveling to and from school.

Zone Closing Options
WCPS has implemented two specific weather zones, in Hancock and Cascade. These areas sometimes experience greater inclement weather than the majority of the county. These zones may be delayed or closed separately from the rest of the county.

Other Emergencies
In addition to school delays or closings due to inclement weather, including snow, ice, flooding, or heat, the superintendent may determine the need to close a school, schools, or the school system based on other emerging situations (power outages, etc.). In the event of a school closing or delay, notification will occur using area media, the WCPS website, social media, and Connect 5.

Notification
Parents are expected to check local radio stations and television broadcasts, as well as the WCPS website for announcements of a delayed opening, closing, or early dismissal of schools. Parents are encouraged to sign up for /text alerts and for calls from the Connect 5 system. Decisions will be made and communication with media will begin at 5:30 a.m.

In case of a breakdown in the communication plan due to power outages or other technical difficulties, parents and staff should familiarize themselves with more than one source for this information.

Responsible Use of Technology Guidelines

I. Purpose:
Washington County Public Schools (WCPS) recognizes the integral role that anytime anywhere access has in teaching, learning, and working in the 21st Century. The school system’s technology infrastructure and digital devices (“Technology”) are established for the administrative and educational purpose of preparing students for college and career readiness by providing electronic access to a wide range of information and the opportunity to collaborate with people throughout the world. The network will be utilized to increase intracommunication, enhance productivity, and to assist school system employees in advancing professional growth. The network will also assist in the sharing of information with the local community, including parents, service agencies, government agencies, and businesses. This administrative regulation is also designed to guide students and staff in adherence to Family Educational Rights and Privacy Act (FERPA), Children’s Internet Protection Act (CIPA), and Children’s Online Privacy Protection Act (COPPA) requirements.
II. Background

The Board of Education is providing employees and students with access to the school system's electronic communication network and technological resources, which includes Internet access. Individuals are responsible for exhibiting the behavior as outlined in the policy on all WCPS sanctioned devices and all WCPS sanctioned digital and social media, just as they are in a classroom or a school hallway. WCPS will provide students and staff with training to inform them about the responsible use of technology, digital privacy, and good digital citizenship. Violation of this administrative regulation may result in disciplinary action up to and including termination (employee) or expulsion from school (student).

III. Definitions

Within the context of this administrative regulation, the following definitions apply:

A. Individuals: School system employees, students, parents, organizations, or guests accessing and/or utilizing school system computers and telecommunication services.

B. Network: The entire school system technological infrastructure that handles voice, video, and data traffic that either begins or ends within school system buildings or surrounding grounds.

C. Personally-Owned Electronic Device: Any electronic or battery-powered instrument which transmits or receives voice, text, data, pictures, video, or information in any form including, but not limited to, cell phones, laptop computers, smart phones, beepers, two-way radios, tablets, electronic readers, or language translators and which is not owned by WCPS.

IV. Statement/Procedures

A. Responsible Use

ALL individuals using WCPS or personally-owned technology on the WCPS network must comply with the following:

1. Individuals may use technology when authorized to do so by an instructor or administrator.
2. Individuals may use personal technology devices as outlined in Board of Education Policy JICJ, "Use of Personally-Owned Electronic Devices," and its accompanying administrative regulation.
3. Individuals are responsible for their behavior while utilizing school system or personally-owned technology.
4. Individuals are responsible for taking reasonable precautions to protect WCPS owned technology equipment against damage and/or theft.
5. Individuals are responsible for all activity on their accounts, passwords, and devices.
6. Individuals will respect others by using appropriate language and constructive criticism when supporting the efforts of others.
7. Individuals will respect online spaces and facilities: by using appropriate edits, uploading only appropriate images and files, and taking care not to delete or damage other student or staff material on any site.
8. Individuals will utilize appropriate local and third party online collaborative spaces to demonstrate exemplary work, advance teaching and learning, and to develop a positive online presence.
9. Individuals are responsible for using WCPS technology and WCPS social media, whether onsite or remotely, in an ethical, responsible, and legal manner. Users will not use the school system network to access, write, or publish material that:
   a. Depicts profanity, obscenity, the use of weapons, terrorism, or violence.
   b. Promotes use of tobacco, illicit drugs, alcohol, or other illegal or harmful products.
   c. Contains sexually suggestive messages or is sexually explicit or obscene.
   d. Advocates illegal acts.
   e. Contains language or symbols that demean an identifiable person or group or otherwise infringe on the rights of others.
   f. Provides disclosure, use, and dissemination of personal identification information regarding minors.
   g. Contains rude, disrespectful, discourteous expressions inconsistent with civil discourse, or behavior, or that constitute cyberbullying.
   h. Advocates violence or discrimination towards other people.
   i. Circumvents or disables technology protection measures put in place by the Superintendent or his or her designee.
   j. Knowingly deploys computer viruses or software with malicious intent.
   k. Violates copyright laws, the privacy rights of others, or plagiarizes.
   l. Is accessed via another individual’s account credentials.
   m. Causes or is likely to cause a disruption to WCPS activities or the orderly operation of the WCPS.
10. Content transmitted with WCPS technology must adhere to all Board of Education policies.
11. Reasonable exceptions to these guidelines may be made for students conducting educational research under the direction of a teacher/administrator. Specific permission must be granted regarding the nature of the research to be conducted and the type of files related to that research which might be accessed/created.
12. The school system is not responsible for, nor does it control, information and content found on outside networks, including the Internet. The school system utilizes a content filter to prevent or minimize access to inappropriate information and content in compliance with the CIPA. Access through cellular networks does not provide the same measures of filtering. Students should only use the WCPS network (not private cellular service) for Internet access while on WCPS property. In addition, students and staff will use Board of Education issued/approved identities (e-mail addresses, Apple IDs, Google Accounts, etc.) to register with/enroll in WCPS devices and third party online collaborative digital spaces. All work on school system-owned devices or in support of district efforts are not protected by privacy laws. Users
should be aware that all files may be available under Federal and State public information laws and are discoverable in litigation.

13. WCPS has made every effort to maintain COPPA compliance with regards to district approved online resources, including iTunes and Google. Parent permission will be obtained when students under the age of 13 are instructed to use an online resource/app requiring students to create an account.

See also:
Policy GBEE and Administrative Regulation GBEE-R: “Employee Use of Social Media”
Policy JICJ and Administrative Regulation JICJ-R: “Use of Personally-Owned Electronic Device” (If the policy and reg are not rescinded)

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**Personally-Owned Electronic Devices**

**A. Policy Statement**

A student’s use of a personally-owned, electronic device during the school day is designed to help him/her become a responsible digital citizen, to enhance classroom activities, and to provide authentic experiences to build skills such as collaboration, creativity, communication, and critical thinking. These skills aid in preparing a student for 21st Century college and career demands.

Appropriate use of a student’s personally-owned, electronic device applies from the time the student leaves for school until the time he/she arrives home. Devices may not be used to disrupt the educational environment, violate the rights of others, commit illegal acts, or engage in academic dishonesty.

**B. Student Use/Possession**

1. A student is expected to exhibit digital responsibility and to follow the Board of Education Policy and the Responsible Use of Technology Guidelines.
2. A student is expected to keep his/her personally-owned, electronic device secure at all times and not loan it to others.
3. Student use of a personally-owned, electronic device on a school bus is permitted provided such usage does not disrupt bus operations.
4. Student use of a personally-owned, electronic device during the school day is intended to enhance teaching and learning. It is a privilege at the discretion of the teacher and/or administration.
5. The charging of devices will be permitted, and is limited to the designated areas or outlets designated by teachers and/or administrators.
6. Students may not take photographs or record audio or video on the bus, in school, or during school day activities without the permission of a teacher and/or administrator.

7. School system staff reserves the right to revoke privileges associated with this use under any of the following conditions:
   a. Disrupts the learning environment or approved school activity
   b. Poses a threat to academic integrity
   c. Creates safety or legal concerns
   d. Violates the confidentiality or privacy of others

**C. Theft/Damage/Support Disclaimer**

The Board of Education does not provide technical support and assumes no responsibility for a personally-owned, electronic device if it is lost, loaned, damaged, or stolen. This includes unattended devices in designated charging areas.

**D. Consequences**

1. Violation of these administrative regulations will result in disciplinary measures in accordance with the student discipline guidelines.
2. A school administrator may take temporary possession of a personally-owned, electronic device for violating these regulations, to support the integrity of an investigation, or for safety concerns.

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**Communication Expectations**

**Recommendations for Staff, Students, and the Community**

**E-mail**

E-mail is a valuable communication tool that is widely used. As such, staff, parents, students, and other members of the general school community are encouraged to use it to improve the efficiency and effectiveness of communication. Because not every parent has access to it, staff members cannot make it the only option for communicating with parents. Similarly, neither a student nor a parent may demand that a staff member correspond via it.

Representatives of WCPS using it to correspond will adhere to the following expectations:

1. The staff members should respond or acknowledge receipt to student and parent(s) in a timely manner.
2. Staff and students should use only WCPS provided accounts to receive or send and avoid using home accounts for professional correspondence.
3. WCPS has the right and responsibility to access and disclose the contents of all messages as required for legal, audit, and legitimate operational purposes.
4. Users are responsible for all sent from their accounts; they should take care to protect access to the account by keeping their password secret.
5. Messages should be consistent with professional practices for other correspondence, including grammar, punctuation, and formatting.
6. Careful consideration should be used when discussing contentious, emotional, or confidential issues via it.
Web Pages
Websites must comply with these expectations and all other relevant Washington County Board of Education (WCBOE) policies. Failure to do so could result in the loss of website privileges. The Communications Officer or designee can revoke website privileges for web pages that do not meet these expectations:

1. Schools, departments, and divisions of WCPS are encouraged to participate in publishing student and community focused information on the Web. School-related groups should work with their schools to publish information on the schools’ custom Web pages or have a link off these pages to their own page/Web servers.
2. The school principal or program administrator of a participating group shall designate at least one WCPS employee in the participating group as the website manager or content contributor.
3. Website managers and content contributors must ensure the content on their sites follow these expectations and all relevant BOE policies.
4. Contents must be school, curriculum, or school system related.
5. All copyright laws and regulations must be followed. Written permission for the use of copyright material used on a website must be obtained and kept on file by the website manager or content contributor.
6. Personally identifiable information of students and staff shall NOT be published on any publicly accessible system/school website (FERPA).
7. WCPS employee’s full name and is considered public information and may be posted on the Web page.
8. Personal pages of students or teachers will NOT be posted on, or have links from, WCPS Web server(s).
9. No advertisements for or from private businesses are allowed on school system Web server(s). Acknowledgement of sponsors for school or system events with links to a sponsor’s Web page is permissible.
10. Links to external sites should be tested prior to publishing on a Web page to ensure the pages are active and they do not lead to areas that are inappropriate for K-12 school environments. These external links should be tested at least quarterly. For information, call 301-766-2809 or info@wcps.k12.md.us.

Social Media
The responsible use of social media can promote exceptional teaching, learning, and community interaction when used appropriately and in a professional manner. WCPS has crafted policy (GBEE) and regulation (GBEE-R) to clarify the use of social media. In professional and instructional roles, employees and students need to follow the same behavioral standards online as they would in real life. The same laws, professional expectations, and guidelines for interacting with students, parents, alumni, general public, media, and other WCPS constituents apply online as in the real world. The following are the expectations for communications via social media:

1. Employees and students should familiarize themselves with the aforementioned policy and regulation regarding the use of social media.
2. Personally identifiable information of students and staff shall NOT be published on any social media site (FERPA).
3. Respect copyright and fair use laws.
4. Any use of the WCPS logo or any other school system images or iconography must be approved by school system administration.
5. The use of WCPS’ name to promote a product, cause, or political party or candidate is prohibited.
6. Understand that content contributed to a social media site could encourage comments or discussion of opposing ideas. Responses should be considered carefully in light of how they would reflect on the poster and/or WCPS and its respective schools.
7. Ensure the accuracy of any posted facts and credit sources prior to posting them on social media. Review content for grammatical and spelling errors.
8. Prior to posting photographs, consult the Student Health/Family Information Form for parental permission to post student images, interviews, videos, student generated work or when publishing names.
9. When posting on behalf of a WCPS school or department on a social media platform, state your name and position.
WCPS iCoverage
2018-2019

As a 1:1 school system, Washington County Public Schools (WCPS) provides an iPad, a protective case, charger, and district support for all students. All students are required to pay an iCoverage fee for the iPads, and have a parent-signed user agreement for the Responsible Use Guidelines.

iCoverage for iPads covers all students in grades 3-12. iCoverage costs $15 per student (year-long) effective upon receipt for 2018-2019 school year. If there are financial concerns due to hardship in the household, please contact the school counseling office or school administration. Online, cash and check payment options will be made available at the start of each school year.

<table>
<thead>
<tr>
<th>Mechanical Breakdown</th>
<th>Accidental Damage Needing Repair</th>
<th>Lost/Stolen Devices And Cost of Replacing Intentionally Damaged iPad Beyond Repair</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Charge</td>
<td>Deductible: $35</td>
<td>Deductible: $150</td>
</tr>
<tr>
<td>Includes:</td>
<td>Includes:</td>
<td>Includes:</td>
</tr>
<tr>
<td>iPad battery</td>
<td>● Glass</td>
<td>● Lost iPads with documentation</td>
</tr>
<tr>
<td>Internal/external components</td>
<td>● LCD screen</td>
<td>● Stolen iPads with a police report</td>
</tr>
<tr>
<td>external buttons</td>
<td>● Fire, flood, or natural disaster</td>
<td></td>
</tr>
</tbody>
</table>

**Items Not Covered: to be billed for repair or replacement cost**

- Intentional Damage: either observed to willfully have occurred or that which is determined by the type of damage to have been willful in nature
- Liquid/Water Damage
- iPad Charger, iPad Brick, and iPad Case

**Replacement/Repair Costs**

- 32 GB iPad: $299.00 (without iCoverage)
- Broken Glass and Digitizer: $100.00 (without iCoverage)
- iPad Case: $22.00
- iPad Charger Brick: $5.00
- iPad Cords: $7.00

NOTE: Until the deductible is paid, School/Administrator discretion can be used to determine when it is appropriate to allow students to take home a device.
Academic Integrity

Academic integrity is a core value in the WCPS and serves as one of the cornerstones for our vision of becoming a world-class school system. Striving for high achievements must rest on a foundation of respect, responsibility, trustworthiness, fairness, citizenship, and caring. Academic integrity enables the social value of regard for others and their work to exist within the school community. It ensures that achievements are honestly earned and can stand on their own merit. Academic integrity also instills values that will serve students well in all of their intellectual endeavors.

Students have an obligation to their school, teachers, peers, parents, and the community to act with integrity in scholarship and in general academic work. Expression of original, well-formulated ideas is a fundamental skill for academic and career success. Staff, parents, and the community must be able to trust that the work of students is the product of their own learning and academic effort. Grades and diplomas must represent honest work and accomplishments. In a competitive world, it is essential that all members of our school community uphold a standard that places the integrity of each student’s honestly earned achievements above higher grades or easier work dishonestly attained.

Each student’s work should be held to the highest standards of honesty. Academic dishonesty in any form demonstrates a lack of integrity, shows character that is inconsistent with the goals and values of WCPS, and violates an ethic of mutual regard. It impairs the school’s educational role and defrauds all who comprise its community. It skews the learning process and interferes with the assessment and feedback process necessary to promote academic growth. It compromises the instructional process by giving teachers and parents a false view of a student’s academic ability and effort. Academic dishonesty may prevent further needed instruction and delay a student from reaching his or her potential.

The Board’s policy delineated below is intended to promote the highest standards of academic integrity. Academic integrity requires that all assignments that students complete and submit represent their own work, concepts, ideas, and wording that have been honestly and truthfully developed and composed. When the work of others is incorporated into assignments submitted, students must properly credit that work.

All students will sign a statement of promise to uphold academic integrity. Parents must also sign the statement to acknowledge that they are aware of the standards of integrity to which students will be held. Consideration will be given for the developmental appropriateness of instruction with respect to the policy. The statement of promise is included in this handbook, and reads as follows:

“I promise to uphold the Washington County Public Schools’ standards for Academic Integrity. I hold the qualities of honesty and integrity in highest regard and will not violate them or support those who do.”

The signed promise will be submitted to and retained by the appropriate teacher at each school.

Academic Integrity Process and Procedures

I. Purpose

The purpose of this administrative regulation is to set forth the type of conduct that would constitute a violation of academic integrity standards and the consequences for such violations.

II. Background

Students have an obligation to their school, teachers, peers, parents, and the community to act with integrity in scholarship and in general academic work. Expression of original, well-formulated ideas is a fundamental skill for academic and career success. Staff, parents, and the community must be able to trust that the work of students is the product of their own learning and academic effort.

III. Policy Statement/Procedures

A. Violations of Academic Integrity:

Violations of academic integrity include, but are not limited to, the following acts of dishonesty or misconduct:

1. Cheating on exams, tests, quizzes, or assignments: Using or accepting unauthorized sources of information, aids, or materials. Examples of cheating include, but are not limited to:
   a. Dishonestly obtaining, using, or possessing copies of an exam, or providing or receiving information about an exam
   b. Exchanging information during an exam or copying from another person’s paper
   c. Completing an exam in the name of someone else
   d. Submitting another person’s work or portion of work as your own

2. Fabrication:
   Inventing, falsifying, or misrepresenting information. Examples of fabrication include, but are not limited to:
   a. Falsifying data
   b. Faking sources
   c. Inventing events

3. Plagiarism:
   Using ideas, language, or work of another without proper credit, citation, or reference to the original author, text, or source. Examples of plagiarism include, but are not limited to, any of the following actions committed without giving appropriate credit, citation, or reference:
   a. Using a direct quotation word-for-word
   b. Submitting rephrased ideas of another person
   c. Submitting as your own, papers or sections of texts accessed from the Internet
   d. Copying material from an encyclopedia, dictionary, or other source
   e. Using data that you did not derive by yourself
   f. Using non-textual material, such as musical or artistic copyrighted works, compositions, or choreography

4. Facilitating academic dishonesty:
   Helping or attempting to help another person commit an act of academic dishonesty
B. Consequences for Violation of Academic Integrity:

All forms of academic dishonesty are unethical and, in some cases, may be illegal. Students who violate academic integrity will be subject to disciplinary measures as outlined below.

Consideration should be given to the role of instruction and developmental appropriateness for elementary students or for students with cognitive disabilities.

Consequences for cheating, fabrication, plagiarism, or facilitating academic dishonesty:

a. The student will be given a grade of “F” for the assignment.

b. Written notification will be sent to the parent.

c. A written copy of the incident will be forwarded to the school administrator for placement in the student’s discipline file.

d. Additional disciplinary consequences may be administered consistent with “Washington County Public Schools Disciplinary Guidelines” (Exhibit JK-E) for violation of school policies.

Primary Credits: Clayton High School; Hagerstown Community College; North Hunterdon High School; University of Maryland College Park

Legal Reference: Annotated Code of Maryland Education Article 7-307

\[\text{\textbf{Homework Policy}}\]

WCPS supports the concept of assigning homework which is meaningful and appropriate to the reinforcement of school studies and skills.

The purpose of homework is to:

• Help young children develop good study habits.
• Promote positive attitudes toward school.
• Develop self-discipline and independence.
• Develop a sense of responsibility.
• Communicate to students that learning takes place outside as well as inside school.
• Provide opportunities for students to practice skills, prepare to learn new information, or elaborate on introduced material.
• Provide a communication link between home and school.

Homework should be an extension of the school day. When homework is assigned for the purpose of practice, it should be structured around content with which students are familiar. When homework is assigned to prepare students for new content, homework can be assigned that is meant to promote critical thinking and not for practice. Homework assignments are intended to encourage and further learning; they should never be excessive, nor used as punishment.

Teachers are encouraged to maintain communication with parents/families regarding their guidelines for homework. Decisions related to frequency and amounts of homework should be determined based upon grade level, students’ progress, and course needs.


\[\text{\textbf{Code of Conduct}}\]

\textbf{RESPECT, RESPONSIBILITY, AND CIVIL BEHAVIOR}

\textbf{Rationale:}

Schools have three primary responsibilities. The first responsibility is to foster academic achievement. The second responsibility is to create and maintain a school environment that is safe, orderly, and conducive to teaching and learning. The third responsibility is to promote and support positive community values and standards such as civility, respect for others and self, citizenship, academic integrity, and other constructive character traits and behaviors among adults and students in the school community. Without these values and standards, traits and behaviors, a school’s climate inevitably deteriorates and teaching and learning is negatively impacted. Furthermore, students become deficient in the tools that are critical for functioning successfully in community life, regardless of how proficient they are academically.

The purpose of the Code of Conduct, which applies during the school day and also applies to all school-sponsored activities whether on or off school property is to provide a framework that will guide staff, students, and parents in promoting excellent behavior among all members of our school community, and create a safe, civil, and nurturing climate in which teaching and learning can take place.

\textbf{Code of Conduct:}

The WCPS code of conduct is guided by six standards. These standards are based on the Josephson Institute of Ethics Character Counts pillars: trustworthiness, respect, responsibility, fairness, caring, and citizenship. All members of our school community – students, parents, educators, administrators, and support staff – are to be aware of the requirements of the Code of Conduct and are to align their behavior with these standards while they are in school or while engaged in school-related activities.

\textbf{Respect}

• I will respect myself and treat others as I want to be treated.
• I will speak to others in a polite and courteous manner.
• I will respect diversity.
• I will solve problems and express myself toward others in a non-violent manner.
• I will be considerate of others’ space and property.
• I will behave in a way that helps others and me to learn.
• I will take pride in my school and community by treating school facilities and materials with care.

\textbf{Responsibility}

• I will attend school regularly and on time.
• I will actively participate in my own education and growth.
• I will put forth my best effort.
• I will follow established school codes and community rules.
• I will be accountable for my behavior.
• I will accept the consequences of my actions.
• I will encourage others to obey school rules and follow the code of conduct.
• I will report any activity that will be harmful to others.

\textbf{Trustworthiness}

• I will be honorable in my words and actions.
• I will be honest and tell the truth.
• I will keep my word and do what I say.
Dress Code

The dress code shall apply to all school activities during the traditional instructional school day. Exceptions for legitimate reasons, such as a medical condition or religious practice, as well as for specialized classes or activities, will be considered and can be granted by the school administration on a case-by-case basis.

The school administration reserves the right to approve or disapprove any items not addressed in this policy. Decisions to approve or disapprove items will be based on the goal of providing a safe and orderly environment for the education of all students.

Head Coverings
Head coverings are acceptable if worn in accordance with a sincerely held religious belief system. Head coverings may also be worn for medical reasons.

Other headwear may not be worn in the school building. The following are some examples of prohibited headwear:
- hats
- visors
- sunglasses

Headbands (including bandanas folded as headbands of less than 2 inches in width), scrunches, etc., that are used to hold hair in place and do not cover the entire head are permitted.

Clothing
Tops must be worn in such a manner so as to:
- cover the entire back
- cover the midriff area
- not be see-through
- fit modestly and cover cleavage and chest
- cover undergarments

Sleeveless tops must have two shoulder straps worn on the top of the shoulders and cover all undergarments. Tops must also be worn to:
- cover the entire torso of the body, where torso is defined as the area of the body from hips to underarms
- cover cleavage and chest, fit modestly
- cover the back so as to go no lower than the area where a conventional bra is worn on a female or the mid-point on the shoulder blades of a male
- traditional sleeveless undershirts, muscle shirts, or T-back shirts are not acceptable tops under this policy

Skirts and dresses must be worn modestly and cover all undergarments when sitting or standing.

Shorts must be modest and hang at or near mid-thigh when standing. Shorts must be worn in a manner which covers all undergarments, whether sitting or standing.

All other pants (bottoms) must be worn in such a manner as to:
- cover undergarments at all times
- not be excessively long so as to drag on the floor
- not be excessively baggy or worn on the hip in a manner which exposes undergarments or flesh normally covered by undergarments
- yoga pants (exercise type pants that are not see-through), in a narrow or flair leg, are acceptable
- leggings may only be worn in conjunction with another dress
- code-appropriate dress or bottom (leggings are defined as a sheer or slightly sheer material)

Shoes must be worn at all times. Shoes must fit to allow safe movement and be appropriate to school activities.

Coats and heavy jackets are not to be worn during the school day and should be stored appropriately.
- Light, form-fitting jackets such as: sweat jackets, hoodies, and windbreakers are not considered coats or heavy jackets and are, therefore, acceptable.

Jewelry and Accessories
Jewelry or accessories which can be used as or perceived to be a weapon or threat to others are a safety hazard and are prohibited.

Language, Symbols, and Messages
Words or symbols deemed to be inappropriate for the school setting such as: rude, disrespectful, or discourteous expressions which are inconsistent with civil discourse and behavior, or which may substantially disrupt or materially interfere with the educational setting are expressly prohibited on student apparel and person. Student appearance and apparel must not show any reference to or inference to:
- profanity
- drugs, alcohol, or tobacco
- violence
- suggestive, sexual messages
- language or symbols that offend, demean, or promote hatred toward an identifiable person or group

Section D also applies to body art, whether permanent or temporary. Body art which violates the regulation must be completely covered during the traditional school day or at any district sponsored or sanctioned event.
Consequences for Violation of the Dress Code
First Offense – Discussion of violation(s) and review of student handbook will take place with student. Student will be required to adjust or change clothes. It is expected that the first offense conference will prevent any further infractions.

Subsequent Offenses – Discipline procedures as described in the Board of Education Discipline Policy and Procedures will be followed (Policy JG & Administrative Regulation JG-R).

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Bullying, Cyberbullying, Harassment, or Intimidation

WCPS seeks to maintain an environment that is safe for all members of the school community. School safety is of the highest priority in schools. An essential element of safe schools is ensuring all children feel accepted and comfortable in their schools.

Four anti-bullying school rules:

• I will not bully others.
• I will help students who are bullied.
• I will include students who are left out.
• If I know that somebody is being bullied, I will tell an adult at school and an adult at home.

Bullying, harassment, or intimidation of any individual, by any person or group of people, will not be tolerated in WCPS because these behaviors compromise the learning environment and well-being of students. Bullying, harassment, or intimidation of any person on school property or at school-sponsored functions, or by the use of electronic technology, at a public school is prohibited. The Board of Education prohibits reprisal or retaliation against students who report acts of bullying, harassment, or intimidation, or those who are victims, witnesses, or bystanders, with reliable information about an act of bullying, harassment, or intimidation.

WCPS students whose behavior is alleged to be in violation of this policy will be subject to an investigation which may result in disciplinary action including suspension and expulsion.

Bullying, harassment, or intimidation means purposeful conduct, including verbal, physical, or written or intentional electronic communication that creates a hostile educational environment by interfering with a student's educational benefits, opportunities, performance, or with a student’s physical or psychological well-being and is:

• motivated by an actual or perceived personal characteristic including, race, national origin, marital status, sex, sexual orientation, gender identity, religion, ancestry, physical attributes, socioeconomic status, familial status, or physical or mental ability or disability; or,
• threatening or intimidating; and,
• occurs on school property, at a school activity, or on a school bus; or,
• disrupts the orderly operation of a school or students’ educational program.

Electronic communication - a communication transmitted by means of an electronic device, including, but not limited to, a telephone, cellular phone, computer, or pager. The acts of cyberbullying and sexting outside of school that cause a disruption in the school day, may result in school disciplinary action.

Bullying - purposeful behaviors, actions, words or pictures used to create a hostile environment that interferes with others’ ability to participate in educational programs or activities.

Hostile environment - a negative (real or perceived) learning environment that is verified or documented.

Interfering - having a direct effect on students’ physical, educational, and/or social well being.

Intimidating - intentional actions that threaten and induce a sense of fear and/or inferiority which adversely affects the student’s ability to participate in or benefit from educational programs or activities.

A bystander is a person or persons who have direct knowledge or witness an alleged event and/or actions.

Behavioral examples that are not tolerated include, but are not limited to, the following:

• Physical aggression such as hitting, kicking, shoving, spitting, hair pulling, or throwing things resulting from bullying, harassment, or intimidation
• Encouraging or influencing another person to hit or harm a student
• Teasing, name-calling, making critical remarks, or threatening, in person or by other means
• Demeaning or derogatory jokes
• Making rude and/or threatening gestures
• Excluding or rejecting a student by another student or group of students as a means of creating a hostile environment that is verified or documented through investigation
• Intimidating (bullying), extorting, or exploiting
• Spreading harmful rumors or gossip
• Hazing

Sexual Harassment

The Washington County Board of Education encourages and expects an atmosphere free of discrimination and sexual harassment and one that is conducive to high quality performance in the school setting. The Board of Education prohibits sexual harassment of, or by, employees and students.

“Sexual harassment” is defined as: (1) unwelcomed, inappropriate sexual advances or requests for sexual favors, (2) verbal or physical conduct/behavior of a sexual nature, (3) verbal or physical conduct/behavior of a sexual nature that is a form of intimidation, hostile or offensive to the educational environment, and (4) adverse actions against a student as a result of the rejection of, reaction to, or filing of a harassment complaint.
Some examples of sexual conduct may include, but are not limited to, the following:

- Sexual advances
- Verbal comments, jokes, name-calling, or slurs of a sexual nature
- Touching of a sexual nature
- Graffiti of a sexual nature
- Displaying or distributing sexually explicit drawings, pictures, or written materials
- Sexual gestures
- Sexual or “dirty” jokes
- Pressure for sexual favors
- Touching oneself sexually or talking about one’s sexual activity in front of others
- Spreading rumors about or rating another’s sexual activity or performance

Reporting acts of bullying, harassment, or intimidation

WCPS, in conjunction with the Maryland State Department of Education, is committed to eliminating incidences of bullying and harassment in schools. To address this issue, WCPS has adopted a procedure for parents and students to report incidences of bullying and harassment.

A student who wishes to report an incident of bullying, harassment, or intimidation (including sexual harassment) should report the incident to any appropriate staff member and/or administrator.

If a student expresses a desire to discuss an incident of bullying, harassment, or intimidation with a staff member, the staff member will make an effort to provide the student with a practical, safe, private, and age-appropriate way of doing so.

Students may also request a green bullying reporting form from any school counselor or administrator.

If the problem is brought to the attention of an adult other than the principal or the principal’s designee, that adult shall assist the individual in bringing the problem to the attention of the principal or the principal’s designee.

If a school system employee observes or otherwise becomes aware of an incident that appears to constitute bullying, harassment, or intimidation, the employee shall immediately report this information to the principal or the principal’s designee.

An allegation of bullying, harassment, or intimidation made against the principal or building administrator should be reported to the Human Resources Department at the WCPS Center for Education Services.

The school system takes seriously any allegations of bullying, harassment, or intimidation and will fully and promptly investigate such allegations. However, if it is determined that an individual has intentionally made a false accusation, that person will be subject to appropriate disciplinary action.
follow-up conference or conversation will be held with the victim four weeks after the initial follow-up conference to determine if the bullying, harassment, or intimidation has ceased. The principal or the principal's designee will determine which school staff will conduct the conferences. Both forms are then forwarded to the counseling office at the Center for Education Services.

Some acts of bullying, harassment, or intimidation could also be delinquent acts. If they are delinquent acts, they shall be promptly reported to the responsible law enforcement agency according to the Code of Maryland Regulations (COMAR) 13A.08.01.15.

The Family Educational Rights and Privacy Act (FERPA) prevents the disclosure of student record information, including all disciplinary records, to anyone other than the student, parent, or legal guardian.

Gangs and Gang-Related Activities
In conjunction with the Maryland State Department of Education (MSDE), Washington County Public Schools (WCPS) adopted a gang policy during the 2011-2012 school year that prohibits gang activity and similar destructive or illegal group behavior on school property, school buses, or at school-sponsored functions.

A “criminal gang” is defined as a group or association of three or more persons whose members:

1. Individually or collectively engage in a pattern of criminal gang activity.
2. Have as one of their primary objectives or activities the commission of one or more underlying crimes, including acts by juveniles that would be underlying crimes if committed by adults.
3. Have in common an overt or covert organizational or command structure.

A “pattern of criminal gang activity” means the commission of, attempted commission of, conspiracy to commit, or solicitation to two or more underlying crimes or acts by a juvenile that would be an underlying crime if committed by an adult.

WCPS is committed to addressing and reducing gang activities that potentially disrupt the school climate and interfere with student learning. All WCPS employees are required to report any incidences of suspected gang activity or destructive or illegal group behavior to the principal or, in the absence of the principal, to the school security coordinator.

WCPS has adopted procedures for stakeholders to report gangs and gang-related activities. Gang-Related Incident Reporting Forms are available in the guidance and administrative offices of each school for parents, students, and staff members. Gang-Related Incident Reporting Forms may also be obtained electronically from the school system’s website or the individual school’s website. Individuals reporting incidences should submit the completed form to the principal or school security coordinator. Upon receipt of a Gang-Related Incident Report, the principal or designee and the school security coordinator shall initiate an investigation. If the report is of a high level of severity, (criminal activity, imminent danger or disruption), every effort will be made to initiate the investigation within 24 hours after receipt of the written report.

WCPS considers gangs and gang-related activity a serious matter and will not allow its presence on school property. Your involvement in reporting gangs and gang-related behavior will support the efforts of WCPS officials to address this issue. If you have additional questions concerning this matter, please contact your child’s guidance counselor, school administrator, or the WCPS Safety and Security/Risk Manager, at 301-766-8757.

Reportable Offense Notification
Maryland Code – EDUCATION TITLE 7 – PUBLIC SCHOOLS Subtitle 3 – Section 7-703

Arrest for Reportable Offense:
The police are required to notify WCPS when a juvenile commits a crime listed as a Reportable Offense. The information will be used to provide appropriate educational programming and related services to the student and to maintain a safe and secure school environment for students and school personnel.

Rights to Education Records
Family Educational Rights and Privacy Act (FERPA) and Maryland Student Records Regulations protect the privacy of student records and also give parents, legal guardians, or eligible students the right to inspect and review the student’s education records and request that inaccuracies in the record be corrected.

A policy and procedure statement about the protection of parents’ and students’ privacy and rights to access student records under FERPA is available to interested individuals in all schools. It specifies procedures for inspection and review of educational records.

WCPS provides parents, legal guardians, and/or an eligible student (18 years of age or older) access to the education records of the student. Explanation and interpretation of the educational records will be provided to the parents in their native languages. A request to access educational records must be submitted in writing to and granted by the principal.

WCPS will not permit access to, or release of, education records of students, or personally identifiable information contained therein, without the written consent of the parents, legal guardians, or the eligible students with the exception of those reasons listed below.

Directory Information
As specified by FERPA, WCPS will permit the release of directory information, unless parents and/or eligible students notify the school to the contrary.

“Directory information” includes:
- student’s name,
- address,
- telephone number,
- date and place of birth,
- major field of study,
- participation in officially recognized activities and sports,
- weight and height of members of athletic teams,
- dates of attendance,
- diplomas, degrees, and awards received,
- the most recent school attended by the student,
- list of graduates.
Outside organizations to whom directory information may be released include, but are not limited to, companies that manufacture class rings or publish yearbooks.

Parent/guardian(s) who do not want student directory information released must complete the Restriction of Access to Directory Information Annual Parental Opt-Out Form available at each school and return it within 10 days of enrollment.

The third party receiving directory information from the school may not re-disclose the information to any party without prior written consent of the parent, guardian, or eligible student.

**Release of Personally-Identifiable Information**

FERPA also permits the release of personally identifiable information from education records without the written consent of the parents or the eligible student to:

- other school administrators, supervisors, teachers, and para-professionals of WCPS with legitimate educational interests.
- officials of other elementary, secondary, or post-secondary schools or another school system in which the student seeks or intends to enroll.
- state and national agencies in the course of their educational work.
- court officials, in compliance with a judicial order or subpoena.
- appropriate persons in health and safety emergencies.
- Department of Juvenile Services officials, in regard to court authorized cases.
- institutions or agencies involved with financial aid for which the student has applied or received if the information is necessary to determine eligibility, amount, conditions, or to enforce the terms or conditions.
- organizations conducting certain types of studies for or on behalf of WCPS or an individual school.
- accrediting organizations to carry out accrediting functions.
- parents or legal guardians of a dependent student.

Student records, which WCPS will make available for inspection and review ONLY to persons who have a right to know, include:

- Personal and Family Information,
- School Enrollment Information,
- Attendance Information,
- Subject Performance Information,
- Standardized Test Information,
- Non-Subject Performance Information,
- Physical Health Information
- Referrals for Physical or Behavioral Reasons,
- Health Inventory,
- Special Education and Individual Test Information,
- Discipline Records.

WCPS will obtain the written consent of the parent or legal guardian of a student or the eligible student before disclosing the above referenced personally identifiable information from the education records of a student, other than for the specific identified reasons listed above.

Parents have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the school system to comply with the requirements of FERPA.

Destruction of records will be in accordance with the procedures established by the Washington County Board of Education and the Maryland State Department of Education (MSDE).

**Military Recruiters**

Information including students’ name, address and phone number(s) will be released to military recruiters for high school students, upon request, unless a parent/guardian or eligible student indicates that this information should not be released. A parent/guardian who does not want this information released to military recruiters may indicate this by checking the appropriate box on the Student Health/Family Information form.

**Rights Of Non-Custodial Parents**

If parents of a student are separated, divorced, or living apart, the school must permit both the custodial and non-custodial parent to inspect, review, and obtain copies of the student records, unless the custodial parent provides the school with legal documentation restricting or terminating parental rights. In addition, a non-custodial parent may request to receive school-related information. School-related information consists of documents that are regularly provided to the custodial parent at school meetings, by mail, or by sending home with the student. Examples are:

- Statements on student and parent rights and responsibilities,
- School newsletters,
- School calendars,
- Notices of parent conferences, open houses, and plays.

School related information also includes those student records that are provided to the custodial parent such as:

- Report cards,
- Disciplinary notices,
- Special education notices.

A reasonable fee to cover the cost of copying and mailing these documents may be charged.

**Permission to Release/Student Record Information**

A custodial parent/guardian who wants to allow someone other than a non-custodial parent/guardian to have access to protected student record information (i.e., report cards, attendance information, teacher feedback, etc.) must complete a Consent for Release of Student Information Form and return it to the student’s school. This form will be maintained in the student’s cumulative folder. A new form must be completed for this purpose each year.

**Consent to Permit Access to Student and/or Student Information**

If a parent/guardian wants to allow someone other than the custodial guardian (i.e. relative, service provider) to have access to the student during the school day or to attend school conferences or meetings, the parent/guardian must complete and submit the WCPS Consent to Permit Access to Student and/or Student Information Form. This consent permits access. It does not permit educational decision-making by any one other than the custodial guardian.

In order for a student to be released during or immediately after the school day to someone other than the custodial parent/guardian, the school must receive written permission from the custodial parent/guardian on the date of the intended release. The written permission must indicate the full name of the person to whom the student will be released and the reason for the release. The person to whom the student is to be released should be prepared to show current photo identification.

**Please note:**

“Emergency Contacts” identified by the parent/guardian are adults who may assume temporary care of a child without further consent in the event of an emergency, illness, or accident when contacted by school staff because the parent/guardian cannot be reached.
In the event of a non-emergency circumstance, such as an appointment off school grounds, the parent/guardian must provide the school with additional written consent to identify the adult who has permission to pick up the student.

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**Safe and Drug-Free Schools**

**Drugs/Alcohol**

Students do not have the right to use, sell, distribute, possess, or be under the influence of drugs, including alcohol, on school property or during school-sponsored activities unless the medication has been prescribed by a physician for the individual student. The principal and school nurse must be notified by the parent and/or physician of the student’s need to take medication (prescription or over-the-counter) during school hours. See Student Health: Medication p. 29 in this handbook. Students also must be aware that Maryland law (Article 27, Section 286B) prohibits possession, distribution, etc., of non-controlled substances (“look-alikes”) in school.

**K-9 Drug Scans**

WCPS has partnered with local, county and state law enforcement agencies to conduct K-9 scans in and around the school.

If the police K-9 scan results in an alert, the police officer will notify a school administrator. The school administrator will attempt to locate the student associated with the vehicle parked on school property and have them respond to the vehicle. Police policies and procedures will determine if the police search the vehicle or take other action.

Students who have alcohol or other drug-related problems are urged to discuss the problem with appropriate staff. School staff will respect the student’s right to privacy. Students who violate the drug and alcohol policy must be referred to the school’s Student Assistance Program (SAP).

Staff, parents, students, and visitors may not use tobacco on school property.

**Student Possession/Use—Drugs and Alcohol**

1. Use of illicit drugs, including the unlawful use of alcohol and tobacco, is illegal and harmful for students.
2. There shall be no use, possession, or distribution of illicit drugs, tobacco, or alcohol by students on school premises or at any school activity on or off school grounds.
3. Students who knowingly and willingly place themselves in proximity with a person who is illegally in possession or using drugs or alcohol may be deemed to have violated Student Possession/Use Regulations.
4. Students who violate this procedure face disciplinary action, as well as possible legal penalties. (See WCPS Disciplinary Guidelines on pages 26-27)
5. Students who use or possess drugs/alcohol in any WCPS schools will be referred to the Student Assistance Program.

**Parents—Drugs and Alcohol**

All programs, guidelines, services, standards of conduct, and disciplinary sanctions must be made known to parents.

**Where to Call for Information**

Department of Student Services – 301-766-2960

**Staff—Drugs and Alcohol**

There shall be no use, possession, or distribution by any employee of illicit drugs, alcohol, or tobacco in the school and/or workplace or at school activities on or off school grounds.

Persons who violate this procedure face legal action and risk termination of employment.

Employees who need services related to drug/alcohol use should be able to seek help at 301-766-7600 or 1-800-635-2774.

Employees must understand that these standards are mandatory.

**Firearms**

If the superintendent or designated representative finds that a student has brought a firearm onto school property, the student may be expelled from WCPS for up to one (1) school year. The superintendent may specify, on a case-by-case basis, a shorter period of expulsion or an alternative educational setting. (See WCPS Disciplinary Guidelines on pages 26-27)

COMAR 13A.08.01.12 ss7-305

(Firearm: a handgun, rifle, shotgun, bomb, grenade, rocket, .32 caliber gun, missile, .22 semi automatic, 9mm gun. 18 U.S.C. ss 921.)

If a school production contains a scene with a Firearm Prop (a permanently inoperable prop, (80 Op. Atty. Gen. MD 147)), the Drama Coordinator will notify the school administrator and WCPS Legal Counsel. Notification will be made in the program that a prop resembling a firearm will be displayed during the play.

**Asbestos Management**

In October of 1986 the U.S. Congress enacted the Asbestos Hazard Emergency Response Act (AHERA). Under this law comprehensive regulations were developed to address asbestos problems in public and private elementary and secondary schools. These regulations require schools to inspect for friable and non-friable asbestos, develop asbestos management plans that address asbestos hazards in school buildings, and implement response actions in a timely manner.

The WCPS program for fulfilling these responsibilities is outlined in the asbestos management plan for each school. The plans currently contain the inspection reports and the appropriate response actions. They also contain plans for periodic re-inspections and post-response activities.

Delivery of asbestos management plans to schools began on May 1, 1989. The receipt of these management plans required an acknowledgment by the principal or assistant principal. On May 9, 1989, the Asbestos Management Plans were delivered to the Governor as required by law.

On December 14, 1987, the Asbestos Hazard Emergency Response Act (AHERA) went into effect requiring school districts in the United States to inspect each building used for educational purposes. These inspections are to be conducted using persons who have been trained and annually re-certified by the Environmental Protection Agency and the State Department of Health.
This law compels the Board of Education to locate and identify all asbestos-containing material (ACM) in the schools. Not all schools in Washington County contain asbestos. Regarding those that do contain asbestos, the inspections identified ACM in floor tile, ceiling tile, sprayed-on surfacing material, thermal system insulation, and miscellaneous materials. The law also requires the Board of Education to assess each area of ACM and determine what plans of action will be taken to insure that no asbestos fibers are released into the environment, repair any damaged ACM, and remove any material that cannot be controlled using conventional engineering techniques.

WCPS developed an Asbestos Management Plan that identifies the locations of all known ACM in the schools and describes the plan of action to be taken to manage the ACM. The plan has been reviewed by the State of Maryland and is available to any concerned individual who wants to examine its contents.

Since May 9, 1989, the Asbestos Management Plans have been available for review during normal business hours at the following locations:

- The main office of each school during normal school hours.
- Department of Maintenance and Operations
  Washington County Public Schools
  10435 Downsville Pike
  Hagerstown, MD 21740
  301-766-2881

For further information, please contact the Department of Maintenance and Operations at the above location.

**Integrated Pest Management Program**

The Integrated Pest Management (IPM) program employed by the WCPS is a proactive rather than a reactive approach to insect and rodent control in school facilities. The IPM program includes routine inspections or surveys of all school facilities to identify conditions conducive to pest invasion, to ensure early detection of pest presence, and to monitor infestation levels. As a first step in pest control, the IPM approach employs a number of preventative strategies and alternatives to pesticide application, such as employee education, source reduction, inspection and identification of potential problem areas, and improved sanitation. Each approach is monitored and evaluated, and modifications are made if necessary. Pesticides are used only as a last resort.

Maryland law requires that parents of all elementary school children be notified prior to any pesticide application. Parents of middle school or high school students who wish to be notified prior to interior pesticide applications must request that they be placed on the school system’s pesticide notification list. To be added to the notification list, send a written request which includes your name, address, and telephone number as well as your child's name and school to:

Director of Maintenance and Operations
Washington County Public Schools
10435 Downsville Pike
Hagerstown, MD 21740

The following is a list of the pesticides and bait stations, by common name, that may be used on school premises during the school year. The list includes, but is not limited to:

- glyphosate
- prometon
- siduron
- PCNB
- permethrin
- boric acid
- imidacloprid
- icambabifenthrin
- MCPP
- piperonyl butoxide
- orthoboric acid
- phrethrin
- phenothrin
- hydropropene
- perfluoractanesulfonamide
- Methyl Anthranilate
- disodium octaborate tetrahydrate
- fipronil
- hydramethylnon
- diuron
- benefin
- bromadiolone
- melaleuca
- benefin
- cholecalciferol
- naphthalene
- 2,4-D
- propoxur
- pyridine
- allethrin
- triclorpyl
- allethrin
- triclosan
- deltamethrin
- methyl anthranilate

Copies of material safety data sheets (MSDS) and product labels for each pesticide and bait station used on school property are maintained by the contact person. Persons wishing to review this information or who need additional information should contact the Director of Maintenance and Operations or designee, at 301-766-2978, to arrange an appointment.

**Suspected Child Abuse and Neglect**

Maryland law and WCBOE Policy mandates that every educator who has reason to believe that a child has been subjected to physical or sexual abuse or neglect, must immediately report the information to the Department of Social Services and the appropriate law enforcement agency:

- The law and policy are quite specific: When there is doubt about reporting a suspected situation, it is to be resolved in favor of protecting the student and the report must be made immediately.
- School personnel are permitted to briefly question a student to determine if there is reason to believe that the child’s injuries resulted from physical or sexual abuse.
- Investigation of suspected abuse is the responsibility of the Department of Social Services, assisted by the police.
- School staff may not inform parents/guardians about any report of suspected abuse.
- School personnel may not attempt to conduct an internal investigation and must cooperate with DSS or law enforcement, if an investigation is conducted.
- All records and reports concerning protective service investigations of child abuse and neglect and their outcomes are protected by the confidentiality statute Article 88A-Section 6 (B). School personnel only become involved if requested to assist in providing services to the child or family.

Additional information and copies of the complete policies may be secured from the Department of Student Services, 301-766-2960.
School Attendance

The Maryland Compulsory Attendance law requires that every child in Maryland five (5) years old by September 1, and up to the age of eighteen (18) must attend school daily unless the child is lawfully absent or registered and participating in a certified home teaching program. It is the WCPS expectation that students attend school daily. Every school day is important and students who miss even one day miss valuable instruction.

The following attendance guidelines apply to all WCPS students:

- **Students Scheduled For a Full Day**: A student is counted present for a full day if the student is in attendance four hours or more of the school day. A student is counted present for a half day if in attendance for at least two hours of the school day, but less than four hours.

- **Students Scheduled for a Partial Day**: A student scheduled for less than a full day is to be counted present based on the amount of time he/she is scheduled. For example, a student scheduled for a two-hour block of time will be counted present for a half day if the student is in attendance for one hour.

- All school absences are recorded. Absences are coded as excused or unexcused.

- Only excused absences are considered lawful according to Maryland law.

- **Excused absences include**: 1. Illness of student (three or more days may require medical verification); 2. Death in the immediate family; 3. Court summons; 4. Suspension, and 5. Other special circumstances.

**NOTE**: All absences (other than those related to school discipline) require a parent note, which explains the reason for the absence, upon the student’s return to school. Failure to provide a parent note within 30 days may result in the absence being coded as unexcused.

- When the combined absences reach twelve (12) days, only official/legal documentation will be accepted in order for absences to be excused (i.e., doctor notes and/or legal summons).

- **Religious absence**: Student and staff absences from school to observe religious holidays are excused. Absences related to travel for the purpose of a religious observation will be considered “family vacation” absences, and must be pre-apprved by the school principal. School personnel should be aware of religious holidays and should make every effort to avoid scheduling major examinations and events on those dates. Students will be permitted to complete make-up work, within a reasonable time period.

- **Family vacation absences**: Vacations or trips during the school year are strongly discouraged, as the loss of class time may have a negative impact on the student’s academic progress and record. It is also recognized that on some occasions, working parents have little control over the time of year when vacations may be taken.

  Family vacation absences are considered excused only if they have prior written approval of the principal and do not exceed three (3) days per school year. Written requests must be made at least 10 days in advance of the requested vacation absence, and after approval, parents and students are responsible for requesting students’ assignments. Teachers need at least four (4) days’ notice for preparation of student materials.

- **Approved college visitations**: A college visit for students in grades 11 and 12 who pre-schedule the visitation with the principal’s approval shall be considered an extension of the student’s program and the student shall be recorded as present. No more than three (3) college visitation days shall be approved per school year. Pre-approved absences related to recruitment or enlistment in the military will be considered in the same manner as approved college visitation.

- **Unexcused absences**: If a student is absent for any portion of the day, for any reason other than those identified as excused, the absence will be considered unexcused. (This includes absence from school without the knowledge of the parent/guardian, shopping, babysitting, providing care for other adults, running errands, etc.) Unexcused absences may be defined as truancy.

- **Truancy**: Any time a student between the ages of five and eighteen is absent without lawful cause, the student is considered truant.

- **Chronic Absenteeism** refers to students who miss greater than 10 percent of school days (greater than nine (9) days in a semester or 18 days in a school year).

Chronic Absenteeism will require a conference between school personnel, parents, and students. Students who are absent more than nine (9) days in a school year will be referred to the appropriate WCPS Pupil Personnel Worker (PPW).

- **Habitual truancy** refers to a student whose unexcused absences are in excess of 20 percent of the school days in any semester, or school year (greater than 18 days in a semester, 36 days in a school year).

- **Tardiness**: Individual schools have defined opening times when students are expected to be present. Students arriving after the designated time are marked tardy; however, depending upon the time of arrival, the student may be considered absent for a half day.

Excessive tardiness will result in missed instruction and may require the school to take disciplinary action.
• **Make-up work requirements:** Make-up work will partially compensate for absences from classes. Teachers are required to assign make-up work for students whose absences are excused, if requested by the parent or student within the designated time lines.

• **Incentive programs:** Schools encourage regular on-time attendance and sponsor a variety of programs to encourage students.

• **WCPS attendance standards:** The Washington County Board of Education has established minimal standards for attendance and absences for students. When absences, **excused or unexcused, accumulate to six (6) days**, parents/students will be notified by mail. By WCPS policy, absences beyond twelve days in a school year are unacceptable. Cases involving excessive absence will be referred to the student support team (SST). Parents may be requested to participate in a conference with school personnel to discuss excessive absence.

• **Possible results when students accumulate excessive absence or habitual truancy:**
  • Request for additional documentation
  • Assignment of additional days of attendance (not included in the regular school year, i.e., Saturday School)
  • Establishment of a probationary attendance period
  • Retention in grades 1 through 8
  • Failure to earn high school credit or credits
  • Referral of the parent to the court for appropriate action

• **Appeal Process:** The following procedures are applicable for students and parents in order to appeal coding of absences and any penalties relative to the Student Attendance Policy.

  **Step I** - The student and/or parent shall contact the school principal to arrange for a conference to discuss the specific concern.

  **Step II** - If after conferencing the problem is not resolved, the parent within 10 days may contact the office of the Supervisor of Student Services in writing following the Step I decision.

  **Step III** - If the problem is not brought to resolution after conferencing with the Supervisor of Student Services, the parent, within 10 days following the Step II decision, may contact the Director of Elementary or Secondary Education in writing to request a meeting.

  **Step IV** - If the problem is not brought to resolution after conferencing with the appropriate Director, the parent may contact the Superintendent in writing, within 10 days after the Step III decision, to discuss the matter. The decision of the Superintendent of Schools shall be final.

• **Information dissemination:** Parents and students will be provided information concerning the student attendance policy/procedures during or before the opening week of each school year.

**NOTE:** The WCPS Attendance Policy is not designed nor intended to punish sick children or to encourage ill children to be in school. The procedures are designed to promote the importance of regular, daily school attendance. The law is quite clear – students are to be in school every day school is in session, unless they are ill or absent for another lawful reason.

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**School Counseling Services**

Counselors provide a safe, trusting environment that respects the privacy, rights and integrity of all students; allowing them the opportunity to freely explore ideas, express feelings and behaviors.

School counselors work with students who might be experiencing barriers to learning such as poor academic performance, absenteeism, health concerns, bullying, family issues, and peer conflicts. School counselors provide support and direction to help students focus on academic, personal/social and career development.

Their efforts help students achieve academic success with tools to prepare them to lead fulfilling lives as responsible members of our ever-changing global society. School counselors are trained at the graduate level and certified to deliver comprehensive services for students.

School counselors are involved in the implementation of both proactive and responsive services for students in grades K-12.

**Elementary and middle school counselors:**

• Provide classroom lessons for students in the area of academics, personal/social issues, and careers
• Meet with students individually to provide academic and emotional support
• Conduct small group counseling
• Coordinate full school initiatives for programs such as PBIS, Character Counts, Olweus Bullying Prevention, PAWS for career exploration, mindfulness activities, along with other programs to address targeted needs
• Support students in transitioning to and from various levels, and situational changes
• Provide crisis intervention as needed

**High school counselors:**

• Meet with students individually to provide personal/social, academic, and career advising
• Conduct small group counseling
• Provide classroom lessons for students in the area of academics, personal/social issues, and careers
• Provide students with academic, college, and career advisory
• Meet with students and parents for college coaching utilizing Naviance
• Support students in transitioning to and from various levels and situational changes
• Provide direction for students through four-year planning
• Assist students in course selection process
• Monitor student progress toward meeting graduation requirements,
• Coordinate visits and direction regarding post-secondary educational options
• Provide financial aid, scholarship and career counseling information.
School counselors also consult with school staff and parents to provide information and community resources in addressing student needs.

Students in Washington County can request to meet with their school counselor at any time throughout the school year. Students can also be referred by teachers, administration, or parents.

Parent/Guardians are encouraged to contact their child’s school counselor for information or to discuss any concern. Questions, concerns, and/or comments regarding the school counseling program should be directed to the Supervisor of School Counseling 301-766-2966 or the appropriate school principal.

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Pupil Personnel Workers (PPWs)

PPWs serve as representatives of the Department of Student Services, and as consultants to the schools. They reach out to families and assist students to succeed in school. Specifically, they encourage school attendance on a regular basis, foster appropriate behavior, and help families access community and support services, as needed. PPWs conduct home visits to promote family involvement; assist schools with enrollment, residency, custody, disciplinary actions; and help plan and carry out alternative services. Each PPW is assigned to several schools and serves as a key member of the student support team for each school.

Concerns regarding school attendance or the PPWs should be directed to the Supervisor of Student Services at 301-766-8776.

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Student Discipline

Code of Maryland Regulations

Each local school system must adopt a set of regulations designed to maintain an environment of order and discipline necessary for effective learning. These regulations should provide for counseling and establish standards for appropriate disciplinary measures and may permit suspension, alternative placement, or expulsion, if necessary. WCPS recently adopted a new Student Discipline Policy.

Suspensions and Expulsions

The removal of a student from school because of inappropriate, disruptive or dangerous behavior is a serious matter. However, removal is sometimes necessary when a student’s behavior interferes with the efforts of teachers and students to learn or when the safety of the students and teachers is involved.

The length of time the student is out of school depends both upon the seriousness of the incident and upon the student’s previous conduct. Through this handbook and guide and other school announcements, students are informed of some of the behaviors that are not acceptable in the WCPS.

Students should be aware that the school has the authority to take disciplinary action, even when the misbehavior occurs off school property or when schools are closed, if the behavior affects the good order and discipline of the school. For example, schools may take disciplinary action when students are misbehaving on the way to or from school or misbehaving while participating in school-related activities such as field trips and other school-sponsored activities.

See page 33 for information on Conduct Ineligibility.

Extracurricular Activities

Participation in extracurricular activities is a privilege provided to students who meet the academic and behavior standards detailed in this and other publications. Extracurricular activities include, but are not limited to sports, clubs, graduation ceremonies, and field trips that occur or extend beyond the regular school day. Students can lose the privilege of participating in extracurricular activities if they fail to meet WCPS’ academic and behavior standards, their school’s behavior standards, or the behavior standards of the extracurricular program in which they are participating or are requesting to participate. Students will be informed if they are ineligible to participate in all or some extracurricular activities.

In-school Suspension

“In-school suspension” means the exclusion within the school building of a student from the student’s regular education program for up to, but not more than, 10 school days for disciplinary reasons by the school principal or designee.

Out-of-School Suspension

“Out-of-School Suspension” means the removal of a student from school for disciplinary reasons for a period not to exceed ten days by a school principal or designee. A student may be suspended for up to 10 days for just cause. A principal or designee may use other disciplinary means to correct student behavior (detention, in-school suspension, etc.) at their discretion, in accordance with school policies and procedures.

The principal or designee may place a student on short-term suspension after a conference with the student. During this conference, the student can tell his or her side of the story. Parents are notified when the student is placed on short-term suspension and a meeting is arranged at the school so that the school administrator, parents, and student can plan together to avoid any repetition of the misbehavior.

Parents/guardians have the right to an informal appeal of the school administrator’s suspension decision. The informal appeal is a paper review and all requests for appeal must be in writing. The written appeal should include the reason for requesting the appeal and contain any written documents to be considered. During the appeal process, the suspension of the student remains in effect. Through the appeal process, the consequences may be increased or decreased. The following are the steps in the appeal process:

1. Parents/guardians may appeal the decision for the suspension directly to the principal. Such appeals must be submitted in writing to the principal within 10 days of the suspension decision.

2. In the event the parents/guardians are not satisfied with the principal’s decision, they may appeal that decision, in writing, to the Supervisor of Student Services within 10 days of the principal’s ruling of the appeal. The Supervisor of Student Services will direct a PPW to make a thorough review of the matter. The Supervisor of Student Services will confer with the PPW and will render a decision.
3. If parents/guardians are not satisfied with the decision of the Supervisor of Student Services, the parents/guardians may appeal that decision, in writing, within 10 days, to the Director of Elementary Education or the Director of Secondary Education.

4. If the parents/guardians wish to appeal the decision of the Director, this may be made in writing within 10 days to the Superintendent of Schools, in accordance with WCPS policies BEE and BEE-R(1).

5. Further appeal of the decision of the Superintendent may be made in writing within 10 days to the Washington County Board of Education. The decision of the Washington County Board of Education is final.

Extended Suspension, Alternative Placement or Expulsion

“Extended Suspension” refers to the removal for disciplinary reasons of a student from school for a period of more than ten days. An extended suspension can result in a student being out of school for a period longer than ten school days. Examples of unacceptable behavior for which a student may be recommended for extended suspension and/or alternative placement include the following: fighting, showing disrespect to school staff, stealing, vandalism, or possession or use of drugs or alcohol.

An “expulsion” means that the student cannot attend any regular day school program of the WCPS during the period of expulsion. A student may be recommended for expulsion for the following offenses: arson, possession of a weapon or physical assault leading to serious bodily injury.

Important notes in reference to weapons violations:

- The type of weapon or the reason the weapon is in the student’s possession is not relevant. The following will be treated as weapons: an airsoft gun, a tazer, a penknife, a large knife, brass knuckles, a chain, a pipe, nunchaku, a BB gun, a pellet gun, a starter pistol, a revolver or automatic pistol–loaded or unloaded, operable or inoperable.

- If a student is asked to hold a weapon, the student should refuse. The student may be expelled because the weapon is in his or her possession. The person who brings the weapon to school may also be expelled.

- A student of any age may receive an extended suspension, alternative placement, or may be expelled.

- These regulations apply to all activities that are connected with school. For example, students may be disciplined if they have weapons at school football games, dances, and while traveling to and from school.

- Violations of Maryland law will result in notification of law enforcement and possible arrest and prosecution.

While the principal can recommend a student for extended suspension/alternative placement or expulsion after a conference with the student, the Superintendent’s designee (The Supervisor of Student Services and/or the Director of Secondary Education) is responsible for determining the disposition in each case. A decision may be made to reinstate the student in the same school; provide an alternative placement or program for the student; transfer the student to another school; withdraw the student from school; recommend expulsion; continue the student on suspension; or require professional evaluation and/or counseling.

If a school administrator recommends extended suspension, alternative placement, or expulsion, the principal will immediately summarize the situation and request additional consequences, in writing, to the Superintendent.

Upon notification of the receipt of the request, the Supervisor of Student Services shall direct a PPW to meet with the student and parent(s), provide an additional opportunity for due process, and thoroughly investigate the disciplinary incident. The Supervisor of Student Services, after such review, will determine if a longer suspension, a change in school placement, or expulsion is warranted and notify the parents, in writing, of the decision.

The following are the steps in the appeal process:

1. If the parents/guardians wish to appeal the decision of the Supervisor of Student Services, they may file an appeal within 10 days of such a decision with the Office of Student Services. The Director of Secondary Education or a designated Hearing Officer will schedule a hearing with the parents/guardians and student to hear the appeal and will render a decision, in writing to the parents/guardians.

2. If the parents/guardians are not satisfied with the decision of the director, the parents/guardians may file an appeal, in writing, within 10 days of such a decision, with the Superintendent of Schools, in accordance with Board of Education policies BEE and BEE-R(1).

3. If the parents/guardians are not satisfied with the decision of the Superintendent of Schools, the parents/guardians may file an appeal, in writing, within 10 days of such a decision, with the Board of Education in accordance with Board of Education policies BEE and BEE-R(1).

4. The decision of the Board of Education is final.

Students with Disabilities

Students with disabilities may be suspended or expelled according to IDEA regulations, Procedural Safeguards Parental Rights Handbook (provided at least annually to the parent/guardian of a student with a disability), the student’s individualized educational program, and WCPS procedures.

School Work Missed Due to Suspension

Students will be provided the opportunity to make up class work missed during any out of school suspension, within a reasonable time period. Parents/guardians will be provided with the name and contact information for a designated school liaison who will assist in obtaining and exchanging school work during the period of suspension.
Suspended students should not be on school property unless permission is granted by the school administrator. Students will be given the number of days equal to the number of days absent to submit completed make-up work.

**Restitution**

“Restitution” refers to restoring something that has been taken away or making payment for an injury or loss. WCPS is charged with educating the children of Washington County. Part of the educational process is to teach respect for the person and property of others, as well as to teach that all persons are responsible for their own behavior. If, as the result of certain behavior, properties are damaged, destroyed, or stolen, the person or persons responsible must be prepared to pay to repair or replace the property.

**Vandalism**

School staff tries to prevent vandalism and help students understand the need to respect the rights of others. Efforts are made to increase school pride, involve parents, and create activities and programs that stress pride in school and care of property.

Where minor acts of vandalism are committed, students may be required to perform school service chores as restitution to discourage future acts of this kind. For instance, a student may be asked to remove writing from the walls of a school building or clean a given area that has been dirtied by the student.

In addition, Maryland law describes a procedure for obtaining restitution from a parent and/or a student who has been charged with a crime and prosecuted through Juvenile Court. Maryland law states that if a juvenile is found to be delinquent as the result of an act that has damaged another person or another person’s property, the Juvenile Court may require the juvenile or the parent of the juvenile to pay the injured person in repayment for the loss. WCPS will make every effort to obtain restitution for damage to school property through the use of Maryland law and the Juvenile Court.

**Hazing**

Hazing is any action or activity that inflicts physical or mental harm or anxiety, or which demeanes, degrades, or disgraces a person, regardless of location, intent, or consent of individuals. Additional information regarding hazing of persons involved in extracurricular activities, including interscholastic athletics, can be obtained from each high school athletic director and varsity head coach.

Individuals who are proven to have made false accusations shall be subject to appropriate disciplinary and/or legal action.

Administrators will make every effort to ensure that individuals who make a complaint of harassment or hazing in good faith, and individuals who assist in the investigation of harassment in good faith, will not have their grades or learning environment adversely affected.

The school system takes seriously any allegations of harassment or hazing and will fully and promptly investigate such allegations. However, if it is determined that an individual has intentionally made a false accusation, that person will be subject to appropriate disciplinary and/or legal action.

**Textbooks**

Textbooks are a vital resource for the school system. If any student loses or damages textbooks, the parent/guardian will be required to replace the textbook or pay the cost of repairing the damage. The principal may withhold books, supplies, or equipment until restitution or, in extenuating circumstances, an appeal has been made to the Director of Secondary Education or the Director of Elementary Education.

**Loaned Instructional Materials**

WCPS loans instructional materials in addition to textbooks for students to use in classes and activities. These materials include but are not limited to, the following: calculators, science laboratory equipment, musical instruments, band uniforms, choir robes, athletic uniforms, and equipment. It is the responsibility of the student using and/or possessing loaned instructional materials to care for them properly and to return them in good condition, taking into account normal wear. The student and parent/guardian are liable for any vandalism, damage, or theft because of negligence or improper use. Any other negative circumstances regarding these items must be reported to the teacher in charge immediately. Maintenance and repair, other than that which is performed by the system or respective school, is the responsibility of the student or guardian. Cost of replacement is also the responsibility of the student or guardian and will be determined according to fair and current market value.

**Corporal Punishment**

Principals and assistant principals and all other employees of WCPS are not permitted to use corporal punishment as a disciplinary measure for students. Corporal punishment is bodily punishment such as spanking or striking someone with a hand. Shaking, pinching, or any contact intended to inflict pain may also be considered corporal punishment.

There are circumstances and/or conditions under which WCPS employees are permitted to appropriately touch students. Maintaining a safe and orderly school environment, administering first aid, and attending to health needs are circumstances and/or conditions where touching students is permitted. Other examples of these circumstances are as follows:

- intervening in fights,*
- preventing accidental injury,
- protecting oneself,
- providing appropriate care to disabled students,
- moving through a crowd to address an emergency, and
- employing passive restraint with students with emotional disabilities (only if staff have received appropriate training).

* All school staff are encouraged to contact an administrator and/or wait for the assistance of other adults, in order to ensure further injury does not occur to students or staff.
## Violations of School Regulations & Consequences

### Washington County Public Schools (WCPS) Disciplinary Guidelines

Washington County Public Schools (WCPS) has adopted discipline guidelines to discourage inappropriate student behavior and so that parents and students understand potential consequences of student misconduct. This chart serves only as a guide and doesn’t circumvent the authority of principals and assistant principals to administer consequences based on the severity of the infraction, the student’s prior disciplinary record, and the age of the student. Further consequences may be available based on school-based practices such as Saturday School. Any violations determined in nature will be referred to the appropriate law enforcement agency, as noted in the guidelines. Consequences are progressive in nature as misconduct persists and increases in severity.

<table>
<thead>
<tr>
<th>Key Code</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>VW = Verbal Warning</td>
<td>DET = Detention</td>
</tr>
<tr>
<td>LP = Loss of Privilege</td>
<td>ISS = In-School Suspension</td>
</tr>
<tr>
<td>TO = Time Out</td>
<td>SSPC = Suspension Pending Parent Conf.</td>
</tr>
<tr>
<td>PC = Parent Contact</td>
<td>LEN = Law Enforcement Notification</td>
</tr>
<tr>
<td>SAP = Referral to Student Assistance Program</td>
<td></td>
</tr>
</tbody>
</table>

### Progressive Discipline:
Consequences for student misbehavior are progressively more severe as misbehaviors continue or severity increases. Initial discipline is handled in the classroom with teachers addressing minor rule violations. If behaviors persist or become more serious rule violations, a referral to an administrator will be made. Initial administrative referrals will be given less severe consequences unless the incident warrants immediate, decisive action (see table above).

<table>
<thead>
<tr>
<th>Student Offense</th>
<th>Definition</th>
<th>High Min.</th>
<th>Middle Min.</th>
<th>Middle Max.</th>
<th>Elementary Min.</th>
<th>Elementary Max.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Dishonesty/Cheating</strong></td>
<td>Academic dishonesty through cheating, copying, forging signature of teacher and/or parent/guardian, plagiarizing, or altering records, or assisting another in such actions.</td>
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</tr>
<tr>
<td><em>Alcohol</em></td>
<td>Possession, use, or showing evidence of use, sale, or distribution of any alcoholic substances.</td>
<td>S3 SAP</td>
<td>EX/ AP SAP</td>
<td>S3 SAP</td>
<td>EX/ AP SAP</td>
<td>PC SAP</td>
</tr>
<tr>
<td>Arson/Fire</td>
<td>Attempting to set, aiding in setting, or setting fire to a building or other property.</td>
<td>S4 LEN</td>
<td>EP LEN</td>
<td>S4 LEN</td>
<td>EP LEN</td>
<td>S1 LEN</td>
</tr>
<tr>
<td><strong>Bullying/Harassment</strong></td>
<td>Purposeful conduct or communication, (verbal, physical, written conduct or electronic) that creates a hostile educational environment by interfering with a student’s educational benefits, opportunities, performance, or with a student’s physical or psychological well-being.</td>
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</tr>
<tr>
<td><strong>Class Cutting</strong></td>
<td>Failing to attend a class or school activity, after arrival at school, without and excused reason.</td>
<td>DET</td>
<td>ISS</td>
<td>DET</td>
<td>ISS</td>
<td>VW</td>
</tr>
<tr>
<td><strong>Disrespect</strong></td>
<td>Making intentional inappropriate and/or harmful gestures, verbal or written comments or symbols to others; being insubordinate or persistently disrespectful and/or in defiance of authority.</td>
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</tr>
<tr>
<td><strong>Disruption</strong></td>
<td>Behavior that interferes with the learning environment or disrupts the operations of a school.</td>
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<td></td>
</tr>
<tr>
<td><em>Drugs/Controlled Substances</em></td>
<td>Possession, use, or showing evidence of use, sale, or distribution of controlled dangerous substances including prescription drugs, over-the-counter medicines, look-alike drugs, and substances represented as controlled substances or drug paraphernalia (unless documentation on file that student may self-carry).</td>
<td>S3 SAP</td>
<td>EX/ AP SAP</td>
<td>S3 SAP</td>
<td>EX/ AP SAP</td>
<td>PC SAP</td>
</tr>
<tr>
<td><strong>Explosives (Does not include lighters or matches)</strong></td>
<td>Possession, sale, distribution, detonation, or threat of detonation of an incendiary or explosive material or device including firecrackers, smoke bombs, flares or any combustible or explosive substance or combination of substances or articles, other than a firearm. See 18 U.S.C. §921.</td>
<td>EX/ AP</td>
<td>EP LEN</td>
<td>EX/ AP</td>
<td>EP LEN</td>
<td>S1</td>
</tr>
<tr>
<td><strong>Extortion</strong></td>
<td>The process of obtaining property from another, with or without that person’s consent, by a wrongful use of force, fear or threat.</td>
<td>ISS</td>
<td>EX/ AP LEN</td>
<td>DET</td>
<td>S3 LEN</td>
<td>VW</td>
</tr>
<tr>
<td><strong>False Alarm/ Bomb Threat</strong></td>
<td>The conveyance of threats or false information concerning the placement of explosive or destructive substances. Initiating a report warning of a fire or other catastrophe without cause in person or by phone. Misuse of 911: Discharging a fire extinguisher.</td>
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</tr>
<tr>
<td><strong>Fighting</strong></td>
<td>A physical confrontation involving two or more students.</td>
<td>ISS</td>
<td>EX/ AP</td>
<td>ISS</td>
<td>EX/ AP</td>
<td>VW</td>
</tr>
<tr>
<td><strong>Firearms</strong></td>
<td>Possession of a firearm as defined in 18 U.S.C. §921. Examples include handguns, rifles, shotguns, and bombs.</td>
<td>EX/ AP LEN</td>
<td>EP LEN</td>
<td>EP LEN</td>
<td>EX/ AP LEN</td>
<td>S1 LEN</td>
</tr>
</tbody>
</table>

Updated 07/9/2015
<table>
<thead>
<tr>
<th>Student Offense</th>
<th>Definition</th>
<th>High</th>
<th>Middle</th>
<th>Elementary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gang/Gang-Related Activity</td>
<td>Known participation in a “Criminal gang” — defined as a group or association of three or more persons whose members: (a) individually or collectively engage in a pattern of criminal gang activity; (b) have as one of their primary objectives or activities the commission of one or more underlying crimes, including acts by juveniles that would be underlying crimes if committed by adults; and (c) have in common an overt or covert organizational or command structure. All gang-related activity should be reported utilizing a Gang-Related Incident Reporting Form.</td>
<td>SPPC</td>
<td>EP</td>
<td>LEN</td>
</tr>
<tr>
<td>Harassment</td>
<td>Intentional negative actions on the part of one or more students that cause discomfort with identity issues in regard to race, color, national origin, gender, disability, sexual orientation, religion, or other identifying characteristics, and that interfere with a student’s ability to participate in or benefit from the school’s educational programs.</td>
<td>VW</td>
<td>EX/AP</td>
<td>WW</td>
</tr>
<tr>
<td>*Inhalants</td>
<td>Possession, use, or showing evidence of use, sale, or distribution of any inhalants or other intoxicants.</td>
<td>S4</td>
<td>SAP</td>
<td>EX/AP</td>
</tr>
<tr>
<td>Other Guns</td>
<td>Possession of any type of gun, other than a firearm, loaded or unloaded, operable or inoperable. This may include any object that is a look-alike of a gun or firearm, (e.g. B-B guns, pellet guns, water guns).</td>
<td>S4</td>
<td>EP</td>
<td>LEN</td>
</tr>
<tr>
<td>Other Weapons</td>
<td>Possession of any implement that could cause or is intended to cause bodily harm, other than a firearm or other gun.</td>
<td>S4</td>
<td>EP</td>
<td>LEN</td>
</tr>
<tr>
<td>Physical Attack – Student</td>
<td>Physically pushing, hitting or otherwise being intentionally physically aggressive toward another student.</td>
<td>ISS</td>
<td>EX/AP</td>
<td>ISS</td>
</tr>
<tr>
<td>Physical Attack – Teacher/Staff/Adult</td>
<td>Being physically aggressive towards an employee of the school system or other adult, including physical contact with staff member who is intervening in a fight or other disruptive activity.</td>
<td>S4</td>
<td>EX/AP</td>
<td>S4</td>
</tr>
<tr>
<td>Inappropriate Use of School or Personally-owned Electronic Devices</td>
<td>Inappropriate use of any electronic device by a student.</td>
<td>Min: VW</td>
<td>Max: ISS</td>
<td></td>
</tr>
<tr>
<td>Sexual Activity</td>
<td>Inappropriate behavior of a sexual nature, including indecent exposure; consensual sex, inappropriate texting of a sexual nature, and other sexual activity not identified as sexual assault or harassment.</td>
<td>ISS</td>
<td>S4</td>
<td>SPPC</td>
</tr>
<tr>
<td>Sexual Attack</td>
<td>Engaging in behavior directed towards a school system employee or another student that is physically, sexually aggressive.</td>
<td>S4</td>
<td>EX/AP</td>
<td>LEN</td>
</tr>
<tr>
<td>Serious Bodily Injury</td>
<td>Causing serious bodily injury which involves (a) substantial risk of death; (b) extreme physical pain; (c) protracted and obvious disfigurement; or (d) protracted loss or impairment of a function of a bodily member, organ or mental faculty. Reference: IDEA at 20 U.S.C. § 1415 (h)(7)(D) referring to 18 U.S.C. § 1365 (h)(3)</td>
<td>EX</td>
<td>EX/AP</td>
<td>EX</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td>Engaging in intentional unwelcome sexual advances, requests for sexual favors, and/or other inappropriate verbal, written, or physical conduct of a sexual nature, directed toward others.</td>
<td>ISS</td>
<td>EX/AP</td>
<td>DET</td>
</tr>
<tr>
<td>Tardiness</td>
<td>Late to school or class.</td>
<td>VW</td>
<td>ISS</td>
<td>WW</td>
</tr>
<tr>
<td>Theft</td>
<td>Taking or obtaining property of another without permission and/or knowledge of the owner.</td>
<td>ISS</td>
<td>EX/AP</td>
<td>LEN</td>
</tr>
<tr>
<td>Tobacco</td>
<td>Possession, use, sale, or distribution of tobacco or tobacco products.</td>
<td>ISS</td>
<td>S3</td>
<td>LEN</td>
</tr>
<tr>
<td>Trespassing</td>
<td>Unauthorized presence on school property, including while on suspension.</td>
<td>LEN</td>
<td>LEN</td>
<td>LEN</td>
</tr>
<tr>
<td>Truancy</td>
<td>Unlawfully absent from school or classes for a school day or a portion of the school day.</td>
<td>DET</td>
<td>ISS</td>
<td>DET</td>
</tr>
<tr>
<td>Unauthorized Sale or Distribution</td>
<td>Unapproved sale or distribution of items not otherwise defined in the suspension codes.</td>
<td>WW</td>
<td>S4</td>
<td>WW</td>
</tr>
<tr>
<td>Vandalism and Destruction of Property</td>
<td>Damage, destruction, or defacement of property belonging to the school or others.</td>
<td>ISS</td>
<td>EX/AP</td>
<td>LEN</td>
</tr>
<tr>
<td>Verbal or Physical Threat to Student</td>
<td>Threatening, or aggressive language, or gestures directed toward another student.</td>
<td>ISS</td>
<td>EX/AP</td>
<td>ISS</td>
</tr>
<tr>
<td>Verbal or Physical Threat to Teacher/Staff/Adult</td>
<td>Threatening or aggressive language or gestures directed toward a staff member or anyone other than a student.</td>
<td>ISS</td>
<td>EX/AP</td>
<td>ISS</td>
</tr>
</tbody>
</table>

*Distribution of identified items warrants maximum consequences. (IDEA at 20 U.S.C. § 1415 (k)(7)(D) references the definition for “serious bodily injury” from 18 U.S.C. § 1365 (h)(3)*)
The McKinney-Vento Homeless Assistance Act

The McKinney-Vento Homeless Assistance Act ensures that each homeless child and youth has equal access to the same free, appropriate public education as other students, and requires that any barriers to the enrollment, attendance, retention, or success of these children are eliminated.

If there is a possibility that a student is experiencing homelessness and, therefore, entitled to McKinney-Vento rights, the parent/guardian/caregiver will be requested to complete a Student in Transition Enrollment form to assist in determining eligibility.

Once the homeless student is identified, WCPS will either continue the student’s education in the school of origin (school in which student was last enrolled), or enroll the student in the school in the attendance area where the student is currently living, depending on the needs and best interest of the student, in accordance with the McKinney-Vento Act.

- The placement determination will be student-centered and consider the age of the student, the distance of the commute and the impact it may have on the student’s education, personal safety issues, a student’s need for special instruction, the length of anticipated stay in a temporary location, and the time remaining in the school year.
- To the extent feasible, a homeless student should be allowed to remain enrolled in his/her school of origin, unless doing so is contrary to the wishes of the custodial parent(s)/guardian(s).
- A homeless student’s right to attend the selected school extends for the duration of the homelessness.
- If a homeless student becomes permanently housed during the academic year, he or she is entitled to stay in the selected school for the remainder of the academic year, if appropriate.
- Transportation will be provided to the school deemed to be in the student’s best interest at the request of the parent/guardian.
- Students who become homeless between academic years are entitled to attend the selected school for the following academic year, if appropriate.
- If a student is assigned to a school other than the school of origin, or the school requested by the custodial parent(s) or guardian(s), the district must provide written explanation to the parent, including the right to appeal.
- In the case of an “unaccompanied youth,” the student will be assisted with placement/enrollment decisions, which consider the youth’s wishes, and notice will be provided to the youth of the right to appeal.
- A decision regarding appropriate school assignment must be made regardless of whether the child or youth resides with the homeless custodial parent(s)/guardian(s) or has been temporarily placed elsewhere.
- Disputes and appeals regarding services to homeless students should be referred to the Supervisor of Student Services.

Students who are homeless have a right to access all school-related services (i.e., pre-school education, ELL services, vocational programs, field trips, athletic programs, before-and-after-school programs, magnet schools, school nutrition programs, etc.). Homeless students shall not be separated from the mainstream school environment on the basis of their homeless status. All effort should be made to ensure that homeless students transferring from another school district are awarded credit for all completed coursework. Homeless students immediately qualify for free meals and are not responsible for any school-related fees.

Public notice of the educational rights of homeless children and youth are posted in every public school and in appropriate places in the community. Contact the school guidance office for questions or details.

The WCPS Coordinator of Homeless Education in the Department of Student Services (301-766-2961) is also available to assist parents with any issues regarding enrollment, transportation and other available support and services.

Reference: Board Policy JFA and Board Regulation JFA-R

Foster Care

Students placed in Foster Care have the same rights as McKinney-Vento Homeless students. Foster Care students have the right to stay in their school of origin for the duration of their placement or may elect to attend the school in the attendance area where they are currently residing. A Best Interest Meeting will take place between WCPS and the Department of Social Services (DSS) or the Department of Juvenile Service (DJS) to determine the appropriate school placement. Foster parents are expected to meet with guidance office staff at the student’s school in order to provide the placement letter/court order from DSS or DJS, complete WCPS school enrollment documents, as well as WCPS Consent to Release and Consent to Access forms.

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Student Health

School Health Services/Program Overview

The School Health Program was adopted in 1991 by the Code of Maryland Annotated Regulations from the State of Maryland (COMAR) which requires that public school systems and health agencies implement a comprehensive health services program that offers a variety of services to students, including the services of a school nurse.

Comprehensive school health services are provided in each of Washington County’s public schools. Registered Nurses (RN), Licensed Practical Nurses (LPN), and Certified Nursing Assistants (CNA)/Certified Medication Technician (CMT) work together in the delivery of health services. The RN maintains overall responsibility for each assigned school or cluster of schools. Health services include medication and treatment administration, first aid, illness appraisal, immunization compliance monitoring, health teaching and screenings, communicable disease surveillance. The RN works with students, parents, physicians, and school staff in developing a health care plan for students with medical needs.

School Health Office

Students with illnesses or injuries must obtain a pass from their teacher and report to the Health Office. In some cases, parents or emergency contacts will be notified. If a student needs to go home, it is the responsibility of the parent or guardian to make these arrangements. Students will be released by the School Health Staff only with permission of the parent, guardian, or friend/relative as indicated on the Student Health/Family Information form. Students must sign out with the attendance secretary. If a student does not sign out, it may be counted as an unexcused absence.
An AED is used to treat victims who experience sudden cardiac arrest. The treatment must be delivered within a short time to be effective. Sudden cardiac arrest occurs when the electrical impulses of the human heart malfunction causing ventricular fibrillation, a condition that will result in sudden death unless appropriately treated. AEDs are available at schools. Trained individuals are designated to use the AED on school system premises, however, any lay person is permitted to use it, if necessary.

Managing Students at Risk for Anaphylaxis Reaction

Students with a known history of anaphylaxis reactions must have parents provide detailed information to the school health staff, including types of allergens and triggers, history of allergic conditions, and emergency medication of an auto-injector epinephrine. The school nurse will develop a plan of care.

Students/individuals with an unknown history of anaphylaxis

The use of WCPS stock epinephrine auto injectors that are available in schools will be used per WCPS policy.

Naloxone

The drug naloxone is an overdose-reversing medication that is administered to individuals who are reasonably believed to be experiencing an opioid overdose. This emergency medication restores breathing and consciousness, and helps to prevent fatalities. Naloxone will be available in schools in accordance with state law.

New Students

Physical examination requirements and blood lead testing for new students, refer to page 3 under student enrollment section, health enrollment requirements.

Immunization Requirements

Maryland law requires that parents or legal guardians of students enrolled in kindergarten through twelfth grade provide evidence of immunizations or age appropriate immunity against Tetanus, Diphtheria, Poliomyelitis, Measles (Rubeola), Mumps, Rubella, Hepatitis B, Varicella, and Meningococcal. Children in preschool, who are under the age of 5, must also show evidence of immunization with Pneumococcal vaccination (PCV -7).

Parents or guardians should contact their healthcare provider to schedule an appointment for the immunizations prior to the start of school. The Washington County Health Department also provides immunizations. To schedule an appointment at the health department, call 240-313-3210. Children who do not have proof of immunizations or age-appropriate immunity may be excluded from school.

Vision and Hearing Screening

Vision screening will be provided for children in grades Pre-K, K, 1, 3, 5, and 8 sometime during the school year.

The Hagerstown Lioness Club, in conjunction with other parent volunteers, will provide the initial vision screening in grades K, 1, 3, 5, and 8. Pre-Kindergarten and all vision rescreening is conducted by Meritus Health.

The Hagerstown Lion’s Club will provide additional vision screening to Pre-K students with consent.

In addition, Meritus Health conducts initial and recheck hearing screenings for students in grades Pre-K, K, 1, 3, 5, and 8.

Parents will receive written notification should their students need further evaluation. Parents should note that these are simple screening tests and are not designed to be diagnostic of specific vision or hearing disorders.

Maryland Children’s Health Program (MCHP)

Children up to the age of 19 without health insurance may qualify for the Maryland Children’s Health Program MCHP or the MCHP Premium Program. The MCHP program provides free health care and the
MCHP Premium Program provides low-cost health care to children in families with low to average incomes. For detailed information on MCHP or MCHP Premium, call the Washington County Health Department at 240-313-3330 or visit www.washhealth.org. MCHP applications also are available from the school health office staff.

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Accident Insurance for Students

Through special school programs, insurance policies are offered to students at the beginning of each school year. Application forms are distributed at school. Three types of coverage are offered. One covers any accident which may occur on the way to or from school and during school. The second, 24-hour coverage, is available at higher rates. A third policy is available for students playing football. Students considering participation in interscholastic sports should consider 24-hour coverage.

Parents may insure children against medical expense and loss of life or dismemberment or from bodily injuries due to school associated accidents. Details and limitations under this plan are outlined in the brochure made available to each child at the beginning of the school year.

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Promotion and Retention

WCPS supports sound educational practices which support the development of each individual student.

Some students, based on individual, professional assessment, may benefit from acceleration or retention. When such acceleration or retention is under consideration, conferences with parents shall be held. Notification to parents shall be made immediately after either option is considered by school personnel. Early notification to parents of high school seniors who might be considered for retention is especially important. This notification shall be made immediately when the possibility of non-graduation is apparent.

Students in kindergarten through grade 8 must minimally meet content standards to be promoted to the next grade. Students in grades 9 through 12 earn credits for graduation through completion of courses. (See Graduation Requirements for details.)

The decision-making process concerning promotion or retention is a joint responsibility of professional school and county personnel and parents. The final decision relative to promotion or retention is the responsibility of the school district’s professional personnel.

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Special Education and Related Services

When a student has a disability that significantly impacts his or her learning, the student may be eligible for special education. Special education is specialized instruction that is designed to meet the unique needs of a student with a disability.

Child find is the name of the process for identifying students with disabilities who require specialized instruction. The steps of this process are:
1. The student is referred to the special education process.
2. The Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP) team meets to review the referral and all relevant information to decide if it is suspected that the student is being impacted by a disability.
3. If the team suspects a disability, the team determines what additional information is needed to determine eligibility. The parent/guardian must sign consent for the team to do assessments.
4. The team meets* to review the assessments and all relevant information to decide if the student has a disability that requires specialized instruction through an IEP or IFSP. *within 60 days from signed consent and within 90 days from referral.
5. If the student is eligible for special education services, the team meets* to develop an IEP or IFSP. The parent/guardian must sign consent for the IEP to be initiated. *within 30 days of determination of eligibility. Special education services are delivered in the least restrictive environment, which means that the student will spend as much time as possible in the general education setting.

The IEP or IFSP is reviewed and updated at least one time per year. Progress on IEP or IFSP goals is monitored and reported regularly. Reevaluation is considered at least every three years.

For Parents, Guardians, Staff, and Students

Commonly asked questions:
How do I refer my child for special education services? You can submit a written referral to the special education case manager at your child’s school. Be sure to include a description of your concerns.

What if my child is too young to be enrolled in school? You can make a referral through the WCPS Birth through Five Team at 301-766-8217.

What if I home school or my child is not enrolled in a public school? You can submit a written referral to the special education case manager at the school that your child would attend if he/she was enrolled in public school. If your child is found eligible through the child find process, an IEP draft will be developed and would be implemented through WCPS if your child was to enroll in a WCPS school.

Section 504 of the Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act of 1973 ensures an equal opportunity for qualified people with disabilities. This goal translates into the provision of accessibility; the provision of benefits services, and aids that are equally effective for disabled and non-disabled people; and the provision of programs and activities that are otherwise free from discrimination based on disability. Equal opportunity, and not merely equal treatment, is essential to eliminating discrimination.

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Destruction of Documents Related to Special Education

Special Education records for WCPS students will be retained for six years after the student is no longer enrolled. A permanent record of a student’s name, address, and telephone number, his or her grades, attendance record, classes attended, grade level completed, and the year completed will be permanently maintained pursuant to the Record Retention and Distribution Manual for Public School Systems in Maryland and COMAR 13A.08.02.08.

The purpose of this notification prior to destroying records is to allow time for the parent/guardian/student to consider the potential need for parents/guardians/students to retain this information in their personal records for purposes including but not limited to: accessing services for individuals with disabilities, public and private insurance benefits, social security benefits, and post high school education and training. Parents may exercise their rights to access records, and request copies of records through the student’s last school of attendance.

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Special Education Citizens Advisory Committee (SECAC)

One of the predominant purposes of SECAC is to enable and facilitate community awareness, knowledge, support of special education, and the education business processes, whereby concerned citizens can participate in these processes to work cooperatively with WCPS to ensure the unique and multifaceted needs of students with disabilities are met.

Exact meeting times and locations for the 2018-2019 school year are subject to change but are currently scheduled for the third Wednesday of each month from 6:30 p.m. - 8:00 p.m. at Funkstown School For Early Childhood, 23 Funkstown Road, Hagerstown, MD 21740. Free childcare available with pre-registration. There will be no meetings held in July, August, or December.

September 19, 2018
October 17, 2018
November 28, 2018
January 16, 2019
February 20, 2019
March 20, 2019
April 17, 2019
May 15, 2019

For additional information on SECAC or meeting times, locations and to register for childcare, please contact: 301-766-8221 or powelmar@wcps.k12.md.us.

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Family Support Resource Center

• Works to provide answers to parents’ questions about special education and their child(ren).
• Is a resource, referral, and training center established to assist families of children and young adults with special needs. The center serves as a link between family, school, and community.

• Offers a full range of support for families of children with special needs, from birth to 21 years.
• Is sponsored by WCPS, in collaboration with the Maryland State Department of Education to provide the following supports:
  ▶ Meet with families to help them understand the special education process, which includes but is not limited to: explaining IEPs in detail, assisting families with meetings, and explaining the laws that govern special education.
  ▶ Provide support for transitions from the Birth to Kindergarten program to Special Education Preschool services, and from school to work, or transitional youth programs where services will be funded through different public agencies.
  ▶ Offer trainings to agencies that support families with children with special needs.
  ▶ Provide disability awareness trainings to WCPS staff, churches, community groups, childcare centers, etc.
  ▶ Offer sensitivity trainings in the schools for staff and students.

Workshops
• Practical workshops designed to meet the needs of parents and educators are offered throughout the year.
• An annual conference addressing current issues is also provided.

For additional information on times and locations of activities, please contact Family Support Resource Center at 301-766-8221 or nelston@wcps.k12.md.us & powelmar@wcps.k12.md.us. You may also visit our website at wcpsmd.com. Go to “Departments,” then click on “Special Education,” see Family Support Resource Center listed under “Overview & Resources.”

Funkstown School for Early Childhood Education
23 Funkstown Road, Hagerstown, MD 21740

June Harris Memorial Library
Publications and videos on a variety of topics are available for loan.

Phone “Hot-Line”
The Family Support Resource Center staff is available for consultation or to answer parents’ questions, please call 301-766-8221.

“Successful Times”
Family Support Resource Center publishes a newsletter several times a year.

Resources
• Community Agencies/Organizations
• State & National Resources/Activities
• Support Groups
• Advocacy Groups/Resources

School/Community Needs
Family Support Resource Center offers schools/community and civic groups information, insight, and/or workshops for people interested in learning more about children with special needs.
State and Federal Testing Requirements

Federal law requires that all students be assessed and receive an individual score in reading and mathematics in grades 3 through 8 and a high school grade. Maryland measures academic progress each year by administering the Partnership for Assessment of Readiness for College and Careers Assessment (PARCC), Maryland Integrated Science Assessment (MISA), Maryland High School Assessments (HSA and HS-MISA), the Alternate Maryland School Science Assessment for students with disabilities (Alt-MISA) and the Multi-State Alternate Assessment reading and math assessment for students with disabilities (MSAA). Scores from state assessments are posted on www.mdreportcard.org. This site contains test results, school progress, demographic information, and other facts and figures for every school and school system in Maryland.

Instructional information and parent resources at www.marylandpublicschools.org, including information on the MISA, PARCC, and the HSA.

Elementary and Middle School Assessments

Students in grades 3 through 8 participate in the PARCC assessments. The PARCC assessment is a test of reading and math achievement that meets the testing requirements of the federal Every Student Succeeds Act (ESSA). This test is given during April and early May. The PARCC assessment is designed to be administered online, containing multiple-choice questions and questions requiring written responses. The PARCC assessment scores show how well students have learned the reading and mathematics skills in the Maryland’s College and Career-Ready Standards (developed from the Common Core State Standards). Sample questions can be found at www.parcconline.org. In March, the MISA assesses science achievement for students in grades 5 and 8. These scores reflect the science skills learned during the current and preceding two years.

High School Assessments

Students in high school will take a combination of assessments to demonstrate their academic proficiency and meet graduation requirements. The HSA in government and the HS-MISA in science measure school and individual student progress toward Maryland’s High School Core Learning Goals. High school students will also take PARCC assessments in English and math aligned with the courses in which they are enrolled. Students take each test after they complete the content-related course. This includes middle school students taking high school level courses.

Students who are unable to pass all of the required assessments can meet the graduation requirement by reaching a combined score based on the minimum passing scores on these assessments. Finally, those students who are unable to pass all tests or reach a combined score can satisfy this requirement by participating in the Bridge Plan for Academic Validation.

Students entering ninth grade from 2013-14 and beyond must include the Government HSA as a graduation requirement. The website, www.marylandpublicschools.org, provides answers to commonly asked questions about the high school assessments and links to numerous resources, including the Core Learning Goals, publicly released test forms with answer keys and scoring rubrics, and a testing calendar. Resources for students taking the PARCC assessment can be found at www.parcconline.org.

Bridge Plan for Academic Validation

The Maryland State Department of Education (MSDE) recognizes that there will be some students who will struggle on the required assessments, even after they take the tests several times and take advantage of academic remediation. The Bridge Plan for Academic Validation is an instructional intervention which provides students who are having difficulty on the assessments with an alternative means to meet the graduation requirement.

The Bridge Plan is for students who have passed the content-related course but have not passed the associated assessment after two or more attempts. To be eligible for the Bridge Plan, the student must also be making satisfactory progress toward graduation, have participated in locally administered or approved assistance, and have demonstrated satisfactory attendance as determined by local standards.

Students qualifying for the Bridge Plan will be assigned appropriate project modules that are meaningful, rigorous, and clearly tied to state standards. They will be given an opportunity to complete the project modules assigned and be subject to a careful review of his/her work based on detailed state guidelines and scoring rubrics.

College and Career Readiness

In 2013, Maryland passed the College and Career Readiness and College Completion Act. The intent of this legislation is to ensure that Maryland students graduate from high school prepared for college and career pathways. School districts are required to determine whether students are prepared to begin a career with proper certification and licensure, or ready to take credit-bearing college courses in math and English Language Arts by assessing them no later than eleventh grade. To comply with the assessment requirements of the Act, WCPS will review students’ assessment scores from PARCC, SAT, ACT, Accuplacer, IB, or AP to determine if the student meets the requirement. If students have not yet demonstrated readiness for college-level work, they will complete supplemental coursework during twelfth grade.

Alternate Maryland School Assessment

The Individuals with Disabilities Education Act (IDEA) of 1997 also requires that states provide an “alternate assessment” when implementing statewide accountability systems. Students with significant cognitive disabilities who cannot participate in the PARCC, MISA, and HSA assessments, even with accommodations, participate in the MSAA and Alt-MISA assessments. These assess students’ attainment of their instructional level reading, mathematics, and science mastery objectives that are aligned with grade-level Maryland Content Standards.

Athletics—Interscholastic Standards

Information about student participation in and the administration of the high school interscholastic athletic program is in the Washington County Public Secondary Schools Athletic Association Handbook (revised annually). Additional information can be found in the Maryland Public Secondary Schools Athletic Association (MPS-SAA) Handbook (revised annually). These handbooks are available for review on-line at www.wcpsmd.com. Information about the MPS-SAA can be obtained on the website: www.mpssaa.org. High School Athletic schedules are online at www.washingtoncountycmc.org.
Extracurricular Activities

Eligibility

Student Conduct Ineligibility

Students attending dances, concerts, athletic contests, field trips, etc., are expected to follow school rules. Students may be declared ineligible to participate in any extracurricular activities for a given period of time at the discretion of the school administration. Violations of rules of conduct for field trips, band trips, athletic trips, disruption of assemblies, and other school activity agreements, may result in ineligibility.

Student Activities—Eligibility (High Schools)

1. Extracurricular activities are those activities which ordinarily occur outside the school day, including athletics, clubs, plays, etc.

2. Student extracurricular activities are an integral part of school life and are used as a means of developing wholesome attitudes and good human relations as well as knowledge and skills. These activities often require as much careful planning and supervision as student experiences in the academic subject area; however, care must be taken that these activities do not take precedence over subject matter areas, but remain as supplemental activities to the basic courses of study.

While it is desirable that students participate in such activities to the extent that they further their educational development, it is of paramount importance that such participation shall not jeopardize pupils’ academic achievement nor exploit their time and talents.

3. In order for students to fully participate in extracurricular activities, including high school athletics, they must attain the following academic standards:
   a. A student who fails two (2) or more courses, in a marking period, is ineligible.
   b. A student who does not have a class scheduled for every period of the day must receive a passing grade in each credit/course in order to be eligible.
   c. The marking period grade, reported every nine (9) weeks, determines eligibility for the next marking period unless a final grade was awarded. Final grades always determine eligibility over marking period grades. (Refer to Grading Policy IKA.)

4. Eligibility shall be determined by the previous marking period grades except for the first marking period. Eligibility for the first marking period is determined by the final grades of the preceding year. Should a student not be eligible as determined by the final grades, that student may attempt to improve his/her grade by attending summer school. If, as a result of attending summer school the student meets necessary requirements, he/she is considered eligible and may participate in extracurricular activities in the fall.

If the specific make-up course needed by the student is not available in summer school, a course may be substituted with written permission from the guidance counselor and the principal.

5. In cases such as band or chorus, the student who is declared ineligible will participate in any regularly scheduled classes, but would not be permitted to perform in concert, marching or related activities occurring outside the school day. A student’s non-participation in such activities because of ineligibility will not affect his/her regular class grade. During the period of ineligibility, students are permitted to participate in practices after regular school hours.

6. In order for students to participate in high school athletics, they must be attempting to earn a minimum of three high school credits. The only college courses that apply toward athletic eligibility are the college courses that earn high school credit based on an existing agreement between WCPS and the college.

7. Students will be declared ineligible or eligible effective the next school day following the WCPS deadline for posting report cards for high schools and middle schools. Students do not become ineligible based on failing grades on interim reports; however, students who were ineligible due to their most recent marking period grades become eligible for full participation if their interim report indicates they are passing all classes.

8. Students who are ineligible may participate in practices, but cannot participate in a game or competition, dress in a game uniform, or travel with the team to games or competitions played away from their home school; these stipulations apply to students who are ineligible at the start of an athletic season or become ineligible during an athletic season.

9. Normally, an “incomplete” must be made up within ten (10) school days. However, in unusual circumstances, this period may be extended with permission from the principal. “Incompletes” become effective on the day report cards are distributed, but are not counted in determining eligibility. Students may participate in extracurricular activities during the periods of time an “incomplete” is in effect.

10. Ninth graders would be exempt from this policy for the first nine-week marking period.

Early Dismissal and After School Practices

On early dismissal days established for teacher professional development or for grading at the end of a marking period, practices will not be held immediately after dismissal. School staff members are not available for supervision after dismissal. Students must leave school property and then return for practice at the scheduled time.

Guidelines for School-Sponsored Activities

(Dances, Social Events, and Related Activities)

School policies and procedures, including expectations for appropriate dress and behavior, are still in effect during all school-sponsored activities, whether on or off school property, that are not related to either curricular or athletic goals, such as dances, social events, and other related activities. In general, students who violate policies or engage in unacceptable behaviors will be removed immediately and may be suspended from school sponsored social or extracurricular events.

Expectations for Attendance at High School Dances

• High school dances are primarily for students who attend high school.
• Current high school students who invite non-students to school dances should receive approval from the principal’s office for the guests prior to the event.
• Students who have dropped out during the current school year are considered conduct ineligible and, therefore, cannot attend school dances or functions without the expressed permission of the principal.
• All dances are restricted to individuals under the age of 21.
• High school students may not invite students enrolled in grades 6-8 to attend high school dances or bring children.
• Students who leave the dance may not re-enter.
• Dancing inappropriately or engaging in improper interpersonal conduct may result in disciplinary action. If inappropriate behavior continues after a warning, the student and/or guest may be directed to leave the premises.

Instruction and School Activities Information

Title I Programs

Program Overview
Title I is a federal assistance program for designated schools. "Title I, Part A of the Elementary and Secondary Education Act of 1965" was reauthorized by the "Every Student Succeeds Act (ESSA), 2015."

Federal Title I funds flow through the various state departments of education to local school districts. The amount of funds sent to each school district is based on the number of low-income families, according to federal census data on poverty. The local school district identifies eligible schools and provides Title I resources to those schools.

WCPS currently provides Title I funds to seven (7) elementary schools: Bester, Eastern, Hickory, Lincolnshire, Salem Avenue, Pangborn and Ruth Ann Monroe Primary. Each of these schools has a schoolwide Title I program. Schoolwide programs are used in schools that have a high percentage of students who receive free or reduced meals. Each Title I school must develop methods to serve the academic needs of all students in the school. Schoolwide programs combine Title I funds with federal, state, and local funds to improve school programs. Title I schools that are new to Title I must start as a Targeted Assistance program for the first two (2) years. In this type of program, Title I funds may only be used to provide services to children who are identified as having the greatest need for educational assistance.

Title I schools:
• Identify students most in need of educational help. (Students do not have to be from low income families to receive this help).
• Set goals for improvement.
• Measure student progress, using academic student achievement standards.
• Develop programs that add to regular classroom instruction.
• Involve parents in all aspects of the program.

Title I school programs generally offer:
• Smaller classes.
• Additional teachers.
• Additional professional development for school staff.
• Extra time for instruction, before or after school.
• A variety of teaching methods and materials.
• Counseling and mentoring.

“Every Student Succeeds Act” Notification Requirements
Parents or guardians of a student in a Title I school have the right to know the professional qualifications of the classroom teacher(s) who instructs their child. Federal law allows parents to ask for certain information about their child’s classroom teacher and requires WCPS to provide this information in a timely manner, if it is requested.

Parents of students in Title I schools have the right to ask for the following information about each of their child’s classroom teachers:
• Whether the MSDE has licensed or qualified the teacher for the grades and subjects he or she teaches.
• Whether the MSDE has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.
• Whether the student has been assigned, or has been taught for four or more consecutive weeks by a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.
• The teacher’s college major, whether the teacher has any advanced degrees and, if so, the subject or degrees.
• Whether any teachers’ aides or similar paraprofessionals provide services to the child, and if they do, their qualifications.

In addition, parents may request information on the level of achievement and academic growth, for the school, child, or school system, if applicable, on each of the State academic assessments.

Parents who would like to receive the above information are asked to make the request, in writing, to the school’s principal. The principal will then provide the information to the parent within 30 business days.

Process To Be Followed With Respect To Complaints Concerning State And Federal Statutes Or Regulations Relating To Programs Supported By Federal Funds

A. Complaint to be Submitted to the Superintendent
Complaints alleging that Washington County Public Schools has violated a state or federal statute or regulation relating to programs supported by federal funds should be directed to the Superintendent or her/his designee.

B. Procedures
1. Definitions
Complaint - A written statement alleging that Washington County Public Schools violated a state or federal statute or regulation that applies to programs supported by federal funds. A complaint includes a request for review of a decision of the school system, but does not include a request for a hearing.

Resolution - The final decision as to whether or not the violation alleged in the complaint has occurred and any actions deemed necessary to remedy a violation will rest with Washington County Public Schools.
2. Filing a Complaint
   a. An organization or an individual may file a complaint with the Superintendent or his/her designee.
   b. The complaint shall be in writing, addressed to the Superintendent, signed by the individual complainant or by an official of the complaining organization, and delivered to the Superintendent and the Office of the Washington County Public Schools’ Ombudsman.

c. Each complaint shall contain:
   i. A statement that Washington County Public Schools has violated a requirement of a federal or state statute or regulation applicable to a program; and
   ii. The facts upon which the statement is based.
   iii. Complainants whose allegations fail to meet the requirements are to be notified that they must comply with the requirements in order for the complaint to receive full investigation.

3. Receipt of Complaint by Washington County Public Schools
   a. Complaints against Washington County Public Schools shall be filed with the Superintendent and the Washington County Public Schools’ Ombudsman, who may assign the complaint to the supervisor of a department not named in the complaint for investigation.
   b. Initial processing by the investigating supervisor:
      i. All complaints shall be logged in writing with the Superintendent or his/her designee, with information:
         • Identifying the complaint;
         • Supplying the date upon which the complaint was filed; and
      ii. The complainant will be notified by the investigating supervisor or designee that the complaint is being investigated. Notification will include:
         • The date of receipt of the complaint;
         • The name of staff assigned to the complaint; and
         • Washington County Public Schools’ intent to fully investigate the complaint, and to respond, if possible, within thirty (30) business days of receipt.
      iii. Each Washington County Public Schools’ department named in a complaint shall receive a copy of this acknowledgement letter as well as a copy of the complaint.

4. Investigation of Complaint
   a. The investigating supervisor shall review and investigate the complaint, where necessary, an independent on-site investigation may be conducted.
   b. Upon completion of the investigation, the investigating supervisor shall report the findings, along with recommended resolutions (when necessary) to the Superintendent for final determination.

5. Resolution of Complaint
   a. The Superintendent or his/her designee shall inform the parties in writing, if possible, within thirty (30) business days of receiving the complaint of Washington County Public Schools’ resolution of the complaint and include:
      i. Washington County Public Schools’ final decision as to the action that will be taken, if any, in response to the complaint.
      ii. Notice of the right of either party to request that the Board review the final decision.
      iii. Procedures for filing an appeal of the decision to the appropriate officials at the Maryland State Department of Education and federal agency.

b. After the resolution letter is sent, the Superintendent or his/her designee shall note on the complaint log the date of the letter and whether or not any further action is required.

Administrative Regulations adopted:
March 20, 2007 Washington County Board of Education

▼ ▼ ▼

Advanced-Level Learners and Magnet Programs

WCPS provides students and families a variety of educational options to address the diverse interests, talents, and aptitudes of advanced level learners. The Annotated Code of Maryland (Section 8-201) defines an advanced learner, or gifted and talented student, as one who has outstanding talent and performs, or shows the potential for performing, at remarkably high levels of accomplishment when compared with other students of a similar age, experience, or environment. Accomplishment or potential may be demonstrated in intellectual, creative, or artistic areas. Advanced learners may also demonstrate unusual leadership capacity or excel in specific academic fields. All WCPS’ gifted and talented programs are aligned with COMAR Chapter 12A.04.07 Gifted and Talented Education.

All WCPS elementary schools offer Primary Talent Development (PTD) Pre-K-2 as part of their regular education programs. PTD is a science-based thinking skills development curriculum, which consists of two units of instruction per year. Performance on PTD tasks is also part of a student's screening for participation in all elementary WCPS gifted education programs.

Currently, WCPS offers two options for advanced-level learners at the elementary level: Elementary School-Based Gifted and Talented Program (GATE) and WCPS Magnet Programs for Highly Gifted Students. Placement into either program involves a comprehensive review of multiple data sources through a screening process of all students, including English Learners and student who may be twice-exceptional. The WCPS Elementary GATE program extends and/or accelerates county curricula in math, reading, science, and social studies through interdisciplinary instruction for identified highly-able and gifted students in grades Pre-K through 5.

WCPS Elementary Magnet Programs for Highly Gifted Students, located at four elementary schools, offer highly challenging and fast-paced curricula on a full-time basis for advanced learners in Grades 2-5. Each magnet program features a specialized theme which offers opportunities for in-depth study, projects, and enriching activities that can benefit all students at the school.
Magnet programs have been strategically located to serve families and children throughout Washington County. WCPS elementary schools that offer magnet classes include:

- Boonsboro Elementary Magnet School for Global Literacy.
- Emma K. Doub School for Integrated Arts and Technology.
- Fountaindale School for the Arts and Academic Excellence.
- Williamsport Elementary Magnet School for Math, Science, and Technology (STEM).

At the middle schools, advanced learners are challenged in advanced-level classes for math, language arts, social studies, and/or science. Placement in these classes is based on a comprehensive review of multiple sources of information, including county and state assessments, teacher observation, and parent nomination. Parent nomination, however, does not guarantee placement in advanced classes. The review process is also inclusive of English Learners and students who may be twice-exceptional. Students may also participate in co-curricular/extracurricular activities such as Destination Imagination, Geography Bee, Math 24 Game, and Math Counts.

Four (4) WCPS Middle School Magnet Programs for Highly Gifted Students with specialized themes are also offered. Magnet students take at least two (2) magnet advanced-level classes in which the instruction is infused with the school’s particular theme. A magnet student may also have other advanced classes on his/her daily schedule. The middle school magnet programs are strategically positioned to serve incoming sixth, seventh, and eighth graders from across the county and build on the highly successful elementary magnet themes. They include:

- Boonahoro Middle School Magnet Program for Global Literacy.
- E.R. Hicks Middle School Magnet Program for Media Technology, Humanities, and Digital Writing.
- Northern Middle School International Baccalaureate Middle Years Programme. Northern Middle School is a candidate school for the International Baccalaureate (IB) Middle Years Programme and is pursuing authorization as a IB World School. Only schools authorized by the IB can offer any of its four (4) academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme or the IB Career-related Certificate (IBCC). Candidate status gives no guarantee that authorization will be granted.
- Springfield Middle School Magnet Program for Math, Science, and Technology (STEM).
- Western Heights Middle School Program for Supporting Creative Academic Performance and Excellence (Arts:SCAPE) Avenue A.

Additionally, Arts: SCAPE at Western Heights Middle School offers a second magnet program for creatively gifted students: Avenue B. Avenue B applicants complete either an audition or a portfolio, depending upon the program of concentration. Avenue B options include band, dance, graphic design, orchestra, theater, and visual arts.

Since the elementary magnet program begins at grade two, and the middle school magnet program begins at grade six, all first and fifth-grade students in the regular education program are screened for their potential to apply to a magnet program. Eligible students are then invited to apply. Please consult the document Magnet Program Identification Processes, available on www.yourfuturesstartnow.wcpsmd.com for more information regarding the extensive assessment process for magnet program applicants.

WCPS offers a variety of advanced, early college, magnet, specialized, and Career-technology education programs (CTE) to meet the needs of highly-able and identified gifted and talented students. Consult the WCPS High School Program of Studies to learn more about these learning opportunities, which can be found at www.wcpsmd.com/documents.

Title III-English Learners (EL)

The Law
Title III of the Every Student Succeeds Act (ESSA) of 2015 provides Federal financial support to state and local educational agencies to supplement English language development programs (ELD) in order to ensure that all English Learners, including immigrant children and youth, attain English proficiency and develop high levels of academic language achievement in English, and achieve at high levels in academic subjects so that all English learners (ELs) can meet the same challenging academic standards that all children are expected to meet.

According to the ruling in Plyer v. Doe, undocumented students have the right to attend public schools and participate in all school activities. Moreover, school officials are not allowed to require children or their parents to prove that they are in this country legally, through evidence such as green cards, citizenship papers, or social security numbers.

Identification and Eligibility of English Learners
Students are identified as needing services based upon parent/guardian responses to Maryland’s Home Language Survey and a test of English proficiency. If a language other than English is indicated on two or more of the three questions below, the student will be assessed for English language support services. Additional criteria for testing may be considered.

- What language(s) did the student first learn to speak?
- What language does the student use most often to communicate?
- What language(s) are spoken in your home?

Parent Notification
A parent notification letter must be sent to parents/guardians annually for new and continuing ELs who participate in English language development programs, including ELs for whom services have been refused. Parents of an EL identified for participation in the English language development program are informed:

- No later than 30 days after the beginning of the school year for students who enter at the start of the school year.
- Within the first two (2) weeks of a student being placed in such a program if the student was not identified as an EL prior to the beginning of the school year.

Instructional Programs
The WCPS English language development program adjusts instruction to students’ strengths and needs. Instructional strategies, practices, and methods to help each child learn English and meet age appropriate academic standards are based upon scientific research. The expectations for ELs are to transition fully into mainstream classes, meet appropriate academic achievement standards for grade promotion, and graduate from high school at the same rate as mainstream students. Based on individual student need, a highly qualified EL staff member develops an individual EL plan using one or more of the instructional models:
• Middle School and High School EL Courses: These EL classes offer intensive English instruction in listening, reading, writing, and speaking.

• Structured Immersion: The goal of this program is to develop English language skills so that the EL student can succeed in an English only mainstream classroom. This involves teaching and modifying grade-level curriculum. Such programs require high levels of skills in both content matter and English language development and clearly defined language and content objectives.

• Pull -out support: A program outside of the regular classroom designed to teach EL students academic English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation.

• Push-in support: The EL teacher accompanies and assists EL students in the general education classroom.

• Tutoring Support

• Summer School

Description of Program Placement Options and Goals
All programs include English language development and teaching strategies differentiated for each student’s level of English language proficiency. These strategies are used to help each student reach English proficiency in listening, speaking, reading and writing and succeed academically in all core subjects. The expectations for EL are that students fully transition into mainstream classes, meet appropriate academic achievement standards for grade promotion, and graduate from high school at the same rate as mainstream students.

EL Students With Special Needs
The student’s English for speakers of other languages (ESOL) program will support meeting the instructional objectives of the individualized education plan (IEP).

Exit Criteria
English Learners will no longer be eligible for ESOL services when they meet the state exit criteria on the annual English language proficiency assessment.

Parental Rights
Parents have the right to request placement in a different method of instruction if available. You have the right at any time to refuse ESOL services by contacting your child’s ESOL teacher or school. Students will still take the annual ELPT test. This process must be completed annually.

Reclassified English Learners
ELs who no longer require Title III services and who are exited from ELD services are monitored for two (2) years to ensure that these students continue to make progress in meeting challenging State academic content and student academic achievement standards for each of the two (2) years after such children are no longer receiving services.

English Learners: English Language Proficiency Assessment
All English Learners including those who refuse services are required to take an annual English Language Proficiency Assessment (ELPA). The English language proficiency assessment (ELPA) is administered to English learners (ELs) in grades K through 12 upon their entry into the school system and annually during a testing window in the second semester (ACCESS for ELLs 2.0®). The assessment measures a student’s English language proficiency in the areas of listening, speaking, reading, writing, and literacy. ELPA results are reported in six (6) proficiency levels: entering, emerging, developing, expanding, bridging, and reaching.

The Alternate ACCESS for ELLs™ is designed for ELs with significant cognitive disabilities. In order to receive the most descriptive information from the test, it is very important that only students who meet all three criteria below and who cannot participate in the ACCESS for ELLs®—even with the provision of accommodations—shall be considered for the Alternate ACCESS for ELLs™.

Participation criteria:
1. The student has been classified as an EL.
2. The student has a significant cognitive disability and is eligible for special education services under IDEA.
3. The student is in an alternate curriculum aligned with his or her state’s academic standards, and is participating in the state’s alternate accountability assessment.

The Alternate ACCESS for ELLs™ is available for the 1–2, 3–5, 6–8, and 9–12 grade clusters.

English Learners: English Language Development Standards
Maryland is a member of the WIDA Consortium and has adopted WIDA’s English Language Development (ELD) Standards. As a multi-state coalition of state departments of education, WIDA acts in collaboration to advance academic language development and academic achievement for English learners (ELs) through high quality standards, assessments, research, and professional learning for educators. WIDA’s grade-level ELD Standards directly correspond to grade-level Maryland College and Career Readiness Standards and utilize proficiency levels to measure the progression of a student’s English language development.

Exemption of Recently Arrived English Learners
Maryland exempts “recently arrived” ELs from one administration of its reading assessment during the first year of enrollment in U.S. schools per federal law.

Accommodations for English Learners
Both federal and state laws require the inclusion of all students, including ELs in large scale assessments and equal access to grade-level content standards. Teachers ensure that students work toward grade-level content standards by using a range of instructional strategies based on the varied strengths and needs of students. Providing accommodations during instruction and assessments may also promote equal access to grade-level content.

Parent and Community Outreach Services
WCPS provides community participation programs, family literacy services, parent outreach and training activities to EL children and their families. The WCPS EL department also provides interpretation and translation services upon request. Information/Información For more information on the EL program, please refer to the EL Handbook of Guidelines and Procedures or call 301-766-2977. Esta información es importante. Si no puede leerla, pidale a alguien que se la explique en un idioma que pueda comprender, o llame al 301-766-2977.
IMPORTANT!

Please read the next three pages very carefully. The RELEASE FORMS on these pages are IMPORTANT DOCUMENTS.

Parents and students should sign each section, as noted inside.

Carefully remove this sheet from the booklet and return it to the school.

Thank You!

WCPS
Washington County Public Schools
**WCPS Parent and Student Agreement, K-12**

Please read this carefully. Complete all information requested. Sign where requested in the shaded areas on all pages, and carefully remove this section from the book. Please return this Agreement to the school. Your signature after each section indicates agreement to the entire section. If you do not agree to a specific part of this Agreement, please cross it out. If you have questions or need help understanding the Agreement, please call your school’s office.

1. We have received a copy of this Handbook and Guide and the school based rules for the school my child attends.
2. We understand that this Handbook and Guide contains important information on the Code of Conduct, Academic Integrity Policy, Dress Code, school attendance, the policy on student use of the Internet, and other school rules and policies.
3. We understand that the school based rules have been developed by the school’s administrative team, and that students who violate them may lose certain privileges.
4. We agree to work with school staff to be sure my child attends school every day (except for excused absences) and completes homework.
5. We have read this Handbook and Guide. We have discussed the Code of Conduct and the school based rules. We agree to work with school staff to make sure that we follow the Code of Conduct and school based rules when on school property or attending school events.

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**Academic Integrity Promise (For Students in Grades 3-12)**

I, ____________________________, promise to uphold the Washington County Public Schools standards for Academic Integrity. I hold the qualities of honesty and integrity in highest regard and will uphold the Academic Integrity Policy.

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**Academic Integrity Promise (For Pre-K, K, 1st & 2nd Grades)**

I promise to help my child understand the Academic Integrity Policy.

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Responsible Use of Technology Guidelines and Use of Personally-Owned Electronic Devices

USER AGREEMENT

I have read and agreed to the terms and conditions of the Responsible Use of Technology Guidelines and Use of Personally-Owned Electronic Devices. Failure to follow this agreement may result in my privileges to use the WCPS system to be revoked or suspended. I further understand that disciplinary action and/or criminal charges may be brought against me for any violation of the Responsible Use of Technology Guidelines that is governed by existing Board policies.

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<th>School Year</th>
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Important Medical Information

I have read the medical information in this Handbook and Guide and understand the procedures that the school will follow if my child needs medical treatment and/or takes medications while in school. I understand that it is extremely important for the school to be able to reach me in case there is a medical emergency and that I must update student’s records with my changes in contact information.

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THANK YOU!

End of Section for Elementary and Middle School Students

(HIGH SCHOOL STUDENTS CONTINUE ON BACK)
# High School Students:
## Guidelines for School Sponsored Activities

I have read the guidelines for School Sponsored Activities in this Handbook and Guide and understand the expectations for school sponsored activities (dances, social events, related activities).

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<td>Name of Parent/Guardian (Please Print)</td>
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<th>Homeroom</th>
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Unified Arts/Related Arts and Health

The Related Arts program in the middle schools includes opportunities in health and physical education, consumer science, performing arts, instrumental music, choral music, technology education, and visual arts.

Program offerings and duration may range from 30 days per year to 90 days per year depending upon individual schools’ schedules. For example, students may alternate days within a schedule so that on one day they have physical education and on the next day either choral or instrumental music. Some schedules may rotate through programs of visual art, family consumer science, and various technology classes. Check with your middle school to learn about the specific related arts opportunities available.

Elementary Overview

The WCPS elementary instructional program aligns with the Maryland College and Career Readiness Standards in both language arts and mathematics. The Maryland College and Career Readiness Standards identify the knowledge and skills that all elementary students should master by the end of each grade-level and prepare students to be college-and-career-ready by graduation.

The language arts program focuses on the development of literacy skills (reading, writing, speaking, and listening) through content integration across all subject areas, including social studies, science, and mathematics using informational and literary text. Students learn mathematics through the development of conceptual and procedural understanding to empower effective problem solving connected to real-world application. Math fact fluency is an effective component of effective problem solving. Elementary students also receive regular instruction in social studies, science, the arts, and health to become informed and critical thinkers.

STEM (science, technology, engineering, and math), financial literacy, and environmental literacy are also embedded in the curriculum throughout the year. Through the use of the Maryland College and Career Readiness Standards and content integration, elementary students develop the ability to work independently and collaboratively to become global problem-solvers.

Admission for Pre-kindergarten, Kindergarten, and First Grade

Children are eligible for pre-kindergarten, kindergarten, and first grade based on their birth dates and ages:

- Children must be four-years-old on or before September 1, for pre-kindergarten.
- Children must be five-years-old on or before September 1, for kindergarten.
- Children must be six-years-old on or before September 1, for first grade.

Based on research that focuses on school readiness and best practices, the Maryland State Board of Education aligned Maryland’s entry guidelines with other states to ensure that children enter school ready to learn.

Pre-kindergarten Eligibility Guidelines

WCPS pre-kindergarten program is a State and Federally funded program for four-year-old children who demonstrate school readiness needs. The primary focus of pre-kindergarten is designed to provide high-quality learning experiences, which establish a routine of lifelong learning, so that the students may be fully ready to learn when they enter kindergarten. These learning opportunities focus on the seven domains of early learning. Throughout the day, integrated instruction will include social foundational skills, language and literacy, scientific thinking, mathematical thinking, social studies, fine arts, and physical development and well-being. Students will engage in reader’s workshop, developmentally appropriate mathematics instruction, and purposeful play opportunities in an effort to fully prepare them for kindergarten readiness.

To be eligible for Washington County's public pre-kindergarten, a child must be four years of age on, or before, September 1 of the current school year. Families must live in Washington County and must meet State-of-Maryland income eligibility criteria. All income and age eligible children who apply must be enrolled first; however, if there are spaces remaining, other children may be enrolled based on school readiness needs. Enrollment is limited due to eligibility, and schools may have waiting lists. Public pre-kindergarten may not be used as an alternative to kindergarten.

Early Admission Process for Kindergarten

To be eligible for consideration for early admission to kindergarten, the child must be five years of age by October 15. To begin the early admission assessment process, parents/guardians must complete the on-line application. The application must be returned to the Office of Early Learning by June 1. Early admission assessments will be scheduled with parents/guardians and will be completed during the summer.

Pre-Kindergarten Regional Sites

All K-5 elementary schools offer opportunities for Pre-K participation. The Pre-K location for Fountaindale Elementary is at North High and is a collaboration between Pre-K and the NHHS Teacher Academy.

Elementary Reading/English Language Arts

The WCPS elementary reading/language arts framework integrates the five components of a balanced literacy program into reading and writing. Teachers begin in pre-kindergarten and kindergarten to lay the foundation of these components, which include developing concepts of print, phonemic awareness, phonics, fluency, vocabulary, and comprehension. As the student continues through his/her academic career, emphasis is placed on engaging the learner in independent reading for purpose and pleasure. These reading skills and strategies are taught in formats such as read-alouds, interactive read-alouds, shared reading, guided reading, independent reading, daily message, interactive spelling, and word study.

Writing instruction is also incorporated into the language arts framework and includes teaching the writing process, the traits of effective writing, and the characteristics of the different writing genres. It is important to remember that reading and writing develop along parallel paths. The integration of reading and writing into all subject areas provides students with a strong literacy education.
Students work to master the following literacy skills:

Pre-kindergarten
- Developing basic concepts of print.
- Recognize, discuss, and retell elements of stories and poems.
- Recall information, make predictions, and answer questions.
- Identify and recognize most uppercase and lower case letters, and associate sounds to letters.

Kindergarten
- Identify words beginning with same sounds.
- Expand word choice to communicate and relate experiences.
- Understand concepts of print (track words, identify parts of a book, and coordinate one-to-one matching of spoken words to written words).
- Write simple sentences.

Grade One
- Combine sounds and word parts to form words.
- Read with expression.
- Use thinking strategies before, during and after reading a text.
- Write independently using simple and compound sentences.

Grade Two
- Explore multiple meaning words while reading.
- Utilize reading strategies to read text accurately and with expression.
- Use the writing process to write independently for a variety of purposes.

Grade Three
- Utilize context cues, phonics skills, prefixes, and suffixes to read and determine meaning of words.
- Acquire new vocabulary through reading and context clues.
- Read texts for different literary purposes.
- Use the writing process to develop multiple paragraphs.

Grade Four
- Use knowledge of word parts and root words to determine meaning and relationships.
- Read fluently for full comprehension.
- Utilize cues to draw conclusions, infer relationships, identify theme and story elements, and recognize cause and effect.
- Use the writing process to write effectively for a variety of purposes.

Grade Five
- Acquire and expand vocabulary through reading a variety of genres.
- Read for a variety of purposes.
- Write for a variety of audiences and purposes.
- Utilize correct capitalization, punctuation, language use, and spelling when writing.
- Apply research skills to investigate, communicate, and present in both oral and written form.

Elementary Math

WCPS uses the Maryland College and Career-Readiness Standards (MCCRS) for mathematics as the primary curricular resource for instruction. The MCCRS are based on the Common Core State Standards which include eight (8) Standards for Mathematical Practice. These practices rest on processes and proficiencies with long-standing importance in mathematics education that educators should seek to develop in their students.

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Number sense is fundamental to all mathematical learning. Students begin to build number sense in pre-kindergarten and kindergarten. Number sense is strengthened and reinforced in all grades. Developing number sense provides many opportunities for students to recognize relationships between numbers, identify patterns and determine the reasonableness of their work.

Conceptual understanding is built through concrete experience in which children use manipulatives. Students must first develop a concrete understanding of number relationships by constructing and exploring.

Emphasis on computational fluency is also an essential component of elementary math instruction. Computational fluency is defined as having and using efficient and accurate methods for computing. Students should be able to perform computations in multiple ways, including mental calculations, estimation and paper-and-pencil calculations using mathematically sound algorithms. Computational fluency develops in tandem with understanding at all grade levels.

Elementary Science

The elementary science curriculum includes the integration of the three (3) dimensions of the Next Generation Science Standards. The three (3) dimensions include the Disciplinary Core Ideas, Crosscutting Concepts, and Science and Engineering Practices. All three (3) dimensions follow a conceptual progression of understanding beginning in the primary grades and becoming more sophisticated in the intermediate grades.

Students will think like scientists by using the Crosscutting Concepts to develop an understanding of the natural and designed world. The Crosscutting Concepts include patterns; cause and effect; systems and system models; structure and function; energy and matter; stability and change; and scale, proportion, and quantity.

Students will work like scientists by engaging in the Science and Engineering Practices. Students are expected to demonstrate grade-appropriate proficiency with asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information. Students are expected to use these practices to demonstrate understanding of the Disciplinary Core Ideas.

The Disciplinary Core Ideas are from four (4) areas: physical sciences; earth and space sciences; life sciences; and engineering, technology, and applications of science. The students will develop and apply an understanding of:

Pre-K
- motion as push, pull, and collisions
- variations of weather
- needs of plants and animals

Kindergarten
- motion as push, pull, and collisions
- variations and changes in weather
- needs of plants, animals, and humans
Grade 1
- properties of light and sound
- movement of objects in the day and night sky
- structures and behaviors of plants and animals

Grade 2
- properties of materials
- physical characteristics and changes of Earth
- interaction of plants and animals in different habitats

Grade 3
- forces and interactions
- weather, climate, and natural disasters
- growth and development of plants and animals and environmental impacts on plants and animals

Grade 4
- properties of waves, conservation of energy, and energy transfer
- physical characteristics and changes to the Earth’s landscape
- structure, function, and information processing of plants and animals

Grade 5
- matter and chemical reactions
- components and interactions of earth systems and space systems
- flow of matter and energy in ecosystems

Elementary Social Studies
The WCPS elementary social studies program supports the development of responsible citizenship through the study of the social, economic, and political systems that support and shape the democratic way of life. Students learn the fundamental values and rights of society and the democratic process that leads to a better understanding of the similarities and differences that make up the diversity of the United States. They will study how geography influences cultures, technology and human activities. Through hands on activities and cooperative learning groups, students learn to develop questions and plan inquiries, apply disciplinary tools and concepts, evaluate sources and use evidence to communicate conclusions and take informed action.

Pre-K and Kindergarten
The content focus is on Self and Others. The purpose of a Pre-K and Kindergarten curriculum is to begin the development of civic identity.

Grade 1
The content focus is on School and Local Communities. The purpose of the grade 1 curriculum is to continue to strengthen a child’s identity as an American citizen.

Grade 2
The content focus is on Communities Across the United States and World. The purpose of the grade 2 curriculum is to help students understand that American citizenship embraces all kinds of people, regardless of race, ethnicity, gender, religion, and national origin.

Grade 3
The content focus is on Town and County. The purpose of the grade 3 curriculum is to teach students about the history and civics of their local town and county.

Grade 4
The content focus is on Maryland. The purpose of grade 4 is to study the history, geography, and people of Maryland. This includes the three regions of Maryland and the indigenous peoples that first populated the area.

Grade 5
The content focus is on the United States. The purpose of the grade 5 curriculum is to give students their first concentrated study of the formative years of U.S. History.

Middle School Overview
In the middle school, students are interacting with many more students and with more adults than they did in elementary school. Middle school students often have a different teacher for each subject. The instructional program for grades six to eight reinforces skills learned in elementary school and prepares students for the more complex work that will be required in high school, college, and career readiness.

Middle school students who enroll in high school courses taught at the middle school will receive high school credit upon passing the course. Students are eligible for credit in Algebra I and full credit world language courses. The student’s high school transcript will indicate the course taken and credit awarded. Credit awarded in middle school will not be calculated in the student’s high school grade point average (GPA). Only grades earned for courses taken in high school will be used in the calculation of a student’s high school GPA. For more information you may request a copy of the Middle School Guide.

Middle School Reading/English Language Arts
The middle school English Language Arts curriculum continues to lay a solid foundation of reading, writing, speaking, listening, and critical thinking skills as students move toward college and career readiness. In grades 6-8, students read more complex texts, including novels, literary non-fiction, and informational texts. They engage in classroom discussions centered around these rigorous texts and work both independently and with their peers to research self-selected and assigned topics. Sixth, seventh, and eighth graders write increasingly more complex compositions, especially pieces that they use to persuade/argue, inform, and explain using evidence from multiple sources. Using both the full writing process and timed writing experiences, students learn to organize information coherently and use language and mechanics correctly in their compositions.

Mathematics
WCPS will use the Maryland College and Career-Ready Standards (CCRS) for mathematics as the primary curricular resource for instruction. The CCRS are based on the Common Core State Standards, which is a state-led initiative coordinated by the National Governor’s Association and the Council of Chief State School Officers.
The Maryland College and Career-Ready Standards for mathematics include eight (8) Standards for Mathematical Practice. The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important processes and proficiencies with long-standing importance in mathematics education.

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

The middle school mathematics curriculum extends topics students study in elementary school and introduces new concepts and skills that are needed for success in high school and beyond.

The major mathematics work of Grade 6 includes:
- Application and extension of previous understandings of multiplication and division to divide fractions by fractions
- Application and extension of previous understandings of numbers to the system of rational numbers, including negative numbers
- Understanding ratio concepts and using ratio reasoning to solve problems
- Application and extension of previous understandings of arithmetic to algebraic expressions
- Reasoning about and solving one-variable equations and inequalities
- Representing and analyzing quantitative relationships between dependent and independent variables
- Fluently dividing multi-digit whole numbers
- Fluently adding, subtracting, multiplying and dividing multi-digit decimals

The major mathematics work of Grade 7 includes:
- Application and extension of previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers
- Analyzing proportional relationships and using them to solve real-world and mathematical problems
- Using properties of operations to generate equivalent expressions
- Solving real-life and mathematical problems using numerical and algebraic expressions and equations

The major mathematics work of Grade 8 includes:
- Working with radical and integer exponents
- Understanding the connections between proportional relationships, lines, and linear equations based on concepts of similarity
- Analyzing and solving linear equations and pairs of simultaneous linear equations
- Defining, evaluating, and comparing functions
- Using functions to model relationships between quantities
- Understanding and applying the Pythagorean Theorem

Social Studies

The middle school social studies curriculum emphasizes instruction in Maryland's core learning goals for Social Studies-History, Geography, Economics, Political Systems, and Peoples and Nations of the World. The WCPS curriculum is built on the foundations of Maryland's State Curriculum. Teachers utilize the History Alive!-Social Studies Alive! approach which challenges and engages students through reading, discussion, writing, and participation in skill building exercises, collaborative problem solving, visual discovery, and experiential activities. Students improve their skills and increase and extend their knowledge of history, politics, geography, economics, and culture.

In sixth grade, students study World History from the earliest cultures and civilizations to the middle ages. Students learn historical thinking skills, critical thinking skills, and social studies skills including constructing timelines, reading and analyzing primary and secondary sources, using atlases and globes, and interpreting visual sources. They use a variety of sources of information to understand historical events, the process of social change, and the impact of individuals. They learn to analyze historical issues and relate them to current events. Modules of study include:

- Early Settlements & Geography
- Research & Historical Investigations
- Empires: Roles of Citizens and Government
- Medieval World and Economics
- Transitions Americans and Exploration

In seventh grade, students study World Geography and Cultures. Students learn about cultures around the world through a regional approach that considers geographic, political, historical, social, and economic issues as well as the customs, traditions, and other unique characteristics of people within their cultures. Students continue to build and extend their skills by drawing and interpreting maps, constructing timelines, reading primary and secondary sources, using atlases and globes, and interpreting visual sources. They use a variety of sources of information to understand historical events, the process of social change, and the impact of individuals. They learn to analyze historical issues and relate them to current events. Modules of study include:

- The World in Spatial Terms
- Regional Adaptations
- Population
- Economics & consumption Patterns
- Pollution & Human Impact on the Environment
- Global Politics

Additionally students complete a student service learning project in seventh grade social studies class.

In eighth grade, students study American History. Students learn about the important people, ideas, and events that brought about the formation of the American nation and shaped the culture and the political and economic institutions through the Civil War and Reconstruction. Students develop their understanding of the history of their country through the reading of historical narrative and biography, discussion, and writing. They further develop their historical thinking skills, critical thinking skills, and social studies skills by constructing timelines, reading primary and secondary sources, drawing and interpreting maps, using atlases and globes, interpreting political cartoons, gathering historical data, and formulating historical interpretations. Students learn to apply historical understanding to current issues and events. Modules of study include:
Science
The middle school science curriculum follows a conceptual progression model in which students interact with life science, earth science, physical science and engineering concepts in each grade. In this curriculum teachers guide students to develop science understandings through the integration of the three (3) dimensions of the Next Generation Science Standards. These three (3) dimensions involve Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts. Through the use of these standards students learn to think and work like scientists, as their understanding of science concepts grows in sophistication from grade 6-8. Students work collaboratively to learn science by asking questions, designing investigations, collecting data, analyzing data, and communicating results. Students are encouraged to apply their knowledge of science and engineering to develop solutions to real-world issues.

High School Overview

WCPS High School Grades and Honors
WCPS high schools provide students the opportunity to meet Maryland High School graduation requirements and much more. Washington County high schools offer comprehensive programs of study that address the needs of high school students by ensuring a well-rounded educational experience that helps prepare students for assuming the responsibilities of adult citizenship, the world of work, and postsecondary education.

Grading System for Secondary Schools
I. Purpose
The purpose of Policy IKA is to establish the process to be followed to calculate a secondary school student’s grades, grade point average, and class ranking.

II. Background
The Board of Education recognizes its responsibility for assuring the practice of regularly reporting the progress of students as they proceed through their formal educational experiences. Such reporting has several purposes: 1) to inform students of their progress and needs with regard to the instructional program, 2) to give parents needed insights into the teaching-learning process and how it is affecting their son or daughter with regard to achievement and effort, 3) to provide teachers with information about the progress and needs of students in their classes, and 4) to inform colleges or prospective employers of the nature and achievement of a student’s educational program.

III. Policy Statement/Procedures
A. High School and Middle Schools
Grade reports (grades included in the determination of final grades) will be issued four (4) times during the school year at approximately nine (9) weeks, 18 weeks, 27 weeks, and 36 weeks. Final grades will be based on the average of the four (4) grade reports for year-long courses, two (2) grade reports for semester-long courses, and one (1) grade report for partial-semester courses. Interim reports (grades that are not included in the determination of final grades) will be issued at the approximate mid-point of each of the four (4) grading periods.

Final exams, which include a written component, are required in every high school course that does not participate in the Partnership for Assessment of Readiness for College and Careers (PARCC). Final exams will be calculated as no less than 10% and no more than 20% of the final marking period for each high school course.

Academic achievement will be reported as percentages with the following meanings:
- 90-100% indicates performance that consistently exceeds Washington County standards and requirements
- 80-89% indicates performance that consistently meets and occasionally exceeds Washington County standards and requirements
- 70-79% indicates performance that meets Washington County standards and requirements
- 60-69% indicates performance that minimally meets Washington County standards and requirements
- 0-59% indicates failure to meet Washington County standards and requirements

Additionally, student effort will be reported each marking period.

B. High School: Grade Point Average

1. High school students take all the courses required to earn a WCPS high school diploma and elective courses. Students will receive a credit(s) for successfully passing each course. Every course a student takes is recorded on the student’s transcript, regardless of whether or not the student passes the course. Students are awarded quality points, ranging from 0.0 to 5.0 for each course attempted. Quality point values are based on the rigor of the course and the final grade earned in the course. Quality points are used to calculate Grade Point Averages (GPAs) and class ranking. The total of quality points earned is divided by the number of courses attempted in high school. A student failing or not completing a course will receive a failing grade, earn no credit, and receive 0.0 quality points that will be calculated into the student’s GPA.

2. Any student-requested course change after the fifth class period of the course, will be recorded as a “W” (withdrew from the course) on the student’s transcript, resulting in no credit and the assignment of 0.0 quality points to be calculated into the student’s GPA. In extenuating circumstances, the principal has the final authority on class changes and grading issues.

3. Accelerated weighted courses are those courses approved through the Curriculum Development, Adoption, and Review process for additional quality points reflecting the greater rigor of course requirements.
4. Advanced Placement (AP) weighted courses are those courses that WCPS offers that have been identified by the College Board as Advanced Placement (AP) weighted courses.

5. GPA will be computed using the following quality point values:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Non-Weighted Quality Point Value</th>
<th>Accelerated Quality Point Value</th>
<th>Advanced Placement Quality Point Value</th>
</tr>
</thead>
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<tr>
<td>90-100</td>
<td>4.0</td>
<td>4.72</td>
<td>5.0</td>
</tr>
<tr>
<td>80-89</td>
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<tr>
<td>0-59</td>
<td>0.0</td>
<td>0.00</td>
<td>0.0</td>
</tr>
</tbody>
</table>

C. High School: Class Ranking

1. Only Maryland High School Diploma students’ GPA will be used to determine class rank. Maryland High School Certificate students’ GPAs will not be included in ranking. Certificate students are eligible for school honors and graduation honors.

2. Class rank will be determined by calculating GPAs to the thousandths of a percent and rounding to the nearest hundredth. Based on this computation, student rank in class will be recorded on the transcript following the final marking period of the student’s senior year.

3. For purposes of designation of class and student honors, with the exception of valedictorian and salutatorian, and for college admission information, the cut-off date for computation of class honors will be the end of the third marking period. The process for designation of valedictorian and salutatorian is set forth in Policy IKD, entitled “Honor Rolls and Graduation Honors.”

Honor Rolls and Graduation Honors
A student must have 80% and above in all subjects to be on the Honor Roll. To be on the Distinguished Honor Roll, a student must have all 90’s and above in all subjects. Academic honors designation at commencement will be awarded as follows:

Highest Honors: minimum 4.0 GPA, at least fourteen credits in courses taken in high school (grades 9-12) identified as Honors, AP, and/or IB, and the completion of University of Maryland requirements.

High Honors: minimum 3.75 GPA, at least twelve credits in courses taken in high school (grades 9-12) identified as Honors, AP, and/or IB.

Honors: minimum 3.5 GPA

Maryland Scholars Program
The Maryland Scholars Program is designed to encourage students to complete a rigorous course of study in high school to ensure that they are well prepared to succeed in college, the workplace, and in life. Students who participate in this course of study will contribute to a more highly skilled and productive workforce and a stronger, more prosperous economy. The course of study is:
- 4 credits of English
- 3 credits of Math (Algebra I, Geometry, Algebra II)
- 3 credits of Science (Biology, Chemistry, and one additional lab Science—Physics preferred)
- 2 credits of the same World Language
- minimum 2.5 GPA

WCPS High School Diploma
Graduation Requirements
The minimum requirements for graduation from WCPS adhere to but are not limited by the standards established by the state of Maryland.

To earn a WCPS Diploma students must:
- Earn a minimum of twenty-four (24) credits
  - English—4 credits
  - Social Studies—3 credits
    - 1 United States Studies II
    - 1 Local, State, and National Government
    - 1 World History
  - Mathematics—4 credits
    - Students must enroll in a mathematics course in each year of high school
      - 1 Algebraic Concepts
      - 1 Geometric Concepts
      - 2 Additional Mathematics Credits
  - Science, laboratory-based—3 credits
    - 1 Biology
    - 2 Additional Science Credits
    - Integrated Physics and Chemistry
  - Fine Arts—1 credit
    - Technology Education—1 credit
  - Physical Education—1 credit
  - Health/Life Skills—1 credit
  - Electives—6 credits
- Meet the Maryland High School Assessment requirement
- Complete a minimum 75 hours of Student Service Learning
- Earn credits to satisfy the requirements of the University System of Maryland Completer Program and/or a Career and Technology Education Completer Program (requirements follow)

Maryland High School Assessment Requirement
All students must take and pass the Biology high school assessment. Students entering the ninth grade in 2013-2014 or later must take and pass the Government high school assessment. All students must take the English 10 and Algebra 1 PARCC assessments, but if they took/take those assessments during the 2014-2015 or 2015-2016 school years, they are not required to pass.

Those students who do not pass all of the required assessments may also meet the graduation assessment requirement by earning a combined score equal to the minimum total passing score for the required tests, or earning a passing score on approved substitute tests, or meet the assessment requirements through successful completion of the Bridge Plan.

Completer Programs
Students are required to complete requirements in at least one of the following two programs: University System of Maryland or Career Technology Education.
University System of Maryland
The Washington County Board of Education certifies that the following courses meet the minimum requirements for students seeking admission to institutions in the University System of Maryland. Additional advanced courses are recommended.

Writing, Reading, and Literature - 4 credits
   English 9 to 12
History, Social Science - 3 credits
   United States Studies II
   Local, State, National Government
   World History
Science (Lab-based) - 3 credits
   Biology
   Chemistry
   Physics
   Anatomy and Physiology
   Earth and Space Science
World Languages - 2 credits
Mathematics - 3 credits
   Algebra I
   Algebra II
   Geometry

Career Technology Education
The Career Technology Education Compler Programs meet the Maryland graduation completer program requirement. The course sequences, listed in the High School Program of Studies booklet, must all be completed to earn completer program credit.

Career-Ready Standards (MCCRS) provided by teachers of core content who are “highly qualified” and knowledgeable in all aspects of the curriculum
Universally designed teaching and learning practices
Re-teaching and pre-teaching of core skills in small, needs-based groups
Differentiated Instruction
A referral to the appropriate school-based team for additional supports may be necessary if student is not making progress
Progress monitoring and frequent communication with parents

Tier 1 Intervention:
• Includes ALL students
• Instructional Practices:
   ▶ Whole group instruction aligned with Maryland College and Career-Ready Standards (MCCRS) provided by teachers of core content who are “highly qualified” and knowledgeable in all aspects of the curriculum
   ▶ Universally designed teaching and learning practices
   ▶ Re-teaching and pre-teaching of core skills in small, needs-based groups
   ▶ Differentiated Instruction
• Progress monitoring and frequent communication with parents

Tier 2 Intervention:
• Student is not making adequate progress within Tier 1 instruction and supports, A Personal Learning Plan (PLP) will be developed by the appropriate school-based team.
• Implemented in or out of the general education setting.
• Instructional Practices:
   ▶ Small group work in addition to core instruction provided by teachers of core content who are “highly qualified” and knowledgeable in all aspects of the curriculum
   ▶ Universally designed teaching and learning practices
   ▶ Re-teaching and pre-teaching of core skills in small, needs-based groups
   ▶ Differentiated Instruction
• A referral to the appropriate school-based team for additional supports may be necessary if student is not making progress
• Progress monitoring and frequent communication with parents

Tier 3 Intervention:
• Student is not making progress with Tier 1 and Tier 2 instructional supports, a referral to the appropriate school-based team should be made
• Ongoing documentation on the Personal Learning Plan (PLP)
• Instructional Practices:
   ▶ Instruction typically occurs outside general education by a highly skilled teacher
   ▶ Instruction is intensive and targets individual skills and does not necessarily align with common core standards for that grade level
• Progress monitoring and frequent communication with parents

Multi-Tier Prevention System
WCPS believes that increased student learning requires the consistent practice of providing high quality instruction matched to student needs. In a high-quality educational environment, student academic and behavioral needs are identified and monitored continuously by using documented student performance data, to make instructional decisions. Unique needs are addressed, parents are informed and involved, and all staff work toward the common goal of raising achievement. Response to Intervention (RTI) is a general education framework through which a school creates a high-quality educational environment by screening the needs of all students; differentiating core instruction for all students; applying research-based interventions to address specific needs of individual students; and continually monitoring progress to ensure success. High quality education requires collaborative efforts from all district staff including general educators, special educators, and bilingual/EL educators to facilitate that process.

Advanced High School Learning Opportunities
Advanced Placement Courses
Students have the opportunity to participate in Advanced Placement (AP) programs sponsored by the College Board. Students taking an AP course are expected to take the AP exam offered for the course. AP exams are administered nationwide in May. WCPS pays half the cost of the exam with the balance charged to the student. Other financial support may be available. Students may receive college credit from participating colleges and universities by taking and earning a proficient score on the AP exam. For more specific information on AP courses and examinations, consult a school guidance counselor.

School-based Course Offerings
There are a variety of course offerings at each high school. Contact the individual school guidance counselor for exact course offerings. Some of the courses described in this catalog are not offered at every high school.

Evening High School
WCPS Evening High School program provides course offerings and follows standards established for all WCPS high schools. Students may earn up to two (1) credits toward graduation requirements each semester. Generally, students who attend Evening High School remain enrolled at their home school, while some are enrolled only at Evening High. Evening High School classes are held at Washington County Technical High School, Monday through Thursday from 4:30 p.m. to 7:30 p.m. For more information, call 301-766-8776 or 301-766-8460.
Student Internship/Mentorship Program
The Washington County Student Internship/Mentorship Program is a direct product of the Maryland Career Connections Initiative and strives to link workplace skills to classroom knowledge. Internships with mentors enable students to:
1. Clarify personal interest in their chosen career cluster and determine if a career is compatible with their personal interests, skills/ aptitudes and life goals;
2. Observe and participate in real-world work activities within their chosen career cluster;
3. Apply classroom knowledge to real-world problems;
4. Apply work experience to classroom endeavors;
5. Develop positive work ethics;
6. Create a network of contacts within the local business community; and
7. Experience “All Aspects of Industry.”

A student internship is a paid or unpaid career focused experience with a local business partner. Students become directly involved in the daily activities of a local business, government office, research, or social service organization for a defined period of time. All business partners assign an employee to each student intern as a mentor.

“Early College” - “Early Support for Students to Enter College Education”
WCPS collaborates with Hagerstown Community College to offer a variety of opportunities for students to take college courses. Students can take concurrent courses and earn credits solely at the respective institutions or take dual-credit courses and earn credits at both institutions. Additional information about early college opportunities is available from the high school counseling department and is explained in detail in the WCPS High School Program of Studies booklet, which can be found at www.wcpsmd.com/documents.

Student Service Learning: A Graduation Requirement
What is the service graduation requirement?
Students will need to complete 75 hours of service learning, which will include proper preparation and reflection. Students will meet this requirement following the approved county plan. Furthermore, all activities completed through the county plan must meet Maryland’s seven best practices for successful student service. Finally, all Student Service Learning hours will be recorded and approved using the Washington County Student Service Learning Record of Participation Sheet. This form may be obtained from the high school guidance counselor, or high school SSL Coordinator.

Why is it called service-learning instead of community service or volunteering?
Service learning is a method of experiential learning. In most cases, service learning projects are a natural outgrowth of the curriculum. Students study their communities and understand the many ways that their academic studies are related to being involved as a citizen. They also evaluate, discuss, and reflect on their service in order to make the connection between their academic subjects and effective action. The term “community service” carries connotations of restitution for committing a nonviolent crime. It does not address the vital learning that takes place. Volunteering refers to a person demonstrating good will to offer time and energy to address a need, rather than a structured learning experience.

What will my child get out of fulfilling the student service-learning requirement?
Students involved in service learning typically demonstrate social, personal, and intellectual growth and development. They increase their teamwork and problem-solving skills, as well as leadership and initiative. Their self-respect increases as they see that they can tackle tough problems and succeed. It also helps them see their roles as citizens and as active participants in the solution of community problems.

Won’t this requirement take class time away from the basics?
Teaching students how to be involved citizens is a basic and has traditionally been one of the primary purposes of public schools. The State Board of Education passed the requirement in support of the “book learning” that occurs daily in our schools.

Service learning is also a method for improving classroom learning. The Association for Supervision and Curriculum Development has endorsed required service learning. There is now an understanding that many students learn best, not through lectures and seat work, but through active, purposeful experiences. For instance, when students study chemistry, they can test a local stream for its acidic content. Based on their evaluation, they may decide how best to help clean up the stream or advocate for better water quality as a matter of public policy.

Student Service Learning Approved County Plan
Overview of Service Learning Delivered Model: Each middle school grade has service activities connected to regular curricular initiatives. Sixth grade is connected to science around the theme of “Ecology;” seventh grade is connected to social studies in various areas pertaining to citizenship and eighth grade is connected to the curricular initiatives in English/Language Arts. Students earn 15 hours for completing the activities of each grade. Students must complete 15 hours individually, in the community after the end of eighth grade, and complete the 15 hours connected to the curriculum of the Grade 10 Health Education/Life Skills required class. Students not completing the connected portions must perform the equivalent number of individual hours in the community after completing eighth grade. Middle school students can earn 15 individual hours by completing an “exemplary” project and applying to the county SSL coordinator for approval. The project must meet the Maryland Best Practices Standard. These hours may be in addition to those earned by completing the curriculum based activities.

How many credits should a new student to the county be required to complete?
If a student enters from another state or private school and has never been in the WCPS, they are required to complete: 75 hours when entering as a ninth grader, 55 hours when entering as a tenth grader, 35 hours when entering as an eleventh grader, 15 hours when entering as a twelfth grader, 5 hours when entering as an eleventh grader, 15 hours when entering as a twelfth grader in the second semester. If a student enters WCPS from a school system outside Maryland, public or private, that has a service learning requirement, they may apply to the county service learning coordinator for approval. The hours to be credited. The transferred hours must meet the Maryland Best Practice Standard. If a student enters from another Maryland county and they have documentation that they have completed the requirement, WCPS accepts this documentation to fulfill the requirement. If they enter without this documentation, then the student must complete all 75 hours, prior to graduation. If a student is entering from another state or private school and has previously been enrolled in a Washington County high school, they are required
to complete according to the above, and 20 hours for every year that they were previously enrolled - even if only for one month. For example if a student is enrolling as a first semester senior and was previously in a Washington County high school for one (1) year of ninth grade, three (3) months of tenth grade, and five (5) months of eleventh grade, they would be required to perform $15+20+20=75$ hours.

Service learning is indicated on report cards. Completion of service learning is indicated on the transfer sheet when a student withdraws.

**Overview of Pre-K–12 Programming**

**Health Education Pre-K–12**

In WCPS, Comprehensive Health Education includes instruction in the following seven content areas:
- Alcohol, Tobacco, Heroin, and Other Drug Use Prevention;
- Disease Prevention and Control;
- Family Life and Human Development;
- Mental Health;
- Nutrition and Fitness;
- Personal and Consumer Health;
- Safety and Injury Prevention.

In addition to these topics, the health education program includes components from school health services, food services, counseling and school psychology services, and healthful school environments.

Since health education is multi-dimensional, it has application in many disciplines. Therefore, responsibility for delivery also is shared and/or reinforced in science, social studies, language arts, guidance, family life, physical education, and family and consumer science.

At the elementary level, health education is taught primarily by physical education teachers. In middle schools, health education generally is taught as a rotation in Unified/Related Arts or in physical education. In high schools there is a one credit graduation requirement in the course Health Education/Life Skills.

Family life is taught in grades 5-10. The topics include physical and emotional maturation, consent, reproduction, physical and sexual abuse, sexually transmitted diseases, HIV/AIDS instruction and information on pregnancy prevention with emphasis on abstinence. Students may be excused from this unit of the program upon written request from a student’s parent or guardian.

**Physical Education Pre-K–12**

The WCPS physical education curriculum provides opportunities for students to mature physically through activities designed to develop fitness, skill, concern for safety, knowledge of key facts, and positive attitudes toward personal health and physical activity. The physical education program designs activities, instruction, and resources to help students develop physically from early childhood to young adulthood. The basic activities in kindergarten through grade nine include the development of skills in sport activities and strategies in game situations relating to fitness and exercise, soccer, basketball, volleyball, dance and rhythm, softball, and track and field. At various checkpoints in elementary, middle, and high school, each student's progress is measured to help teachers better help students grow. These results are used to target areas needing further development. Success in physical activities stimulates a lifelong interest in maintaining health and fitness. Physically educated students will continue to promote these competencies through a lifetime of activities.

**Elementary School**

The elementary physical education program teaches students basic physical skills. Each skill is divided into parts. Repetition and review are often used in instruction, as each skill must build upon skills that have been developed earlier.

**Middle School**

The middle school physical education program emphasizes skill development, fitness, team sport participation, and social and emotional growth. Teachers introduce a variety of activities such as individual, dual, and lifetime sports. Games are used to improve student fitness, skill, application of safety measures, knowledge, and attitudes. Instruction and expectations increase as students progress through the middle school grades. WCPS does not organize middle school athletic teams; however, area recreation and youth leagues offer opportunities for middle school youth to participate in organized sports programs.

**High School**

One (1) credit of physical education is required for students to graduate from high school. In this credit, teachers emphasize the development of physical fitness through a program of individual skills, team-related activities, and additional lifetime co-educational sports.

Students may choose to take elective physical education courses. In each course, students work on fitness, skill, safety, knowledge, and attitudes through a variety of structured activities. Weight Conditioning is an elective physical education course that provides weight training, body conditioning, and fitness-related activities.

All students are encouraged to participate in a physical education program that goes beyond the one credit minimum required for high school graduation. WCPS offers organized individual and team sports at the high school level. For more information, contact the high school athletic director at the school level or see the Washington County Public Secondary Schools Athletic Association Handbook.

**School Library Media Program**

Every Washington County elementary, middle, and high school has a library media center that provides access to a wide variety of resources and services to inspire curiosity, creativity, and achievement in its students.

Library media center resources are selected not only to support instruction and achievement in all content areas but also to foster curiosity and creativity by appealing to students’ informational and pleasure reading interests. Through the county’s online library catalog and an active interlibrary loan program, students are not limited to just the items housed in their library media center.
but benefit from access to thousands of resources available countywide. In addition to print resources and in-school services, the library media program provides 24/7 access to a library catalog and to a vast array of digital resources through an online information portal located at http://wcpsmd.follettdestiny.com.

All WCPS students now have access to Washington County Free Library (WCFL) resources through special RAIL (Raising Access to Improve Literacy) accounts. With their RAIL number, students can access WCFL online resources, get free homework help, and check out up to three print items with no fines! The RAIL number works just like a regular library card only there is no card to carry, it is virtual. A student’s RAIL number is made up of 4 letters (RAIL) plus the student’s ID number (example: rai123456).

Library media specialists model and teach information literacy skills through their work with all grade levels and all content areas to build a community of lifelong learners. Many of the library media specialists are also providing their students opportunities to engage in coding, robotics and computational thinking activities through their “maker” spaces. While striving to provide these advanced opportunities, librarians continue to instill the more traditional values of literature appreciation and the joy of reading.

The school library media program, the library media centers, and the library media specialists proudly serve the students and teachers of Washington County. Together we build a community of information literate individuals who are informed decision-makers, ethical/responsible consumers of ideas and information, and creative users of digital tools, who will use their skills throughout school, college and life.

Visual and Performing Arts Programs Pre-K-12

**Elementary**
Visual art instruction is available to all students in grades Pre-K-5. The program involves drawing, painting, sculpture, printmaking, collage, construction, modeling, art history, and discussions about art. Student works are displayed within the schools, at the Center for Education Services, during the Elementary Arts Festivals, through various community contests and at the Washington County Museum of Fine Arts during the annual elementary art showcase.

WCPS has established a cooperative program with the Washington County Museum of Fine Arts in conjunction with the WCPS Literacy Initiative. The program provides students the opportunity to travel to the museum to view, discuss, and reflect upon professional artworks in a formal public setting to enrich and enhance the art curriculum and build student literacy.

Music instruction also is available to students in grades Pre-K-5. The program involves experiences in voice, Orff, and recorder. Music history, reading/notation, and choral performance opportunities are developed within the curriculum. Kindergarten and pre-kindergarten students may attend Kinder Konzerts which are made available through a partnership with the Maryland Symphony Orchestra and Hagerstown Community College. Citicorp sponsors the Maryland Symphony Youth Concerts which are hosted and performed by the Maryland Symphony Orchestra at the Maryland Theatre and are designed for third and fourth grade students.

Large choral ensemble experiences are available for interested students in many schools. Instrumental programs are offered in every school. A program in dance is available in selected schools.

**Secondary Visual Arts**
The middle school visual arts program provides a fundamental study of a variety of art media, art history, critical thinking, and visual problem solving. Student art works are displayed within schools, at the Center for Education Services, through various community contests and at the Washington County Museum of Fine Arts during the annual secondary art showcase.

At the high school level, course offerings begin with Art I and progress through Art IV. Photography classes are available, and studio art classes may be offered in specialty areas. Opportunities also exist to earn advanced placement credit in studio art. Student art work is displayed within schools, at the Center for Education Services, throughout the community and in conjunction with various contests and at the Washington County Museum of Fine Arts during the annual secondary art showcase.

**Secondary Performing Arts**
In grades 6-8, students have both choral and instrumental music opportunities and students may participate in choral and instrumental performances. In addition to in-school performances, students may be involved in parades, community concerts, ensemble festivals, and All-County and/or All-State events.

In grades 9-12 students have choral and instrumental music opportunities that include marching band, concert band, jazz band, orchestra, chorus, musical theater, dance, guitar, and piano lab. Music classes also include music theory and AP Music Theory. Individual student and group performance opportunities not only are available locally, but also statewide and regionally. These include, but are not limited to: All-County and All-State groups; Swingin’ in the Park (Jazz); special request performances; the WCPS Large Ensemble Assessment Festivals; and the WCPS Solo and Ensemble Festival.

**Barbara Ingram School for the Arts**
WCPS officially opened Barbara Ingram School for the Arts in the fall of 2009. The school is a four-year program, grades nine (9) through 12, for up to 300 students. The Barbara Ingram School for the Arts provides young people with intensive, pre-professional training in the arts within the context of a college preparatory academic curriculum. Students are accepted by either audition or portfolio. The Barbara Ingram School for the Arts experience results in the development of an individualized artistic skill set that assists students in the pursuit of a professional or college bound career. The physical building design devotes one floor to each of the various art disciplines, and the academic program for the 300 students is provided in a separate facility, located within the downtown Hagerstown area. Through its design, the school serves as an arts resource for Washington County by offering performances, educational workshops, and extensive after-school training opportunities in the arts.
APPENDIX
Students’ Rights and Responsibilities

WCPS
Washington County Public Schools
### INTRODUCTION

This summary of Students’ Rights and Responsibilities has been developed by parents, teachers, students, and administrators in the Washington County community and is supported by Federal Constitutional Law, Maryland Statutory Law, judicial decisions, and the Public School Laws of Maryland. It is designed to assist the school community in recognizing the responsibilities and rights of students in the schools and to avoid confrontation which may be caused by misunderstanding and lack of information.

All persons involved in the educational process – students, parents, teachers, administrators, staff, and the elected Board of Education – have the responsibility to protect the rights and to promote the responsibilities which are guaranteed by this document.

Responsibility is inherent in the exercise of every right. Students have the responsibility to respect the rights of all persons involved in the educational process. The responsibility of implementation of the Students’ Rights and Responsibilities rests with the school principal.

### I. SCHOOL ATTENDANCE

<table>
<thead>
<tr>
<th>RIGHTS</th>
<th>RESPONSIBILITIES</th>
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<tbody>
<tr>
<td>1. All persons who are five years old or older and under twenty-one shall have the right to attend a public school in the state of Maryland.</td>
<td>1. Students have a responsibility to obey compulsory school attendance laws.</td>
</tr>
<tr>
<td>Free and appropriate educational programs and related services for all handicapped children from birth through age twenty are provided to those found to be in need of special education services.</td>
<td>Compulsory Attendance – Every child between five and sixteen years of age who resides in the state is required to attend public school regularly during the entire period of each school year unless the child is elsewhere receiving regular, thorough instruction or the superintendent or designee excuses cases of necessary absence.</td>
</tr>
<tr>
<td>2. Students shall have the right to a free public education. The denial of that right may occur only for just cause and in accordance with due process of law.</td>
<td>a) Penalty – Any person violating any provision of this section may be subject to a misdemeanor charge and may be fined and/or sentenced to ten days in jail for each offense.</td>
</tr>
<tr>
<td>3. Students have the right to be legally excused from school for the following reasons: (Reference: 13A.08.01.03 of the Public School Laws of Maryland)</td>
<td>b) Inducing absence – Any person who induces or attempts to induce a student to be absent unlawfully from school or employs or harbors a student while school is in session shall be referred to authorities for appropriate action.</td>
</tr>
</tbody>
</table>
STUDENT RIGHTS AND RESPONSIBILITIES

a. Death in the immediate family. The school principal/designee shall determine what relationships constitute the immediate family.

b. Illness of the student. The principal or a pupil personnel worker shall require a physician’s certificate from the parent or guardian of a student reported continuously absent for illness.

c. Court summons.

d. Hazardous weather conditions. Hazardous weather conditions shall be interpreted to mean weather conditions which would endanger the health or safety of the student when in transit to and from school.

e. Work approved or sponsored by the school, the local school system, or the State Department of Education, accepted by the local superintendent of school or school principal, or their designees as reason for excusing the students.

f. Observation of a religious holiday.

g. State emergency.

h. Suspension.

i. Lack of authorized transportation. This does not include students denied authorized transportation for disciplinary reasons.

j. Other emergency or set of circumstances which, in the judgment of the Superintendent or designee, constitutes a good and sufficient cause for absence from school.

2. Students have the responsibility to attend school daily during the prescribed school year except when lawfully absent.
II. FIRST AMENDMENT RIGHTS

The First Amendment of the United States Constitution provides that:

“Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.”

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<thead>
<tr>
<th>RIGHTS</th>
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<tbody>
<tr>
<td><strong>A. Inquiry and Expression</strong></td>
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</tr>
<tr>
<td><strong>1. Freedom of Press</strong></td>
<td><strong>1. Freedom of Press</strong></td>
</tr>
<tr>
<td>a. <em>Student publications</em> – In compliance with the First Amendment and the Code of Ethics of the American Society of Newspaper Editors, and as a learning experience, students shall be free to express themselves through student publications. The school’s censorship of such publications shall deal with materials that are libelous, inflammatory, obscene, or disruptive to the educational environment.</td>
<td>“A person may not willfully disturb or otherwise willfully prevent the orderly conduct of the activities, administration, or classes of any institution of elementary, secondary, or higher education.” <em>(Reference: Annotated Code of Maryland, Education Article, Sub-Section 26-101)</em></td>
</tr>
<tr>
<td>b. <em>Source of materials</em> – Any member of the educational community (students, parents, teachers, administrators, staff members and elected Board of Education members) may submit articles and editorials to school-sponsored publications.</td>
<td>a. <em>Student publications</em> – Students shall have the responsibility to: (1) respect the rights of all persons who are involved in the educational process; (2) adhere to the orderly operation of their respective school(s); and (3) avoid the use of foul, vulgar, or obscene language and gestures.</td>
</tr>
<tr>
<td>c. <em>Access to WCPS materials</em> – Students shall have access to WCPS printed materials or other forms of communication available to the general public.</td>
<td>b. <em>Source of materials</em> – Distribution of partisan or political literature supporting and/or opposing political candidates and/or public issues in any general or municipal election is prohibited on school property. This does not prohibit students from wearing badges or buttons for said candidates or causes.</td>
</tr>
<tr>
<td>d. <em>Non-school sponsored publications</em> – Students may distribute non-school sponsored publications only if the principal or designee has determined that the material is suitable for distribution; i.e., the material is not pornographic or libelous and/or will not create disruption or violence, and is not contradictory to the Maryland Public School Law or state or local policy.</td>
<td>c. <em>Access to Materials</em> – Students have the responsibility to ensure that all printed materials are deemed appropriate and have been approved by the teacher and principal/designee.</td>
</tr>
<tr>
<td>2. <em>Student Expression</em></td>
<td>d. <em>Non-school sponsored publications</em> – Distribution of materials shall be in accordance with Washington County Public Schools Policy KHC.</td>
</tr>
<tr>
<td>a. <em>Petition and appeal</em> – Students shall have the right to petition and to present appeals to the principal or designee and to receive a reply within five school days, excluding weekends and holidays. When the principal’s decision is appealed, students have the right to a response from the Superintendent or his/her designee.</td>
<td>2. <em>Student Expression</em></td>
</tr>
<tr>
<td>a. <em>Petition and appeal</em> – Students have the responsibility to respect the rights of others while moving through the petitioning process and to utilize the appropriate steps.</td>
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</tbody>
</table>
b. **Guest speakers** – Student organizations and classes may, with approval, invite and hear any person(s) whose presentation may contribute to the overall learning experience. Students have the right to learn the reason(s) for refusal if a speaker is not permitted to speak.

c. **Plagiarism** – Students have the right to express their thoughts in their own words. To plagiarize is to take ideas or words of another and pass them off as one’s own.

(Reference: Washington County Schools Handbook and Guide Academic Integrity)

### B. Student Organizations and Extracurricular Activities

All student organizations that desire to conduct school-related activities in public school buildings and on public school grounds shall be allowed to conduct such activities only if permitted to do so by authorized school personnel, and shall thereafter be subject to the supervision of the administration and the faculty of the school.

1. Students shall be permitted to form organizations through which they can communicate their interests, talents, ideas, and suggestions to the school community. Standards for forming any new organizations shall be previously stated and published by the school administration.

2. Students have the right to seek and hold office and to vote in school elections according to the democratic process.

3. Students have the privilege to participate in all extracurricular activities and/or organizations of the school for which their interests and credentials make them eligible. Students may lose eligibility through the violation of school rules or through violation of rules applicable to the extracurricular activity. (Reference: Washington County Public Schools Policies IGDK and IGDL)

4. Students shall not be excluded from extracurricular activities and/or organizations on the basis of race, religion, ethnic background, or gender, except where specific predetermined competencies, such as a minimum level of scholastic achievement, are stated.

b. **Guest speakers** – Students have the responsibility to seek the approval of the classroom instructor, or the advisor to the organization, and the principal prior to obtaining a guest speaker.

c. **Plagiarism** – Students have the responsibility to acknowledge the source of ideas, expressions, and facts used in their written work. Students may not submit under their name any paper or project that is written in whole or in part by someone else; this action is considered plagiarism. Plagiarism is academic dishonesty, or cheating, and is a violation of the discipline code. (Reference: Washington County Schools Handbook and Guide Academic Integrity)
### C. Assembly and Petition

**Rights:**
Students have the right to organize and assemble peacefully.

**Responsibilities:**
Students have the responsibility to consult with school administration to arrange the time and place for student assembly, following the procedures developed by the school administration.

### D. Religion

**Rights:**
Students shall be free to express their religious views, concepts, and/or beliefs in an orderly and respectful manner.

**Responsibilities:**
Students expressing their religious views may not interfere with the rights of others, or disturb the educational process.

### E. Hair and Dress

**Rights:**
Students have the right to choose their manner of dress and grooming in accordance with the established school policy.

**Responsibilities:**
Students have the responsibility to dress and groom themselves in a manner that is safe, healthy, and non-disruptive of classroom and school procedures. (Reference: Washington County Public Schools Handbook and Guide – Dress Code)

### F. Ceremonies and Oaths

**Rights:**
Schools will provide an opportunity for a flag salute and other patriotic exercises daily but shall not require participation in these exercises of any student who objects to them. (Reference: Annotated Code of Maryland, Education Article, Sub-Section 7-105)

**Responsibilities:**
Students who decline to participate in patriotic exercises will respect the rights of others who do participate.

### III. USE OF SCHOOL FACILITIES

(Reference: Board Policy KG, Board Regulation KG-R, and the Annotated Code of Maryland, Education Article, Sub-Section 7-108, 110)

<table>
<thead>
<tr>
<th>RIGHTS</th>
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<tbody>
<tr>
<td>1. All recognized and approved student organizations shall have the right to request the use of school facilities from the school administration. Rules and regulations concerning the use of school facilities shall be published and available through the school administration.</td>
<td>1. Students have the responsibility to follow guidelines, rules, and regulations. All rules in effect during the school day apply to after school activities. Violations of guidelines, rules, and regulations shall be cause for revoking permission for use.</td>
</tr>
<tr>
<td></td>
<td>2. Students shall have a responsibility to obey laws and school rules relative to tobacco, alcohol, and drugs. (Reference: Bylaw 13A.08.01.08 of the Public School Laws of Maryland)</td>
</tr>
<tr>
<td></td>
<td>3. Students and other persons requesting the use of school facilities have a responsibility for restoring the cleanliness of the facility and for all damages to the property.</td>
</tr>
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</table>
### IV. NON-DISCRIMINATION

<table>
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<tr>
<th>RIGHTS</th>
<th>RESPONSIBILITIES</th>
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<tbody>
<tr>
<td>There shall be no discrimination on the basis of race, color, national origin, sex, religion, size, age, disability or any other protected category. The right to non-discrimination applies to school enrollment and all school related activities.</td>
<td>Students have the responsibility not only to refrain from discrimination on the basis of race, color, national origin, sex, religion, size, age, disability or any other protected category but also to accurately report incidents of discrimination to appropriate staff members and respond in an appropriate manner.</td>
</tr>
</tbody>
</table>

#### Bullying, Harassment, or Intimidation

*Bullying, Harassment, or Intimidation Reporting Forms* may be obtained in the school’s main (front) office, counselor’s office, and other locations determined by the school. The forms may be submitted by a student, parent, close adult relative, or staff member to a school administrator. A student may request assistance from a staff member to complete the form if the student wishes.

1. Students are entitled to a safe and secure learning environment.
2. Students are entitled to a learning environment free from bullying, harassment, or intimidation on school property or at school-sponsored functions.

*(Reference: Washington County Public Schools Policies JFH, JFH-R, JFH-E[1])*

### V. STUDENT REPRESENTATION

<table>
<thead>
<tr>
<th>RIGHTS</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Students are entitled to peer representation. For example, Student Government or other student organizations provide an avenue through which their voice will be communicated.</td>
<td>1. Students have the responsibility to work through the established process for representation.</td>
</tr>
<tr>
<td>2. Students shall have the right to be notified reasonably in advance of implementation of rules and regulations.</td>
<td>2. Students have the responsibility to become familiar with and adhere to school rules and regulations.</td>
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</table>
# VI. RIGHT TO PRIVACY

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<tr>
<th>RIGHTS</th>
<th>RESPONSIBILITIES</th>
</tr>
</thead>
</table>
| **Student Records**  
A student’s parent/guardian and a student at the age of majority retain the right to review his/her own official school records with appropriate personnel.  
(Reference: Family Educational Rights and Privacy Act, 1975) | **Student Records**  
Students have the responsibility to adhere to established procedures for viewing their official school records. |
| **Police in the Schools**  
Students have the right not to be questioned by police on school grounds unless in connection with a crime committed on the premises or in connection with an investigation which, if not immediately permitted, would compromise the success of the investigation or endanger the lives or safety of the students or other persons. A school official should be present throughout the questioning. | **Police in the Schools**  
Students must recognize that questioning by police is lawful under the conditions stated in Bylaw 13A.08.01.13 of the Public School Laws of Maryland. |
| **Search and Seizure**  
Students, their personal property, and the school property assigned to them shall not be subjected to unlawful search or seizure. | **Search and Seizure**  
Student must recognize as legal the search and seizure practices described in the Bylaw 13A.08.01.14 of the Public School Laws of Maryland and the Annotated Code of Maryland, Education Article, Sub-Section 7-308.  
- **a. Authority to search student**  
  1. A principal or designee of a public school may make a reasonable search of a student on the school premises or on a school sponsored trip if there is reasonable belief that the student is in possession of an item, the possession of which is a criminal offense under the laws of this state or a violation of any other state law or a rule or regulation of the school system.  
  2. The search shall be made in the presence of a third party.  
- **b. Authority to search school**  
  1. A principal or designee may make a search of the physical plant of the school and its appurtenances including the lockers and vehicles of students.  
  2. The right of school officials to make searches (including lockers and vehicles) shall be published previously in school literature.  
- **c. Rules and Regulations**  
  The Maryland State Department of Education shall adopt rules and regulations relating to the searches permitted under this section. |
VII. DISCIPLINE AND CONSEQUENCES
A student may be held accountable by school authorities for any behavior occurring outside school time or off school property including during school-sponsored events, including behavior which is related to an occurrence at school or which derives from an occurrence initiated at school and including students participating in extracurricular programs which may require a particular standard of conduct.

<table>
<thead>
<tr>
<th>RIGHTS</th>
<th>RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students have a right to learn and grow in an educational environment free from willful disruption of the classroom and the school learning environment.</td>
<td>1. Students have the responsibility to respect the rights of other students and refrain from classroom and school disruption.</td>
</tr>
<tr>
<td>2. Students have the right to discipline procedures that are administered fairly, consistently and systematically and are appropriate to the offense.</td>
<td>2. Students have the responsibility to accept and adhere to the consequences of breaking school rules.</td>
</tr>
<tr>
<td>3. Students have the right to a safe, orderly and secure school environment.</td>
<td>3. Students have the responsibility to obey rules designed to protect students and create an orderly environment.</td>
</tr>
<tr>
<td>4. Students have the right to be informed of the offense and have the opportunity to respond at the school level prior to any suspension or loss of extracurricular privileges.</td>
<td>4. Students have the responsibility to be truthful in all matters.</td>
</tr>
<tr>
<td>5. Students have the right to make up missed assignments in a time frame equal to that of the suspension.</td>
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VIII. RIGHT TO DUE PROCESS AND APPEALS
Students shall have the right to due process under the law prior to deprivation of a protected right. Students will be informed of the offense and have the opportunity to respond at the school level prior to any suspension. If disciplinary actions are necessary, written notification of the offense and resulting consequences will be provided to the student and to the parent/guardian.

With regards to extracurricular activities, participation in extracurricular activities is a privilege not a protected right. By way of example but not by way of limitation, extracurricular activities include sports, after-school activities, and graduation ceremonies. Students will be informed of the offense and have the opportunity to respond at the school level prior to any loss of extracurricular privilege. If disciplinary actions are necessary, written notification of the offense and resulting consequences will be provided to the student and to the parent/guardian.

Short-term Suspensions
Principals may suspend a student for up to ten (10) days for just cause. Principals or designees may use other disciplinary means to correct student behavior (detention, in-school suspension, etc.) at their discretion, in accordance with school policies and procedures.

Parents and guardians have the right to an informal appeal of the principal’s suspension decision. The informal appeal is a paper review and all requests for appeal must be in writing. The written appeal should include the reason for requesting the appeal and contain any written documents to be considered. During the appeal process, the suspension of the student remains in effect. Through the appeal process, the consequences may be increased or decreased. The following are the steps in the appeal process:

1. Parents or guardians may appeal the decision for the suspension directly to the principal. Such appeals must be submitted in writing to the principal within ten (10) days of the suspension decision.
2. In the event the parents or guardians are not satisfied with the principal’s decision, they may appeal that decision, in writing, to the Supervisor of Student Services within ten (10) days of the principal’s ruling of the appeal. The Supervisor of Student Services shall direct a Pupil Personnel Worker to make a thorough review of the matter. The Supervisor of Student Services, after such review, will render a decision.

3. If parents or guardians are not satisfied with the decision of the Director of Student Services, the parents or guardians may appeal that decision, in writing within ten (10) days, to the Superintendent in accordance with Washington County Public Schools Policies BEE and BEE-R(1).

4. Further appeal of the decision of the Superintendent may be made in writing in accordance with Washington County Public Schools Policies BEE and BEE-R(1) within ten (10) days to the WCPS Board of Education. The decision of the WCPS Board of Education is final.

A suspension of a student with a disability will be in accordance with current federal and state laws and regulations. In no case will due process rights be abridged.

**Long-Term Suspension and Expulsion**

If a principal finds that a suspension of more than 10 school days or expulsion is warranted, the principal immediately shall report the matter in writing to the Superintendent or designee. The Superintendent or designee shall direct a Pupil Personnel Worker to make a thorough review of the matter when the request for a suspension longer than ten (10) days or expulsion is received. The Superintendent or designee, after such review, determines if a longer suspension or expulsion is warranted and will notify the parents or guardians in writing.

The decision to suspend a student longer than ten (10) days or to expel a student may be appealed. All requests for appeal must be in writing and include the reason for the appeal. Throughout the appeal process, the decision of the Superintendent of Schools or designee remains in place. In the appeal hearings, the parents or guardians and student may bring counsel, witnesses, and may present evidence to support their position. Through the appeal process, the consequences may be increased or decreased. The following are the steps in the appeal process:

1. If the parents or guardians are not satisfied with the Superintendent or designee’s decision, they may file an appeal within ten (10) days of such a decision with the Office of the Supervisor of Students Services. A Hearing Officer will schedule a hearing with the parents or guardians and student to hear the appeal.

2. If the parents or guardians are not satisfied with the decision of the Hearing Officer, the parents or guardians may file an appeal, in writing within ten (10) days of such a decision, with the Superintendent in accordance with Board of Education Policy BEE and BEE-R(1).

3. If the parents or guardians are not satisfied with the decision of the Superintendent or designee, the parent or guardian may file an appeal, in writing, within ten (10) days of such decision with the Board of Education, in accordance with Board of Education Policy BEE and BEE-R(1).

4. The decision of the board of Education is final.

### IX. REVIEW AND DISTRIBUTION

1. The Students’ Rights and Responsibilities will be printed in the Handbook and Guide and a copy will be provided to each student at the beginning of each school year.

2. This document shall be available to the professional staff in each educational facility, to students, to PTAs, to PTSAs, to school advisory committees, and to elected Board of Education members.

3. Copies shall be available in each school and the WCPS Central Office.

4. Presentation of this document shall be included in orientations for teachers.
BULLYING, HARASSMENT OR INTIMIDATION REPORTING FORM

Directions: Bullying, harassment, and intimidation are serious and will not be tolerated. This is a form to report alleged bullying harassment, or intimidation that occurred during the current school year on school property, at a school-sponsored activity or event off school property, on a school bus, on the way to and/or from school*, or on the internet-sent on or off school property; or that substantially disrupted the orderly operation of the school. Bullying, harassment and intimidation includes any intentional conduct, including verbal, physical or written conduct, or an intentional electronic communication, that creates a hostile educational environment by substantially interfering with a student’s educational benefits, opportunities or performance, or with a student’s physical or psychological well-being. (Definitions for Bullying, Cyberbullying, Harassment, and Intimidation are provided below.)

1. Bullying – A pattern or behavior when a person repeatedly uses power in an intentional manner, including verbal, physical, or written conduct or intentional electronic communication against one or more students. 2. Cyberbullying – The use of electronic communication to harm or harass others in a deliberate, repeated, and hostile manner. 3. Harassment – Includes actual or perceived negative actions that offend, ridicule, or demean another individual with regard to race, national origin, marital status, sex, sexual orientation, gender identity, religion, ancestry, physical attributes, socioeconomic status, familial status, physical or mental ability, or disability. 4. Intimidation – subjecting an individual to intentional action that seriously threatens and induces a sense of fear and/or inferiority.

Conduct that is of a sexual nature is generally thought to mean actions, language or visual materials which specifically refer to, portray or involve sexual activity or language. Conduct of a sexual nature may include overt sexual solicitations, inappropriate touching, sexual jokes, and inquiries about a person's sex life. Sexual harassment is the broader term that encompasses conduct of a sexual nature such as unwelcomed sexual advances, requests for sexual favors, and other verbal or physical contact of a sexual nature. Sexual harassment also includes acts that are not overtly sexual but rather are directed at individuals based on their gender such as profanity or rude behavior that is gender-specific.

If you are a student, the parent/guardian of a student, a close adult relative of a student, or a school staff member and wish to report an incident of alleged bullying harassment, or intimidation, complete this form and return it to the principal at the student victim’s school. You may contact the school for additional information or assistance at any time.

(PLEASE PRINT ALL INFORMATION)

Today’s date: _________ / _________ / ___________ School: ______________________________________________

School System: ________________________________________

PERSON REPORTING INCIDENT

Name: ___________________________________________________

Telephone: ___________________________        E-mail: ___________________________________________________

Place an X in the appropriate box: □ Student □ Parent/guardian of a student □ Close adult relative of a student □ School Staff □ Bystander

1. Name of alleged student victim(s): __________________________________________  Age: _________  School _________

___________________________________________________ Age: _________  School _________

___________________________________________________ Age: _________  School _________

2. Name of alleged witness(es) (if known):

______________________________________________ Age: _________  School _____________________________

______________________________________________ Age: _________  School ____________________________

______________________________________________ Age: _________  School ____________________________

3. Name(s) of alleged offender(s) (if known):

_______________________________________________ Age: _______  School ______________________________

□ Yes □ No

_______________________________________________ Age: _______  School ______________________________

□ Yes □ No

_______________________________________________ Age: _______  School ______________________________

□ Yes □ No

Maryland State Department of Education in accordance with the Safe Schools Reporting Act of 2005 7-18
4. On what date(s) did the incident happen?

   Month / Day / Year   Month / Day / Year   Month / Day / Year

5. Place an X next to the statement(s) that best describes what happened (choose all that apply):

   - Any bullying, harassment, or intimidation that involves physical aggression (specify)
   - Getting another person to hit or harm the student
   - Teasing, name-calling, making critical remarks, or threatening, in person or by other means
   - Demeaning and making the victim of jokes
   - Making rude and/or threatening gestures
   - Excluding or rejecting the student
   - Intimidating, extorting, or exploiting
   - Spreading harmful rumors or gossip
   - Related to the student’s disability
   - Related to the student’s perceived sexual orientation
   - Cyber bullying (e.g. social media including Facebook, Twitter, Vine, Snapchat, Periscope, kik, Instagram, etc.)
   - Electronic communication (e.g. email, text, sexting, etc.)
   - Gang related
   - Gang recruitment
   - Human trafficking/Prostitution recruitment
   - Racial Harassment
   - Sexual Harassment
   - Sexual in nature
   - Other (specify)

6. Where did the incident happen (choose all that apply)?

   - On school property
   - At a school-sponsored activity or event off school property
   - Via Internet- sent off school property
   - On a school bus
   - On the way to/from school*
   - Via Internet- sent on school property

   *Will be collected unless specifically excluded by local board policy

7. Describe the incident(s), including what the alleged offender(s) said or did.  _____________________________________________

   (Attach a separate sheet if necessary)

8. Why did the bullying, harassment or intimidation occur? ___________________________________________________________

   (Attach a separate sheet if necessary)

9. Did a physical injury result from this incident? Place an X next to one of the following:

   - No
   - Yes, but it did not require medical attention
   - Yes, and it required medical attention

10. If there was a physical injury, do you think there will be permanent effects?  ☐ Yes  ☐ No

11. Was the student victim absent from school as a result of the incident?  ☐ Yes  ☐ No

    If yes, how many days was the student victim absent from school as a result of the incident?  _______  

12. Did a psychological injury result from this incident? Place an X next to one of the following:

    - No
    - Yes, but psychological services have not been sought
    - Yes, and psychological services have been sought

13. Is there any additional information you would like to provide?  ___________________________________________________

    (Attach a separate sheet if necessary)

Signature: ____________________________________________  Date: ____________________________
BULLYING, HARASSMENT, OR INTIMIDATION INCIDENT SCHOOL INVESTIGATION FORM

School Personnel Completing Form: ______________________________    Position: ______________________________

Today’s date: _________ / _________ / _________    School: ___________________________________________

School System: _____________________________________    Person Reporting Incident (From reporting form) Name: ___________________________________________________________

Telephone: ___________________________    E-mail: ______________________________________________________

Place an X in the appropriate box:  

 Student     Parent/guardian     Close adult relative 

 School Staff     Bystander

1. Name of student victim(s): ____________________________________    Age: _____    Days absent as a result of the incident: _______

____________________________________    Age: _____    Days absent as a result of the incident: _______

____________________________________    Age: _____    Days absent as a result of the incident: _______

2. Name(s) of alleged witness(s) (If known):    Age    School 

___________________________________________    _______  ________________________

___________________________________________    _______  ________________________

___________________________________________    _______   _______________________

3. Name(s) of alleged offender(s) (If known):    Age    School    Is he/she a student?    Days absent due to incident

___________________________________________    _______  ________________________   Yes   No  _________

___________________________________________    _______  ________________________   Yes   No  _________

___________________________________________    _______  ________________________   Yes   No  _________

(Please print)

Total number of alleged offenders: ______________

INVESTIGATION

4. What actions were taken to investigate this incident? (choose all that apply)

 Interviewed alleged student victim     Interviewed alleged offender’s parent/guardian
 Interviewed alleged offender(s)     Reviewed/Obtained copy of police report
 Interviewed alleged witnesses     Conducted student record review
 Witness statements collected in writing     Examined video evidence
 Interviewed school nurse     Conducted meeting with Resource Officer
 Reviewed any medical information available     Reviewed social media site
 Interviewed teachers and/or school staff     Other (specify) ______________________________
 Interviewed student victim’s parent/guardian

5. Why did the harassment, intimidation, or bullying occur (alleged motives)? (choose all that apply)

 Because of race     Just to be mean
 Because of national origin     Gang related
 Because of marital status     Gang recruitment
 Because of sex     Human trafficking/Prostitution recruitment
 Because of sexual orientation     Because of another reason (specify) ______________
 Because of gender identity     The reason is unknown
 Because of religion     Determined not to be Bullying
 Because of disability     Determined not to be Harassment
 Because of physical appearance     Determined not to be Intimidation
 To impress others  

Maryland State Department of Education in accordance with the Safe Schools Reporting Act of 2005  07-16
6. Where was the incident reported to have happened (choose all that apply)?
- [ ] On school property
- [ ] At a school-sponsored activity or event off school property
- [ ] On a school bus
- [ ] On the way to/from school*
- [ ] Via Internet- sent on or off school property

*Will be collected unless specifically excluded by local board policy

7. What corrective actions were taken in this case (choose all that apply)?
- [ ] None were required, this was a false allegation
- [ ] None, the incident did not warrant any corrective action
- [ ] None, no Bullying occurred
- [ ] None, no harassment occurred
- [ ] None, no intimidation occurred
- [ ] None, the alleged incident could not be verified
- [ ] Determined as a conflict and not bullying, harassment or intimidation
- [ ] Student conference
- [ ] Student warning
- [ ] Letter of apology
- [ ] Mediation
- [ ] Counseling
- [ ] Parent letter
- [ ] Parent phone call
- [ ] Parent conference
- [ ] Detention
- [ ] In-school suspension
- [ ] Out-of-school suspension/expulsion
- [ ] Behavior contract
- [ ] Alternative placement/setting
- [ ] Plan of Support to include a "go to" adult in the school
- [ ] Community Service
- [ ] Separation from other student to include transfer or change in schedule
- [ ] Meeting with Resource Officer
- [ ] Referral to Counselor or Therapist
- [ ] Developed template for safety plan
- [ ] Other (specify) ______________________________

8. Did a physical injury result from this incident? Place an X next to one of the following:
- [ ] None observed
- [ ] Injury observed
- [ ] Medical documentation provided

9. Was the student victim absent from school as a result of the incident?  
- [ ] Yes  
- [ ] No

If yes, how many days was the student victim absent from school as a result of the incident?  _________

10. Additional pertinent information gained during the interview:
___________________________________________________________________________________________________________
___________________________________________________________________________________________________________
___________________________________________________________________________________________________________

11. Investigator notes:
__________________________________________________________________________________________
___________________________________________________________________________________________________________
___________________________________________________________________________________________________________

(Attach a separate sheet if necessary)

Signature: _____________________________  Date: _____________________________

Maryland State Department of Education in accordance with the Safe Schools Reporting Act of 2005
**Physician’s Medication Order Form**

**TO BE COMPLETED BY PARENT/GUARDIAN**

Student Name: __________________________________________ Date of Birth: __________________

School: ___________________________________________ Grade: _________  School Year (including Summer School): ______________

**TO BE COMPLETED BY PHYSICIAN OR AUTHORIZED PRESCRIBER**

Name of medication: _________________________________________________ Allergies: ______________________________________________

Reason for medication: _____________________________________________________________________________________________________

Form of medication/treatment:

- [ ] Tablet/Capsule
- [ ] Liquid
- [ ] Inhaler
- [ ] Injection
- [ ] Nebulizer
- [ ] Other _____________________________________

Instructions (Time to be given at school): ______________________________________________________________________________________

Dose (mg, ml, ml/tsp, # puffs) ___________________ Route ___________________

If PRN, for what symptom(s) _____________________________ If PRN, frequency _____________________________

Side effects: (Please describe) ________________________________________________________________________________________________

Please check one of the following:

- [ ] Discontinue: □ End of school year □ Other (specify): ____________________________________________________________________

The order must match the prescription label.

- [ ] Please note: Any deviation from the scheduled time requires a new order. ◆◆◆

This includes delayed openings, early dismissals or field trips.

Authorized Prescriber’s Signature: ______________________________________________________________________ Date: ____________

Authorized Prescriber’s Name/Title: ________________________________________ Phone: _____________________ Fax: _____________________

(Authorized Prescriber’s Name/Title) Phone: _____________________ Fax: _____________________

A verbal order was taken by the school RN (name) ___________________________________ for the above medication on (date) ____________

Verbal order must be followed by a signed order within 1 day.

**◆◆◆ For Self-Administration ONLY ◆◆◆ For Self-Administration ONLY ◆◆◆**

**TO BE COMPLETED FOR PHYSICIAN OR AUTHORIZED PRESCRIBER**

Washington County Board of Education permits a student to possess and self-administer asthma or anaphylaxis medication at school and at school-related functions. Completion of the following information by the authorized prescriber acknowledges that this student has been instructed and has the skills and knowledge on self administration of this medication.

This student may carry this medication: □ No □ Yes

Signature: ___________________________________________________________________________ Date: ____________

(Authorized Prescriber’s Signature)

**◆◆◆ PARENT TO COMPLETE EPI-PEN/INHALER CONTRACT ON BACK OF THIS FORM ◆◆◆**

**TO BE COMPLETED BY PARENT/GUARDIAN**

I give permission for (name of child) __________________________________________ to receive the above stated medication at school according to standard school policy. I release Meritus Health, the Washington County Board of Education, and their employees from any claim or liability for administering prescribed medication to this student. I HAVE READ THE INFORMATION OUTLINED ON THE BACK OF THIS FORM AND ASSUME THE RESPONSIBILITIES AS STATED ON THIS FORM. I authorize the school nurse to communicate with the health care provider as allowed by HIPAA.

Date: __________________________ Signature: __________________________ Relationship: __________________________

Home phone: __________________________ Work phone: __________________________ Emergency phone: __________________________

Order reviewed by the school RN __________________________ Date __________________________

Form M-1 (14)
MEDICATION GUIDELINES

The following medication guidelines are used in Washington County Public Schools. These guidelines enable the school health staff to provide the best possible service to your child.

1. Whenever possible, medication should be given at home.
2. The first dose of all new medication must be administered at home.
3. In order for medication to be given at school, the medication must be accompanied by a properly completed Physician’s Medication Order Form.
4. The school nurse will call the prescriber as allowed by HIPAA if a question arises about child and/or child’s medication.
5. Medications:
   a. Prescription medication(s) must be in a container labeled by the pharmacist with the student’s name, prescriber’s name, name of medication, dosage, route, directions for administration, conditions for storage, prescription date and expiration date. Maryland law allows prescription medication to be used only for 1 year beyond date of issue or expiration date indicated on the medication—whichever comes first.
   b. Over-the-counter medication(s) must be provided to the school in the original sealed container. It is also important to make sure there is a current expiration date on it. Staff may not dispense outdated medication.
6. An adult must bring the medication to school. No medication will be sent home with a student.
7. All medications are kept in the Health Office. The health staff will make every attempt to notify you in advance when your child’s medication is getting low.
8. If your child takes medication in the morning at home, it is important to give it at the same time every day. If your child is coming to school late due to an appointment or a delayed school opening, the morning dose should be given as usual because the school dose will be given at the time ordered. Any deviation from the scheduled time requires a new order.
9. Antibiotics which are given three times a day are not usually given at school. Please consult your physician before bringing these medications to school.
10. All medication must be picked up by an adult at the end of the school year. NO medication will be sent home with your child.

SELF CARRY/SELF ADMINISTRATION OF EMERGENCY MEDICATION CONTRACT

This form must be completed in addition to routine medication administration forms for those students who need to carry medication in order to self administer in an emergency.

1. Student has demonstrated the purpose and the appropriate method and time to administer the _____ inhaler / epi-pen _____ to the nurse.
2. Student agrees to never share the _____ inhaler / epi-pen _____ with another student.

For Asthma medication:
   a. Student agrees that after two puffs, if there is not marked improvement, he/she will go to health office.
   b. It is advisable that a spare inhaler be kept in the health office.

For Epi-Pen:
   a. If student self-administers epi-pen, he will immediately have someone notify health office staff.
   b. It is advisable that a spare epi-pen be kept in the health office.

The student may be subject to disciplinary action if he/she does not use the medication in a safe and proper manner.

______________________________________________________ ________________________
Student Signature Date
______________________________________________________ ________________________
Nurse Signature Date
______________________________________________________ ________________________
Administrator Signature Date

I give permission for my child ____________________________ to carry the inhaler/epi-pen as prescribed by the physician. I understand that he/she must follow the rules listed above. I will notify the school of changes in medication or my child’s condition.

______________________________________________________ ________________________
Parents’ Signature(s) Date
______________________________________________________ ________________________
Parents’ Signature(s) Date

WCHD SHD 3/97; Rev. 6/05; 6/06; 6/08; 9/12, 5/14
## General Information

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Perm ID</th>
<th>Gender</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>State ID</th>
<th>Nick Name</th>
<th>Birth Date</th>
<th>Birth Place</th>
<th>Leave Date</th>
<th>Enter Date</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Home Phone</th>
<th>Home Language</th>
<th>Are you Hispanic or Latino?</th>
<th>Please check one or more race categories.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
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<td></td>
<td></td>
<td>Yes</td>
<td>Yes</td>
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<td>Yes</td>
<td>Yes</td>
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<td></td>
<td></td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Home Address</th>
<th>Mailing Address</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bus Routes:</th>
<th>AM Bus</th>
<th>AM K bus to home</th>
<th>PM Bus</th>
<th>PM K bus to school</th>
<th>Day Care</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

## Custodial Information

<table>
<thead>
<tr>
<th>Parent/Legal Guardian</th>
<th>Employer</th>
<th>Lives With</th>
<th>Contact Allowed</th>
<th>Mailings Allowed</th>
<th>Has Custody</th>
<th>Ed. Rights</th>
</tr>
</thead>
<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Address</th>
<th>E-Mail</th>
</tr>
</thead>
<tbody>
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<table>
<thead>
<tr>
<th>Phone Type</th>
<th>Phone</th>
<th>Extension</th>
<th>Primary</th>
<th>Not Listed</th>
<th>Contact Phone</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

Is parent/legal guardian a member of the Armed Forces (Military) on active duty? Yes No

## Internet Access

Do you have internet access in your home? Yes No

## Sibling Information

<table>
<thead>
<tr>
<th>Name of Sibling</th>
<th>Male/Female</th>
<th>Date of Birth</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

## Emergency/Temporary Care Contact Information:
List a minimum of three adults who may assume temporary care of your child without your further consent, in the event of an emergency, illness or accident when you cannot be reached. In the event of a non-emergency circumstance, such as an appointment, a parent/guardian must provide the school with additional written consent to identify the adult who has permission to pick up the student, for each occasion. PLEASE IDENTIFY CHILDCARE PROVIDER.

<table>
<thead>
<tr>
<th>Name</th>
<th>Relationship to Student</th>
<th>Home Number</th>
<th>Work Number</th>
<th>Other Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

## Health Care Information

<table>
<thead>
<tr>
<th>Health Care Provider/Physician:</th>
<th>Phone:</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Dentist:</th>
<th>Phone:</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Health Insurance: Private (Name of Company) MCHIP No Insurance

## Check if your child has any of the following:

<table>
<thead>
<tr>
<th>Medications(s)</th>
<th>Allergies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Check those that apply: Indicate name of medication.</td>
</tr>
<tr>
<td>Asthma</td>
<td>Medication:</td>
</tr>
<tr>
<td>Attention Deficit</td>
<td>Medication:</td>
</tr>
<tr>
<td>Diabetes</td>
<td>Medication:</td>
</tr>
<tr>
<td>Heart Problems</td>
<td>Medication:</td>
</tr>
<tr>
<td>Migraines</td>
<td>Medication:</td>
</tr>
<tr>
<td>Mental Health</td>
<td>Medication:</td>
</tr>
<tr>
<td>Seizure Disorders</td>
<td>Medication:</td>
</tr>
<tr>
<td>Other</td>
<td>Medication:</td>
</tr>
<tr>
<td></td>
<td>Is medication administered at school? Yes No</td>
</tr>
<tr>
<td></td>
<td>Has breathing been affected? Yes No</td>
</tr>
<tr>
<td>Recent surgery, accident, or illness? Yes No If yes, describe:</td>
<td></td>
</tr>
</tbody>
</table>

*If a student has food allergies, the Special Dietary Needs for Student Form must be completed.
**Student’s Medical History**

| ☐ Anorexia/Bulimia (Eating Disorder) | ☐ Headaches – Frequent | ☐ Sore Throats – Frequent |
| ☐ Dental Problem                      | ☐ Hearing Problem – Wears Aids | ☐ Speech Problems         |
| ☐ Disability – Physical               | ☐ Heart Condition            | ☐ Stomachaches – Frequent |
| ☐ Earaches – Frequent                 | ☐ Kidney/Bladder Problems    | ☐ Vision Problem – Wears   |
| ☐ Eczema (Skin Disorder)              | ☐ Menstrual Problems         | Glasses/Contacts           |
| ☐ Fainting Spells                     | ☐ Orthopedic Condition       |                             |
| ☐ Gastrointestinal Disorder           | ☐ Seizure Disorder           |                             |

List any other information regarding your child’s health that will help the school staff to better understand and work with your child.

__________________________________________________________________________________________________________________________________________

☐ In the event my child requires medical treatment, I authorize the Washington County Board of Education and its authorized representatives to provide medical treatment.

Parent/Guardian Signature ___________________________ Date: _________________

**Release of Information:** The Family Educational Rights and Privacy Act (FERPA) requires that WCPS obtain the written consent of parents/guardians, prior to the disclosure of personal, identifiable information from the student’s record.

<table>
<thead>
<tr>
<th>High School Students: Release of Information to Military Recruiters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under the federal No Child Left Behind Act, public school districts must release the names, addresses, and telephone numbers of 11th and 12th grade students to U.S. military recruiters. The student or parent has the right to request in writing that this information NOT be released. If you do not want this information released, please check box. ☐ DO NOT release information to MILITARY RECRUITERS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Media/Video Taping Access</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the course of school activities, WCPS staff and/or the news media occasionally wish to interview, photograph, or videotape students, display their work or publish their names. Unless indicated otherwise below, WCPS will assume permission to do so. WCPS cannot control media coverage of events that are open to the public. ☐ DO NOT release information about or allow media/video taping access to my child.</td>
</tr>
</tbody>
</table>

| Directory Information: Certain information that is not considered harmful or an invasion of privacy is referred to as Directory Information and may be disclosed to outside organizations without parent/guardian consent, unless the parent/guardian indicates to the contrary. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. Parents/guardians who do not want Directory Information released to outside organizations must complete the Restriction of Access to Directory Information Annual Parental Opt-Out Form available at each Washington County public school and return it by September 9, 2016 or within 10 days of enrollment. (See WCPS Handbook and Guide for information.) |

I authorize the release of confidential medical student information, including medical and psychological records concerning my child, to the Washington County Board of Education, its authorized representatives, my child’s health care provider, and to state and local governmental agencies such as the health department. ☐ DO NOT release information

Parent/Guardian Signature ___________________________ Date: _________________
# TREATMENT AUTHORIZATION FORM

This order is valid only for the current school year ______________ (Including summer school)

OR

Start Date: _____/_____/_______ to Stop Date: _____/_____/_______

This treatment authorization form must be completed fully in order for staff to administer required treatment. A new form must be completed at the beginning of each school year

* Carefully review the reverse side of this form before completion *

<table>
<thead>
<tr>
<th>Name of Student:</th>
<th>Date of Birth:</th>
<th>Grade:</th>
</tr>
</thead>
</table>

## HEALTH CARE PROVIDER AUTHORIZATION

**Condition for which treatment is being administered:**

**Allergies:**

**Treatment Instructions:**

<table>
<thead>
<tr>
<th>Time of Administration:</th>
<th>If PRN, frequency:</th>
</tr>
</thead>
</table>

**Is student competent to self-administer treatment?**

- [ ] Yes
- [ ] No

**Health Care Provider’s Name/Title:** (please print)

**Telephone:**

**Fax:**

**Address:**

**Health Care Provider’s Signature:**

**Date:**

_______

*Health Care Provider Stamp*

## PARENT/GUARDIAN AUTHORIZATION

I request designated personnel to administer the treatment as prescribed by the health care provider above. I certify that I have legal authority to consent to the administration of treatment at school and understand that the health care provider will be contacted if questions arise regarding the student’s treatment order.

**Primary Contact Phone:**

**2nd Phone:**

**Parent/Guardian Signature:**

**Date:**

_______

*Health Care Provider Stamp*

## REGISTERED NURSE REVIEW / AUTHORIZATION

**Is the student competent to self-administer treatment?**

- [ ] Yes
- [ ] No

**Registered Nurse Signature:**

**Date:**

A verbal order was taken by the school RN (name) ______________ for the above medication on (date) ______________

Verbal order must be followed by a signed order within 1 day.
IMPORTANT INFORMATION

For Parents/Guardians and Health Care Providers

1. Please give your child any needed treatment at home if at all possible.

2. It is recommended that the first full day’s (24 hours) treatment be given at home. If unsure, follow the recommendation of the health care provider about attending school during the first 24 hours.

3. Parent/guardian responsibilities:
   a. Provide and maintain all equipment and supplies for the duration of the treatment order.
   b. The parent/guardian must provide new supplies prior to the expiration date(s).

4. The parent/guardian or student may demonstrate how to administer the treatment to the staff person who will monitor or administer the treatment and provide information regarding potential adverse effects.

5. Student Self-Administer Treatment:
   a. The health care provider and registered nurse must indicate whether the student is competent to self-administer treatment, if needed.
   b. If competent to self-administer, the registered nurse will work with the student and parent/guardian to develop guidelines to self-administer feeding and include guidelines in the student’s individual care plan.

6. The registered nurse must review and approve the form prior to administration.
**Tube Feeding Authorization Form**

This order is valid only for the current school year _____________ (Including summer school)

OR

Start Date: ____/____/______ to Stop Date: ____/____/______

This treatment authorization form must be completed fully in order for staff to administer required treatment.

A new form must be completed at the beginning of each school year

* Carefully review the reverse side of this form before completion *

<table>
<thead>
<tr>
<th>Name of Student:</th>
<th>Date of Birth:</th>
<th>Grade:</th>
</tr>
</thead>
</table>

**HEALTH CARE PROVIDER AUTHORIZATION**

Reason for Treatment:  

Allergies:  

<table>
<thead>
<tr>
<th>Method of Infusion:</th>
<th>Time of Administration:</th>
<th>Type of Solution:</th>
<th>Route:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Pump Rate: _______ Volume: ___________</td>
<td>☐ Gravity Volume: ___________ over ___________ minutes</td>
<td>☐ Gastrostomy Tube</td>
<td>☐ Jejunostomy Tube</td>
</tr>
<tr>
<td>☐ Bolus Volume: ___________ over ___________ minutes</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Flush feeding tube with ___________ cc of water and disconnect after feeding is complete.**

**Treatment instructions:** (only a RN/LPN can reinsert a gastrostomy device)

If gastrostomy device is dislodged, the registered nurse will:

Insert new gastrostomy device size ________ fr & _________ cm

Utilize water soluble lubricant or water to facilitate reinsertion of device. Inflate balloon with directed amount of water.

If the nurse is not available or if the tube cannot be reinserted, maintain stoma patency by:

_______________________________________________________________________________________________

**Additional Instructions:**

**Is student competent to self-administer treatment?**  
☐ Yes  ☐ No  

**Health Care Provider’s Name/Title:** (please print)

Telephone:  
Fax:  

Address:

**Health Care Provider’s Signature:**  

**Date:**  

**PARENT/GUARDIAN AUTHORIZATION**

I request designated personnel to administer the treatment as prescribed by the health care provider above. I certify that I have legal authority to consent to the administration of treatment at school and understand that the health care provider will be contacted if questions arise regarding the student’s treatment order.

**Primary Contact Phone:**  

2nd Phone:  

Parent/Guardian Signature:  

Date:  

**REGISTERED NURSE REVIEW / AUTHORIZATION**

**Is the student competent to self-administer treatment?**  
☐ Yes  ☐ No  

Registered Nurse Signature:  

Date:  

A verbal order was taken by the school RN (name) ______________ for the above medication on (date) ______________  

Verbal order must be followed by a signed order within 1 day.
IMPORTANT INFORMATION

For Parents/Guardians and Health Care Providers

1. Please give your child any needed treatment at home if at all possible.

2. It is recommended that the first full day’s (24 hours) treatment be given at home. If unsure, follow the recommendation of the health care provider about attending school during the first 24 hours.

3. Parent/guardian responsibilities:
   a. Provide and maintain all equipment and supplies for the duration of the treatment order.
   b. The parent/guardian must provide new supplies prior to the expiration date(s).

4. The parent/guardian or student may demonstrate how to administer the treatment to the staff person who will monitor or administer the treatment and provide information regarding potential adverse effects.

5. Student Self-Administer Treatment:
   a. The health care provider and registered nurse must indicate whether the student is competent to self-administer treatment, if needed.
   b. If competent to self-administer, the registered nurse will work with the student and parent/guardian to develop guidelines to self-administer feeding and include guidelines in the student’s individual care plan.

6. The registered nurse must review and approve the form prior to administration.
GRIEVANCE PROCEDURE FOR STUDENTS
ALLEGING DISCRIMINATION

TO: Superintendent of Schools
Washington County Public Schools
10435 Downsville Pike
Hagerstown, MD 21740

FROM: Name ___________________________ School __________________
Address _______________________________ Home Phone _______________

I believe that I have been discriminated against by the following procedures. (Please refer to specific violations of laws, regulations, or policies, if possible.)

________________________________________________________________________________________________
________________________________________________________________________________________________
________________________________________________________________________________________________
________________________________________________________________________________________________

I have discussed this grievance with _____________________________________________________
on (date) __________ and received an unsatisfactory response on (date) ________________________.

I then discussed this grievance with _______________________________________, the WCBOE
Compliance Officer, on (date) _______________________, and received an unsatisfactory written response on (date) __________________, which is attached.

I appeal to you for a remedy for this discrimination.

______________________________________________
Student Signature

______________________________________________
Date

______________________________________________
Parent Signature

______________________________________________
Date

Approved: August 18, 1989
<table>
<thead>
<tr>
<th>AGENCY</th>
<th>HOURS</th>
<th>SERVICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Red Cross, Youth Services</td>
<td>8:30 a.m. to 4:30 p.m. Monday thru Thursday</td>
<td>Provides young people (ages 11-22) with opportunities that will encourage them to become adult leaders of tomorrow</td>
</tr>
<tr>
<td>1131 Conrad Court</td>
<td>8:00 a.m. to 2:00 p.m. Friday</td>
<td></td>
</tr>
<tr>
<td>Hagerstown, MD 21740</td>
<td></td>
<td></td>
</tr>
<tr>
<td>301-739-0717</td>
<td></td>
<td><a href="http://www.redcross.org/wmd">www.redcross.org/wmd</a></td>
</tr>
<tr>
<td>Behavioral Health Services</td>
<td>9:00 a.m. to 5:30 p.m. – Monday thru Thursday</td>
<td>Offers individual and group outpatient counseling to couples and individuals. Also have psychiatric medical doctors available</td>
</tr>
<tr>
<td>11116 Medical Campus Road, Suite 2989</td>
<td>9:00 a.m. to 4:30 p.m. – Friday</td>
<td><a href="http://www.menlusshealh.com/behavior">www.menlusshealh.com/behavior</a></td>
</tr>
<tr>
<td>Hagerstown, MD 21742</td>
<td></td>
<td>301-766-7600</td>
</tr>
<tr>
<td>Big Brothers/Big Sisters</td>
<td>8:30 a.m. to 4:30 p.m. – Monday thru Friday</td>
<td>Helping children and youth (Littles) reach their full potential through professionally supported one-to-one relationships with mentors (Bigs). Caring Bigs support Littles in their healthy development into productive adult members of the community by assisting them in educational, social, emotional, and character development.</td>
</tr>
<tr>
<td>1037 Haven Road</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hagerstown, MD 21742</td>
<td></td>
<td><a href="http://www.bbbswcmd.org">www.bbbswcmd.org</a></td>
</tr>
<tr>
<td>301-739-4711</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys and Girls Club</td>
<td>Hours for children 2:30 p.m. to 6:30 p.m. (Monday thru Friday - during school year)</td>
<td>Provides leadership training for adults and services for Cub Scouts, Boy Scouts, and Explorers relating to program organization, training, advancements, and camping within the Scouting program</td>
</tr>
<tr>
<td>805 Pennsylvania Avenue</td>
<td>Staff hours 9:00 a.m. to 9:00 p.m. (Monday thru Friday - during school year)</td>
<td></td>
</tr>
<tr>
<td>Hagerstown, MD 21742</td>
<td></td>
<td></td>
</tr>
<tr>
<td>301-739-1211</td>
<td></td>
<td><a href="http://www.bgcwccom">www.bgcwccom</a></td>
</tr>
<tr>
<td>Brook Lane Health Services</td>
<td>Hospitalization - 24 hours, 7 days a week Other services by appointment</td>
<td>Private, not-for-profit psychiatric facility providing outpatient treatment and short-term hospitalization for all ages. For children and adolescents – Laurel Hall School, partial hospital program and residential care</td>
</tr>
<tr>
<td>13121 Brook Lane</td>
<td>8:30 a.m. to 4:30 p.m. Monday &amp; Thursday</td>
<td></td>
</tr>
<tr>
<td>Hagerstown, MD 21742</td>
<td>8:30 a.m. to 6:00 p.m. Tuesday</td>
<td></td>
</tr>
<tr>
<td>301-733-0300</td>
<td>8:30 a.m. to 7:30 p.m. Wednesday</td>
<td></td>
</tr>
<tr>
<td><a href="http://www.brooklane.org">www.brooklane.org</a></td>
<td>8:30 a.m. to 3:00 p.m. Friday</td>
<td></td>
</tr>
<tr>
<td>CASA, Inc.</td>
<td>Hours vary Please see website</td>
<td>Provides leadership training for adults and services for Cub Scouts, Boy Scouts, and Explorers relating to program organization, training, advancements, and camping within the Scouting program</td>
</tr>
<tr>
<td>116 West Baltimore Street</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hagerstown, MD 21740</td>
<td></td>
<td></td>
</tr>
<tr>
<td>301-739-4990 – day</td>
<td></td>
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</tr>
<tr>
<td><a href="http://www.casainc.org">www.casainc.org</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>301-739-8975 – hotline available 24 hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children In Need, Inc.</td>
<td>For clients - 9:00 a.m. to 12:00 noon</td>
<td>Provides free clothing, under-clothing, hygiene, and school supplies to school aged children. Eligibility letter for free or reduced lunch is used for registration.</td>
</tr>
<tr>
<td>131 West North Avenue</td>
<td>Wednesday and Friday</td>
<td><a href="http://www.childreninedwardsinc.org">www.childreninedwardsinc.org</a></td>
</tr>
<tr>
<td>Hagerstown, MD 21740</td>
<td>Donations - 8:00 a.m. to 12:00 noon</td>
<td></td>
</tr>
<tr>
<td>301-671-2014</td>
<td>Monday through Friday</td>
<td></td>
</tr>
<tr>
<td>Community Action Council, Inc.</td>
<td>8:15 a.m. to 12:00 noon &amp; 1:00 p.m. to 4:30 p.m.</td>
<td>Provides crisis assistance such as court eviction, first months rent, utility termination, and food pantry. Provides information, referrals, and direct assistance for such varied needs as housing assistance &amp; counseling, property assistance programs, and the Maryland Energy Assistance Program.</td>
</tr>
<tr>
<td>117 Summit Avenue</td>
<td>Monday thru Friday</td>
<td></td>
</tr>
<tr>
<td>Hagerstown, MD 21740</td>
<td>Energy Department open 4:30 - 5:00 p.m.</td>
<td></td>
</tr>
<tr>
<td>301-797-4161</td>
<td>Phone calls only</td>
<td></td>
</tr>
<tr>
<td><a href="http://www.wccac.org">www.wccac.org</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Support Resource Center</td>
<td>8:30 a.m. to 5:00 p.m.</td>
<td>Assists parents of children and young adults in Washington County Public Schools who have special needs. The center serves as a link between family, school, and community</td>
</tr>
<tr>
<td>23 Funkstown Road</td>
<td>Monday thru Thursday</td>
<td><a href="http://www.wcpsmd.com/special-education/family-support-resource-center">www.wcpsmd.com/special-education/family-support-resource-center</a></td>
</tr>
<tr>
<td>Hagerstown, MD 21740</td>
<td>Closed Friday and when schools are closed, except on Professional Days</td>
<td></td>
</tr>
<tr>
<td>301-766-8221</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girl Scout Council</td>
<td>Office hours 9:00 a.m. to 5:00 p.m. Monday thru Friday</td>
<td>A leadership experience that provides outcome-based program activities that are designed to guide girls along a life-long path to lead with courage, confidence, and character as they continue to make the world a better place.</td>
</tr>
<tr>
<td>Martinsburg Office and Girl Scout Shop</td>
<td>Shop hours 10:00 a.m. to 4:00 p.m. Monday thru Friday</td>
<td>Store sells numerous Girl Scout related items</td>
</tr>
<tr>
<td>153 McMillan Court</td>
<td>10:00 a.m. to 2:00 p.m. Saturday - Seasonal</td>
<td></td>
</tr>
<tr>
<td>Martinsburg, WV 25404</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jane Barvire, Manager</td>
<td></td>
<td></td>
</tr>
<tr>
<td>304-263-8833</td>
<td></td>
<td></td>
</tr>
<tr>
<td><a href="http://www.gscn.org">www.gscn.org</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls Incorporated</td>
<td>Summer Hours: 7:45 a.m. to 5:00 p.m. M-F</td>
<td>Provides educational, recreational, and social programs for girls ages 6 to 18 in an environment that gives them a choice, a chance, and a challenge on a daily basis.</td>
</tr>
<tr>
<td>626 Washington Avenue</td>
<td>Winter Hours: 8:00 a.m. to 6:45 p.m. Monday thru Thursday, 8:00 a.m. to 5:00 p.m. Friday</td>
<td></td>
</tr>
<tr>
<td>Hagerstown, MD 21740</td>
<td></td>
<td></td>
</tr>
<tr>
<td>301-733-5430</td>
<td><a href="http://www.girlsinc-md.org">www.girlsinc-md.org</a></td>
<td></td>
</tr>
<tr>
<td>Hagerstown Area Pregnancy Center</td>
<td>9:00 a.m. to 5:00 p.m. Monday - Thursday</td>
<td>Provides pregnancy testing, ultrasounds, counseling, education on sexual health, and lifestyle &amp; relationship information.</td>
</tr>
<tr>
<td>109 West Baltimore Street</td>
<td>9:00 a.m. to 1:00 p.m. Friday</td>
<td><a href="http://www.hapconline.com">www.hapconline.com</a></td>
</tr>
<tr>
<td>Hagerstown, MD 21740</td>
<td>9:00 a.m. to 5:00 p.m.</td>
<td></td>
</tr>
<tr>
<td>301-739-8717</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hagerstown City Police</td>
<td>24 hours, 7 days a week</td>
<td>Responds to calls within the city limits. The City Police sponsor the Hagerstown Area Police Athletic League. They can be reached at 301-7396-8577 ext. 471</td>
</tr>
<tr>
<td>50 North Burhans Boulevard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hagerstown, MD 21740</td>
<td></td>
<td></td>
</tr>
<tr>
<td>301-790-3700 (Non-emergency)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hospice of Washington County</td>
<td>8:00 a.m. to 5:00 p.m. Friday</td>
<td>Provides community education and comprehensive care for the terminally ill person and his/her family as they face medical, emotional, social, and spiritual needs. Support is provided before and after the death of a loved one. Crisis counseling is available to all residents of Washington County. Sessions pertaining to assisting children can be arranged and can be held during the school day, with parent’s permission.</td>
</tr>
<tr>
<td>747 Northern Avenue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hagerstown, MD 21742</td>
<td></td>
<td></td>
</tr>
<tr>
<td>301-791-6360</td>
<td><a href="http://www.hospiceofwfc.org">www.hospiceofwfc.org</a></td>
<td></td>
</tr>
<tr>
<td>Juvenile Services, WC Department of</td>
<td>8:00 a.m. to 5:00 p.m. Monday thru Friday</td>
<td>Seeks to ensure public safety and protection of the community, to hold juvenile offenders accountable to victims and communities, and to develop youth competency and character to assist them in becoming responsible and productive members of society</td>
</tr>
<tr>
<td>44 North Potomac Street, Suite 300</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hagerstown, MD 21740</td>
<td></td>
<td></td>
</tr>
<tr>
<td>301-791-7171</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service Description</td>
<td>Operating Hours</td>
<td>Location</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Juvenile Services, WC Diversion Program</td>
<td>8:00 a.m. to 5:00 p.m. Monday thru Friday</td>
<td>44 North Potomac Street, Suite 300 Hagerstown, MD 21740</td>
</tr>
<tr>
<td>Mental Health Center, Inc.</td>
<td>8:00 a.m. to 6:00 p.m. M, W and Th</td>
<td>1180 Professional Court Hagerstown, MD 21740</td>
</tr>
<tr>
<td>Meritus Health/Meritus Medical Center</td>
<td>Hospital - 24 hours a day Other services’ hours vary</td>
<td>11116 Medical Campus Road Hagerstown, MD 21742</td>
</tr>
<tr>
<td>Narcotics Task Force of Washington County</td>
<td>8:00 a.m. to 5:00 p.m. Office</td>
<td>301-791-3205</td>
</tr>
<tr>
<td>Parent-Child Center</td>
<td>8:30 a.m. to 1:00 p.m. Tuesday thru Thursday</td>
<td>998 Potomac Avenue Hagerstown, MD 21742</td>
</tr>
<tr>
<td>Potomac Case Management Services, Inc.</td>
<td>8:00 a.m. to 4:30 p.m. Monday thru Friday</td>
<td>324 East Antietam Street, Suite 301 Hagerstown, MD 21740</td>
</tr>
<tr>
<td>QCI Behavioral Health</td>
<td>9:00 a.m. to 5:00 p.m. - Monday thru Friday</td>
<td>201 North Burhans Boulevard Hagerstown, MD 21740</td>
</tr>
<tr>
<td>Robert W. Johnson Community Center, Inc.</td>
<td>After school program - 2:00 p.m. to 7:00 p.m. Monday thru Friday</td>
<td>109 West North Avenue Hagerstown, MD 21740</td>
</tr>
<tr>
<td>Sheriff's Department of Washington County</td>
<td>Patrol and Detention Center services available 24 hours. Administrative staff 8:00 a.m. to 4:00 p.m., Monday thru Friday</td>
<td>500 Western Maryland Parkway Hagerstown, MD 21740</td>
</tr>
<tr>
<td>Social Services, Washington County Dept.</td>
<td>8:00 a.m. to 4:30 p.m. Monday thru Friday</td>
<td>122 North Potomac Street Hagerstown, MD 21740</td>
</tr>
<tr>
<td>Catholic Charities/Villa Maria</td>
<td>9:00 a.m. to 5:00 p.m. - Monday thru Friday; Evenings by appointment</td>
<td>229 North Potomac Street Hagerstown, MD 21740</td>
</tr>
<tr>
<td>Washington County Community Mediation Center</td>
<td>9:00 a.m. to 5:00 p.m. Monday thru Friday</td>
<td>5 Public Square, Ste. 204 Hagerstown, MD 21740</td>
</tr>
<tr>
<td>Washington County Family Center</td>
<td>8:00 a.m. to 4:00 p.m. Monday thru Friday</td>
<td>221 McRand Court, Suite 300 Hagerstown, MD 21740</td>
</tr>
<tr>
<td>Washington County Health Department</td>
<td>8:00 a.m. to 5:00 p.m. Monday thru Friday (various evening clinics and support groups) Note: Addictions and Mental Health are located at 925 N. Burhans Blvd.</td>
<td>1302 Pennsylvania Avenue Hagerstown, MD 21742</td>
</tr>
<tr>
<td>Washington County Mental Health Authority</td>
<td>8:00 a.m. to 4:30 p.m. Monday thru Friday</td>
<td>339 East Antietam Street, Suite 5 Hagerstown, MD 21740</td>
</tr>
<tr>
<td>Washington County Public Schools</td>
<td>8:00 a.m. to 4:30 p.m. Monday thru Friday</td>
<td>10435 Downsville Pike Hagerstown, MD 21740</td>
</tr>
</tbody>
</table>

**Note:** Addictions and Mental Health are (various evening clinics and support groups)

**June, 2017**
Washington County Public Schools
CHARGE REGULATION

File: EFEA-R

PAYING FOR SCHOOL MEALS

I. Purpose

The purpose of Administrative Regulation EFEA-R is to set forth Washington Public Schools’ (WCPS) policy on paying for school meals.

II. Background

The Board of Education provides students with well-balanced, nutritious meals at the lowest possible cost to students and parents. The child nutrition program is a non-profit enterprise fund by design and depends upon revenues derived from meals for its support. Every student is served a meal, regardless of eligibility status or charges on account. Alternate meals are not to be served to students. Food and Nutrition Services’ (FNS) goal is to provide students the nutrition they need, minimize the identification of students with insufficient funds, and maintain financial integrity of the enterprise fund.

III. Definitions

Within the context of this administrative regulation, the following definitions apply:

A. A La Carte Items: A variety of additional, approved, and compliant food items that may be purchased to compliment school meals or meals brought from home. These extra purchases require funds to be available (on meal account or in hand) at the time of purchase.

B. Enterprise Fund: A fund established by a governmental entity to account for operations of an enterprise activity. Enterprise funds generally are segregated as to purpose and use from other funds and accounts of the governmental entity with the intent that revenues generated by the enterprise activity and deposited to the enterprise fund will be devoted principally to funding all operations of the enterprise activity.

C. National School Lunch Program: A federally-assisted meal program operating in public schools that provides nationally balanced, low-cost or free lunches to children each school day.

D. School Breakfast Program: A federal program that provides cash assistance to states to operate nonprofit breakfast programs in schools.

IV. Policy Statement/Procedures

To promote payment for school meals and also to provide nutritious, low-cost meals, the following procedures have been established for all schools:

A. Paying for School Meals

1. All charges incurred by students are the responsibility of the parents/guardians.
2. Households will receive information each school year informing them of the availability of free or reduced priced school meals as well as instructions on how to apply for meal benefits.

3. When becoming eligible for free or reduced priced meals, parents/guardians are responsible for all charges incurred until a new meal benefit application is received and approved. WCPS cannot absolve charges to student accounts resulting from the delay in receiving paperwork from households.

4. Households will have the ability to prepay for school meals with cash or checks at the school daily or through an online portal that will accept other types of available electronic payment methods.

5. Students will have their account charged for every item purchased, either school meals or additional a la carte items. Parents/guardians have the ability to control or limit the purchase of a la carte items by their students by calling the FNS Office.

6. Regardless of the amount of money available on a student’s account, WCPS will provide a school meal to every child that is presented in the cafeteria and is hungry. Parents/guardians will have the responsibility to pay for meals sold and provided to their child.

7. A la carte items may NOT be purchased by any student until a negative balance is paid in full, even if payment for a la carte items is made with cash.

8. Through electronic resources, WCPS will make available the ability of parents/guardians to monitor the purchases of their child and to receive low balance account notices.

B. Collection of Unpaid Meal Charges

1. The FNS Office will make regular telephone calls to the parents/guardians of students who have negative meal balance accounts.

2. By setting up the low balance threshold, parents/guardians can receive low balance alerts from the online portal.

3. The FNS Office will monitor account balances weekly. When a student’s account balance reaches negative -$25.00 a letter will be sent to the parents/guardians reminding them of this administrative regulation and encouraging repayment of charged meals.

4. School administrators will also review the negative account list and work with families to collect the debt. School administrators must maintain communication with the FNS Office.

5. When other communication efforts have been exhausted, parents/guardians will receive an invoice from the school for debt owed.

6. It is the responsibility of the parent/guardian to contact the FNS office to set up a payment plan.

7. If after consultation with the family, it is determined that the family does not have the financial ability to pay, the Supervisor of Food and Nutrition Services, in consultation with the Chief Operating Officer, is to seek other sources of funding to satisfy the obligation.
8. If after all of the steps previously enumerated have been taken, and after consultation with the family it is determined that the family has the ability to satisfy the obligation and a payment plan is not agreed upon or the family does not respond to numerous attempts for consultation, the Supervisor of Food and Nutrition Services, in consultation with the school principal, may recommend to the Superintendent or his/her designee, that the account be referred to a collection agency.

C. Refunds

1. Deposits made to a student’s account will follow the student from year-to-year and to new WCPS schools as the student graduates to new levels or transfers within the district.

2. WCPS will refund money left on a student’s account at the request of the parents/guardians at any time.

3. When students leave WCPS through transfer or graduation, all requests for refunds must be made within five business days of the last day of school for students of that school year. After this date, WCPS will assume that remaining funds are being donated to assist other students who may be in financial need and become the property of WCPS.

D. Communication

1. Parents/guardians of students who are graduating will receive a reminder notice pertaining to the refund section (C) of this administrative regulation in May of each year.

2. FNS staff will assist households with managing account balances as indicated above. Additionally, parents/guardians may receive regular updates on the status of their child’s account balance by contacting their child’s school cafeteria manager, staff at the FNS central office, or through the Washington County Public Schools’ website.

Approved:

Boyd J. Michael, III, Ed.D.
Superintendent
Date: June 15, 2018

Washington County Public Schools
Building a COMMUNITY that inspires curiosity, creativity & ACHIEVEMENT.

WASHINGTON COUNTY PUBLIC SCHOOLS

10435 Downsville Pike, Hagerstown, MD 21740
301-766-2800 • 301-766-2857 (fax) • wcpsmd.com

Maryland Youth Crisis Hotline • 800-422-0009

Designed by the WCPS Publications Department