



Washington County Public Schools

2023-2024

HANDBOOK & GUIDE

Building a Community That Inspires Curiosity, Creativity & Achievement.



WCPS

Washington County
Public Schools

IT IS THE POLICY OF THE STATE OF MARYLAND THAT ALL PUBLIC AND PUBLICLY FUNDED SCHOOLS AND SCHOOL PROGRAMS OPERATE IN COMPLIANCE WITH:

(1) TITLE VI OF THE FEDERAL CIVIL RIGHTS ACT OF 1964; AND

(2) TITLE 26, SUBTITLE 7 OF THE EDUCATION ARTICLE OF THE MARYLAND CODE, WHICH STATES THAT PUBLIC AND PUBLICLY FUNDED SCHOOLS AND PROGRAMS MAY NOT:

(I) DISCRIMINATE AGAINST A CURRENT STUDENT, A PROSPECTIVE STUDENT, OR THE PARENT OR GUARDIAN OF A CURRENT OR PROSPECTIVE STUDENT ON THE BASIS OF RACE, ETHNICITY, COLOR, RELIGION, SEX, AGE, NATIONAL ORIGIN, MARITAL STATUS, SEXUAL ORIENTATION, GENDER IDENTITY, OR DISABILITY;

(II) REFUSE ENROLLMENT OF A PROSPECTIVE STUDENT, EXPEL A CURRENT STUDENT, OR WITHHOLD PRIVILEGES FROM A CURRENT STUDENT, A PROSPECTIVE STUDENT, OR THE PARENT OR GUARDIAN OF A CURRENT OR PROSPECTIVE STUDENT BECAUSE OF AN INDIVIDUAL'S RACE, ETHNICITY, COLOR, RELIGION, SEX, AGE, NATIONAL ORIGIN, MARITAL STATUS, SEXUAL ORIENTATION, GENDER IDENTITY, OR DISABILITY; OR

(III) DISCIPLINE, INVOKE A PENALTY AGAINST, OR TAKE ANY OTHER RETALIATORY ACTION AGAINST A STUDENT OR PARENT OR GUARDIAN OF A STUDENT WHO FILES A COMPLAINT ALLEGING THAT THE PROGRAM OR SCHOOL DISCRIMINATED AGAINST THE STUDENT, REGARDLESS OF THE OUTCOME OF THE COMPLAINT.

August 2023

Dear parents and guardians:

I encourage you to review the 2023-2024 Washington County Public Schools (WCPS) Student Handbook and Guide, a district-wide resource that contains important information for both students and families. As we begin the new school year, it would be helpful to read through the handbook as a family as we begin the school year ahead.

In your role as a parent or guardian, your active involvement is critical to fostering your child's success. WCPS provides various opportunities for you to be engaged in the educational process. We highly recommend you have regular conversations with your children about their school day, classroom activities, and homework. Many of the tasks your child is assigned can greatly benefit from your insights and guidance. Ensuring that your child is well-prepared for each school day is one of the most effective ways to provide consistent support. WCPS also encourages our families to read with your children. Your interest in your child's educational progress can be one of their greatest motivators, clearly showing your appreciation for their academic pursuits.

There are additional ways for parents to be involved, such as volunteer opportunities with advisory committees and focus 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 extend my personal gratitude to you for entrusting the dedicated and committed staff of WCPS with the responsibility of guiding your children along their academic journey. At WCPS, our commitment to student success and achievement drives every decision we make, ensuring that the best interests of our students remain at the forefront of our actions.

Respectfully,



Dr. David T. Sovine
Superintendent of Schools

ENGLISH:

You may request language assistance services about your child's education or Washington County Public Schools by contacting your child's school or the WCPS International Welcome Center at 301-766-8288 or iwc@wcps.k12.md.us. Education-related language support services are available free of charge.

SPANISH:

Puede solicitar servicios de asistencia con el idioma respecto a la educación de su hijo/a o las Escuelas Públicas del Condado de Washington al comunicarse con la escuela de su hijo/a o con el Centro de Bienvenida Internacional de las WCPS al 301-766-8288 o iwc@wcps.k12.md.us. Los servicios de asistencia con el idioma relacionados a la educación están disponibles de manera gratuita.

ARABIC:

يمكنك طلب خدمات المساعدة اللغوية بخصوص تعليم طفلك أو المدارس العامة بمقاطعة واشنطن من خلال التواصل مع مدرسة طفلك أو مركز الترحيب الدولي التابع للمدارس العامة بمقاطعة واشنطن على الرقم 301-766-8288 أو البريد الإلكتروني iwc@wcps.k12.md.us، علماً بأن خدمات الدعم اللغوي المتعلقة بالتعليم تتوفر مجاناً.

FARSI: EL تگ

شما میتوانید از طریق شماره 301-766-8288 با مرکز بین المللی خوش آمدید WCPS به تماس شده و در مورد آموزش طفل تان یا در مورد مکاتب عامه ایالت واشنگتن درخواست کمک خدمات زبان نمایید و یا به iwc@wcps.k12.md.us خدمات حمایتی زبان مربوط به آموزش مراجعه نمایید که بطور رایگان قابل دسترس میباشد.

FRENCH:

Vous pouvez demander des services d'assistance linguistique concernant l'éducation de votre enfant ou les Écoles Publiques du Comté de Washington en contactant l'école de votre enfant ou le WCPS Centre d'Accueil International (International Welcome Center) au 301-766-8288 ou iwc@wcps.k12.md.us. Des services d'assistance linguistique liés à l'éducation sont disponibles gratuitement.

HAITIAN CREOLE:

Ou ka mande sèvis asistans lang konsènan edikasyon pitit ou a oswa Lekòl Leta Washington County lè w kontakte lekòl pitit ou a oswa Sant Akèy Entènasyonal WCPS nan 301-766-8288 oswa iwc@wcps.k12.md.us. Sèvis sipò lang ki gen rapò ak edikasyon yo disponib gratis.

PORTUGUESE:

Você pode solicitar serviços de assistência linguística sobre a educação de seu filho(a) ou sobre as Escolas Públicas do Condado de Washington entrando em contato com a escola ou com o Centro Internacional de Boas-vindas WCPS no telefone 301-766-8288 ou iwc@wcps.k12.md.us. Os serviços de apoio linguístico relacionados à educação estão disponíveis gratuitamente.

RUSSIAN:

Вы можете обратиться за услугами языковой поддержки по вопросам образования вашего ребёнка, а также по вопросам, касающимся государственных школ округа Вашингтон, обратившись в школу вашего ребёнка или в Международный центр гостеприимства WCPS по телефону 301-766-8288 или по электронной почте iwc@wcps.k12.md.us. Услуги языковой поддержки по вопросам образования предоставляются бесплатно.

TURKISH:

Çocuğunuzun eğitimine ya da Washington County Devlet Okulları'na (WCPS) ilişkin dil yardım hizmetini, çocuğunuzun okuluna ya da WCPS Uluslararası Karşılama Merkezi'ne 301-766-8288 numaralı telefondan ya da iwc@wcps.k12.md.us adresinden ulaşarak talep edebilirsiniz. Eğitim ile ilgili dil destek hizmetleri ücrete tabi değildir.

VIETNAMESE:

Bạn có thể yêu cầu các dịch vụ hỗ trợ ngôn ngữ cho việc học của con bạn hoặc các Trường Công lập Quận Washington bằng cách liên hệ với trường học của con bạn hoặc Trung tâm Chào mừng Quốc tế WCPS theo số 301-766-8288 hoặc iwc@wcps.k12.md.us. Các dịch vụ hỗ trợ ngôn ngữ liên quan đến giáo dục có sẵn miễn phí.

CHINESE:

您可以致电301-766-8288或发送电子邮件至 iwc@wcps.k12.md.us，联系您孩子的学校或WCPS国际欢迎中心，请求获得语言支持服务，以了解关于您孩子的教育或华盛顿县公立学校的相关资讯。

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Notice: The contents of this guide reflect procedures, policies, and information as of July 2023. 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. Sign the Student Handbook Forms that were distributed in school, and have your student return them.**



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 and Family Engagement**—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 P.T.A. Standards for Family-School Partnerships:

- **Standard 1: Welcoming all families into the school community—Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.**
- **Standard 2: Communicating effectively—Families and school staff engage in regular, meaningful communication about student learning.**
- **Standard 3: Supporting student success—Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.**
- **Standard 4: Speaking up for every child—Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.**
- **Standard 5: Sharing power—Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.**
- **Standard 6: Collaborating with community—Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.**

Title I Schools

To provide parents and families 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 and families 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 and families 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.



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 students in the family. Parents/guardians must use a computer and web browser to log in to ParentVUE for the first time and to create an account. To log in for the first time, contact your child's school for a username and password.



Visiting Schools

Schools and school grounds are places of learning and work. To maintain security and safety, the school staff, parents, students, and community must work as partners. Parents and visitors must initially use the main entrance. A video intercom system is available at the front door of each school.

VISITING A SCHOOL—Parents and visitors must check in at the school vestibule, located at the front office (or marked visitor entrance). Most interaction or exchange will take place in the vestibule. This practice supports a safer school. If a visitor is authorized to enter the school, a pass will be issued. Without a pass, access will be denied.

Parents or visitors requesting to meet with a teacher or administrator may be required to schedule an appointment. Teachers will not be available for unscheduled meetings during the school day.

When visiting or picking up a child, the office staff may ask to see the visitor's driver's license or other Maryland approved identification.

Due to federal and state laws regarding the privacy of student information, only parents, legal guardians, and/or those with written authorization will be permitted to visit or access students during the school day.

See page 16 for information on *Consent to Permit Access to Student and/or Student Information*.

STUDENTS CAN HELP—Students are encouraged to be alert for unusual or suspicious activity in the school or on the school grounds. Talk of violence or threats should be reported immediately to a teacher or an administrator.

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

It is the mission of the Food and Nutrition Services Department to prepare and serve nutritious and appealing meals that meet the Dietary Guidelines for Americans for students, staff, and the community in a positive, cheerful 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 web page www.linqconnect.com.

Meal Prices

Students must select three (3) items (one must be a fruit or vegetable) to be considered a complete meal. A la carte items will be available for purchase in most schools. Student breakfast \$1.65, Student Elementary lunch \$2.45, and Student Secondary lunch \$2.70. Lunch for staff and visitors is \$5.50.

Student Accounts

All students have a debit account which is accessed with their student ID card or 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 for a la carte is with cash. Student account activity can be monitored, low balance alerts can be sent, 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. WCPS will notify parents of negative account balances by phone, text, 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. The complete charge policy and regulation is included as an appendix to the handbook and available on WCPS website.

Free and Reduced Priced Meals

A new application must be completed each year. Applications are to be completed electronically at www.schoolunchapp.com or by scanning the QR code below. 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!

301-766-2890

 www.facebook.com/WCPSFoodNutritionServices



Media Permission

WCPS works cooperatively with representatives of the news media to disseminate information concerning school system programs and activities. With approval of the school principal and/or the Chief Communications Officer, news media representatives and school system employees may capture video or photographs of students participating in school programs and activities for publications or broadcasts, including online platforms 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. These recordings will not be shared or posted publicly. WCPS teachers who are pursuing National Board Certification are required to submit video recordings and student work. Those teachers will send parents and guardians a separate release form that has additional information.



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 school 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 (facebook.com/wcpsmd)
- Twitter (twitter.com/wcpsmd)
- Instagram (instagram.com/wcpsmd)
- YouTube (youtube.com/wcpsmd)

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 Mass Notifications/WCPS Mobile App

WCPS utilizes technology to keep families informed of events, emergencies, and other school system news. Contact methods range from phone calls and emails to text messages and mobile app notifications. Parents and guardians are encouraged to provide a mobile phone number and an email address when filling out student information forms, 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 mobile 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

Channel 99 is a Public Education/Government (PEG) channel available to Antietam Broadband cable subscribers. Programming includes school system news, live and re-broadcast Board of Education public meetings, and other special programming. Emergency communication will be posted on the scroll when circumstances warrant.

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, secretary to the Board of Education, at 301-766-2971 or cechodeb@wcps.k12.md.us.



Student Enrollment Requirements

Enrollment and Transfer

A legal parent/guardian must be physically present with appropriate documentation in order to enroll a student in WCPS. If an in-person enrollment is not possible because the school is temporarily closed to the public, school staff will schedule a video conference with the parent or make a home visit to verify the identity of the enrolling adult, review completed enrollment forms, discuss student needs, and to identify a start date.

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 in the form of a birth certificate or passport if birth certificate is not available. 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 the 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 the 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 28)

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

Special Permission

WCPS' Policy and regulation for student enrollment stipulates that each student shall attend the appropriate school in his or her designated attendance area. However, a custodial parent/guardian may request permission for a student to attend a school in another WCPS attendance area for specific reasons including, but not limited to: childcare; the need for a specific academic program; hardship; or other extenuating circumstances. Each request for a student to attend a school outside their 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 a school outside of their designated attendance area:

- A *Special Permission Application* for the appropriate school year may be obtained from any WCPS school, the Center for Educational Services, or downloaded from the WCPS website under the Student Services Department.
- The application must be submitted between April 1 and May 15 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 April 1 - May 15 must make note of special or changing circumstances.
- A recommendation will be rendered by the principal on or before June 15.
- 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 school outside their designated attendance area 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 Office of Student Services within five (5) days of receipt of denial notification.

Questions concerning special permission should be directed to the Coordinator of Student Services & Transition at 301-766-2987.

Students in Magnet Programs

Students from many areas in Washington County travel outside of their attendance areas to participate in magnet programs. All students should have the opportunity to be successful, which requires a partnership between each family and the magnet school community. Student success is predicated on the following:

Academic Commitment

Magnet program students demonstrate a strong work ethic, take coursework seriously, and possess a willingness to be challenged. Magnet 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 program at that site. The student would then return to the school in the student's designated attendance area of current residence.

Cooperative Behavior: Magnet 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 program and require a student to return to his/her school in the student's designated attendance area.

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 office and shared with the School Health 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

1. Eligible students must ride the bus to which they have been assigned. School staff and school bus drivers are not authorized to accept notes from parents or legal guardians for their student to ride a bus other than the one to which the student has been assigned.
2. The Transportation Location Change ("TLC") Request Form (See Exhibit EEA-E) must be completed by a parent or legal guardian for any request for transportation to and/or from any location other than home. Any such requests are subject to the approval of the Director of Transportation or their designee. A TLC Request Form must be submitted annually or when a student's transportation change becomes necessary.
3. To promote safety, consistency, and accountability, WCPS will allow, within the student's assigned school zone, for two (2) consistent AM stop locations and two (2) consistent PM stop locations per student for the school year. Exceptions will be made only in case of an emergency, as determined by the Director of Transportation or their designee relocation of the custodial parent or legal guardian from the existing residence to a new location or change of a consistent care provider.
4. A consistent stop location means that a student must maintain the same schedule from week-to-week. Alteration of days or weeks is not permissible.

Transportation of Students Granted Special Permission

Generally, students who receive special permission to attend a school outside of their designated 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. Parent or legal guardians who are requesting transportation services for a student who has been granted special permission to attend a school outside of their assigned attendance area must submit a TLC Request Form to the WCPS Transportation Department for approval.
2. Approval of the request will be made on a case-by-case basis and based in part on available seating on the bus. If the bus exceeds capacity or if the student violates the rules and regulations outlined in section IV.I below, approval for transportation granted under this section may be revoked.
3. Students for whom transportation is approved will be dropped off at a predesignated location which, in most cases, will not be in proximity to the student's home and the stop must be within the attendance zone of the location of the special permission school. It is the obligation of the parents or legal guardians or their designee to be present at the designated drop-off location at the designated drop-off time.

Failure of the parents or legal guardians 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 Vehicle Rider Rules and Regulations

1. The school vehicle is an extension of the school day; therefore, student conduct in the school vehicle should be the same as in the classroom. While in the school vehicle, students must:
 - a. Keep all body parts inside the vehicle at all times after entering and until leaving the vehicle.
 - b. Assist in keeping the vehicle safe and sanitary at all times. **NO EATING OR DRINKING IN THE VEHICLE.**
 - c. Remember that loud talking and laughing or unnecessary confusion diverts the driver's attention and may result in a serious accident.
 - d. Treat vehicle equipment with care. Damage to seats, etc., must be paid for by the offender.
 - e. Never tamper with the vehicle or any of its equipment.
 - f. Remember to take all books, lunches or other belongings upon exiting the vehicle.
 - g. Keep the aisle clear at all times.
 - h. Not throw anything out of the vehicle window.
 - i. Remain seated at all times until their destination is reached.
 - j. Refrain from horseplay around or in the vehicle.
 - k. Be courteous and respectful to fellow students, the vehicle driver, and the driver's assistant.
 - l. Maintain absolute quiet when approaching and crossing a railroad track.
 - m. Follow directions from the driver and/or driver's assistant in the event of an emergency.
 - n. Restrict cell phone use to games, music, or texting. No phone conversations or use of cameras is permitted. Students must maintain possession of their phone at all times and its use may not disrupt the safe operation of the school vehicle.

2. All elementary students will be assigned a seat and the driver is authorized to assign seats to middle and high school students at any time.
3. The school vehicle is a drug, alcohol, and tobacco free zone.
4. Objects too large to fit in a seat, animals of any kind, skateboards, scooters, glass containers, and liquids are not allowed in the vehicle. Musical instruments that can be held on a student's lap or placed at their feet are permitted. However, the instrument may not protrude into the aisle or occupy the seat space or 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.
5. The driver will not discharge students at places other than their regular bus stop, at the home, or at school unless by proper authorization from the Transportation Department.
6. When it is necessary to cross the road, students are to always walk at least ten (10) feet in front of the school vehicle, looking to make sure that no traffic is approaching from either direction. Students should never cross behind the school vehicle.
7. Students should proceed straight home after exiting the school vehicle.
8. The above rules and regulations apply to field trips, interscholastic athletics, and extracurricular activities under school sponsorship. Students riding the school vehicle for such activities 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 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.
- Assign student to a specific seat for a defined period of time.

Step 3 – The driver will prepare a written referral and deliver it directly to school administration for action.

- School administration is responsible for speaking with the referred student and for administering appropriate disciplinary action in accordance with Administrative Regulation EEA-R.
- School administration will complete their portion of the written referral, noting action taken, and return a copy to the school bus driver.
- If a student is suspended from the bus, the driver should be notified of the start date and duration of the suspension.
- A driver may be present at a student conference with school administration and/or a parent during the discipline process as appropriate.

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 25-26 of this handbook.

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

MARYLAND LAW: 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 (§ 26-104 of the Annotated Code of Maryland Education Section).

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 Supervisor of Transportation 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 and mass 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 outlets, the WCPS website, social media, and the WCPS mass notification system.

Notification

Communications regarding a delayed opening, closing, or early dismissal of schools will be shared with parents and guardians via the WCPS mass notification system, local news media, and online platforms. Families who have provided updated contact information to schools will be notified with a text message, phone call, and/or email around 5:30 a.m. for school closures or delays. An announcement will also be posted to the WCPS website and WCPS social media platforms. Parents should also check local radio stations and television broadcasts for this information.

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 intra-communication, 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 the 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-owned 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-owned 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 (email addresses, Apple IDs, Google

Accounts, etc.) to register with/enroll in WCPS-owned devices and third party online collaborative digital spaces. All work on WCPS-owned devices or in support of school system 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 school system-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)

Policy JK and Administrative Regulation JK--R: "Student Discipline" Exhibit JK--E: "Washington County Public Schools (WCPS) Disciplinary Guidelines"



Personally-Owned Electronic Devices

Student use of a personally-owned, electronic device during instructional time (as defined in this policy) is prohibited.

I. Basic Rules and Procedures

- A. A personally-owned, electronic device that a student brings to school is his/her sole responsibility. The Board of Education assumes no responsibility for a personally-owned, electronic device if it is lost, loaned, damaged, destroyed, or stolen.
- B. All students are expected to keep their personally-owned, electronic device secure at all times and not loan it to others. During instructional time (class time) such devices are to be kept out of sight and turned off.
- C. Due to confidentiality, privacy, and legal concerns, a student may not use his/her personally-owned, electronic device to take photographs, or record audio or video in school, during the school day, or on a school bus.
- D. All students are expected to exhibit digital responsibility and to follow the Board of Education's Acceptable Use of Telecommunications Administrative Regulation IIBH-R.
- E. Nothing in this policy is intended to restrict the use of a personally-owned electronic device for assistive technology use identified by a student's 504 Plan or Individualized Education Plan (IEP).
- F. The use of technology is a privilege, not a right. This privilege can be revoked.

II. Emergency Situations and Other Exceptions

- A. The use of a personally-owned, electronic device may be granted in an emergency situation as determined by the supervising adult.

- B. The use of a personally-owned, electronic device may be granted by the supervising adult outside of instructional time including lunch time and in between classes.
- C. The use of a personally-owned, electronic device on a school bus is permitted provided such usage does not disrupt bus operations. Due to confidentiality and privacy and legal concerns, a student may not use his/her personally-owned, electronic device to take photographs, or record audio, or video on the bus.

III. No Technology Support

- A. School system staff will NOT provide technology support for a student's personally-owned, electronic device.
- B. There should be no expectation that the school system will provide network connectivity (Wi-Fi, etc.) for students' personally-owned, electronic devices.
- C. If the school system chooses to provide network connectivity, this access may be more limited than that provided to school-system owned equipment; may require the installation of software to verify the integrity of the personally-owned, electronic device; and connectivity may be revoked at any time.
- D. The school system is not responsible for any damage or other issues (malware infections, etc.) that may occur as a result of connecting a personally-owned, electronic device to the network.
- E. The school system will not provide software or accessories for personally-owned, electronic devices.

IV. Disciplinary Consequences

Violation of this policy or of the administrative regulation will result in disciplinary measures in accordance with the student discipline guidelines (see Exhibit JK-E). A school administrator may take temporary possession of a personally-owned, electronic device if a student is attempting to use the device during any time when such usage is prohibited or if the use of the device violates any of the previously outlined inappropriate uses, disrupts the learning environment, creates safety concerns, violates the confidentiality or privacy of others, or otherwise contradicts this policy.

V. Administrative Regulation

The Superintendent is authorized to promulgate an administrative regulation to implement this policy.



Communication Expectations

Recommendations for Staff, Students, and the Community

Email

Email 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 email to improve the efficiency and effectiveness of communication. Because not every parent has access to email, 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 email.

Representatives of WCPS using email 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 email and avoid using personal email accounts for professional correspondence.
3. WCPS has the right and responsibility to access and disclose the contents of all email messages as required for legal, audit, and legitimate operational purposes.
4. Users are responsible for all email 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 email.

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 Chief 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 website.
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 employees' full name and email 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 websites.
9. No advertisements for or from private businesses are allowed on school system websites. 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 email 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.



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

1. Violations of Academic Integrity:

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

- a. Cheating on exams, tests, quizzes, or assignments:
 - i. Using or accepting unauthorized sources of information, aids, or materials. Examples of cheating include, but are not limited to:
 - ii. Dishonestly obtaining, using, or possessing copies of an exam, or providing or receiving information about an exam
 - iii. Exchanging information during an exam or copying from another person's paper
 - iv. Completing an exam in the name of someone else
 - v. Submitting another person's work or portion of work as your own
- b. Fabrication:
Inventing, falsifying, or misrepresenting information. Examples of fabrication include, but are not limited to:
 - i. Falsifying data
 - ii. Faking sources
 - iii. Inventing events
- c. 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:
 - i. Using a direct quotation word-for-word
 - ii. Submitting rephrased ideas of another person
 - iii. Submitting as your own, papers or sections of texts accessed from the Internet
 - iv. Copying material from an encyclopedia, dictionary, or other source
 - v. Using data that you did not derive by yourself
 - vi. Using non-textual material, such as musical or artistic copyrighted works, compositions, or choreography
- d. Facilitating academic dishonesty:
Helping or attempting to help another person commit an act of academic dishonesty

2. 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 "0" 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



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.

Reference: Classroom Instruction That Works, Robert Marzano, 1991.



Code of Conduct (Policy JFC)

I. PURPOSE

The purpose of this policy is to:

- A. Promote a safe and supportive environment where students can thrive academically, emotionally, and socially.

- B. Promote responsible behavior and citizenship among all members of the school community.
- C. Promote and uphold academic integrity by ensuring that students understand and adhere to ethical standards in their scholarly pursuits.
- D. Promote responsible and respectful use of digital resources and technology.

II. DEFINITIONS

Within the context of this policy, the following definitions apply:

- A. **Academic Dishonesty:** Cheating, copying, curating information from digital sources and not respecting copyright and intellectual property rights, forging the signature of teacher and/or parent/legal guardian, plagiarizing, altering records, or assisting another in such actions.
- B. **Academic Integrity:** The commitment to honesty, trust, fairness, respect, responsibility, and courage in an academic community.
- C. **Integrity:** Being honest and truthful in one's actions, decisions, and conduct.

III. POLICY STATEMENT/PROCEDURES

A. Code of Conduct: Respect and Responsibility and Integrity

The Board of Education commits to the following principles in fostering a culture of respect, responsibility, and integrity for all members of the Washington County Public Schools ("WCPS") community:

1. **Respect for others:** The Board of Education will value and celebrate each member of its school community. Teachers and staff will model respectful and supportive relationships while students engage in responsible and respectful behavior.
2. **Safe Learning Environment:** Every student has the right to learn in an environment free from threats, intimidation, and harm. The Board of Education will take measures to ensure the physical and emotional safety of all students and staff.
3. **Positive Behavior and Citizenship:** The Board of Education will promote responsible behavior, ethical decision-making, and good citizenship among students. Teachers and staff will model these behaviors and provide guidance to students.
4. **Education and Awareness:** The Board of Education will provide education and awareness programs to foster respect, empathy, integrity, and understanding among students and staff. This will include promoting inclusion, anti-bullying initiatives, and supporting the well-being of students.

5. **Conflict Resolution:** The Board of Education will provide conflict resolution and mediation mechanisms to address issues among members of the school community. Restorative practices may be implemented to repair harm and rebuild relationships.

6. **Reporting and Response:** Established WCPS procedures will be followed for reporting incidents of discrimination, harassment, intimidation, bullying, academic dishonesty, and/or other violations of this policy. All allegations will be taken seriously, investigated, and verified incidents will be subject to disciplinary action.

B. Code of Conduct: Academic Responsibility

The Board of Education commits to the following principles in promoting academic integrity and digital responsibility:

1. **Obligation to Act with Integrity:** It is expected that students will act with integrity in scholarship and academic work. Expression of original, well-formulated ideas is a fundamental skill for academic and career success.
2. **Academic Honesty:** Students are expected to complete their academic assignments and assessments honestly and independently, citing sources and ideas that are not their own.
3. **Education and Awareness:** WCPS will provide education and awareness programs to teach students about academic integrity and digital responsibility. These programs will emphasize the importance of original thought and ethical digital behavior.
4. **Responsible Digital Citizenship:** Students are expected to maintain a healthy balance between virtual and physical activities while using technology in a responsible, ethical, and respectful manner. This includes evaluating the validity of digital media and curating information from digital sources while respecting copyright and intellectual property rights. Students create safe online spaces as thoughtful, empathetic citizens. (ISTE, 2023)
5. **Reporting and Response:** Established WCPS procedures will be followed for reporting incidents of discrimination, harassment, intimidation, bullying, academic dishonesty, and/or other violations of this policy. All allegations will be taken seriously, investigated, and verified incidents will be subject to disciplinary action.

C. The Superintendent is authorized to promulgate an administrative regulation to implement this policy.

Legal References: Maryland Annotated Code, Education Article, Section 7-306. Policy JK, Administrative Regulation JK-R, and Exhibit JK-E – Student Discipline



Dress Code

All students are required to wear appropriate clothing and footwear as outlined in this administrative regulation. The dress code shall apply to all students, at all school activities, and at all school-owned, leased, or occupied facilities.

The school administration reserves the right to make a final decision to approve or disapprove any items not addressed in this administrative regulation based on the goal of providing a safe and orderly environment for the education of all students.

Head Coverings

- If a head covering is worn, it must be worn so that a student's face is identifiable, is not used as a means to disguise one's identity, and is not interfering with instruction and safety of the student or others.
- Sunglasses are not permitted inside the school building or during other school events unless expressly permitted otherwise.

Clothing

Tops must be worn at all times and cover all undergarments. Tops must not be translucent and sleeveless tops must have shoulder straps worn on the top of each shoulder. Tops must be worn in such a manner that they do not cause a disruption of a safe learning environment and/or result in indecent exposure. Appropriate clothing for a safe learning environment includes:

- clothing that does not create a health and/or safety hazard;
- clothing appropriate for the school-related activity; and
- clothing that covers a student's torso throughout the school day, and at all school related activities, except where otherwise permitted.

Skirts, shorts, bottoms, and dresses must cover all undergarments and not result in indecent exposure when sitting, standing, or crouching.

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; or
- not be excessively baggy or worn on the hip in a manner which exposes undergarments and the wearing of such cannot result in indecent exposure.

Shoes must be worn at all times. Shoes and footwear must fit to allow safe movement, be appropriate to school activities, and not damage school property.

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. Accessories such as flags, blankets, or other items not intended to be worn as clothing/attire and/or that pose a safety hazard are prohibited.

Language, Symbols, and Messages

Words, emblems, badges, objects, pictures, or symbols deemed to be inappropriate for the school setting such as: lewd, vulgar, obscene, rude, disrespectful, or discourteous expressions; communicating a message that is racist, sexist, or otherwise derogatory of a protected group; evidences gang membership or affiliation; or approves, advances, or provokes any form of religious, racial,

or sexual harassment and/or violence against other individuals as defined in Policy JFH and accompanying Administrative Regulation JFH-R; 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, tobacco, or other products or activities that are illegal for use by minors;
- violence or harassment;
- suggestive, sexual messages;
- language or symbols that offend, demean, or promote hatred toward an identifiable person or group; or
- derogatory words, phrases, symbols or images.

This also applies to body art, whether permanent or temporary. Body art which violates this administrative 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 JK & Administrative Regulation JK-R).

Administration may recommend a form of dress considered for a specific event or activity and communicate the recommendation or requirement to students and parents/legal guardians.



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.

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 during school hours or at school-sponsored functions, or by the use of electronic communication devices at a public school or by use of a school system-owned electronic communication device regardless of location 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.

Bullying, harassment, or intimidation means unwanted, demeaning behavior among students that involve a real or perceived power imbalance. The behavior is repeated, or is highly likely to be repeated over time. To be considered bullying, the behavior must be intentional and include: 1) an imbalance of power (students who

bully use their physical, emotional, social or academic power to control, exclude or harm others) and 2) repetition (bullying behaviors happen more than once or are highly likely to be repeated based on evidence gathered).

Sexual Harassment

The Washington County Board of Education encourages and expects an atmosphere free of 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.

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 alleged incidents of bullying and harassment.

A student who reports an alleged incident of bullying, harassment, or intimidation (including sexual harassment) should report the alleged incident using the *Bullying, Harassment, or Intimidation Reporting Form* (included in Appendix). This form may be obtained in the school’s main office, counselor’s office, on the WCPS website or WCPS Handbook and Guide. A student may request assistance from a staff member to complete the form. A student, parent or guardian, close adult relative or staff member may submit the form to the school administration. A student may request assistance from a staff member to complete the form.

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

If the alleged incident 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 allegation 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 under the administrative regulation prohibiting bullying, harassment or intimidation (JFH-R), the employee shall immediately report this information to the principal or the principal’s designee.

An allegation of bullying, harassment, or intimidation made against a WCPS employee shall be reported to the Director of Human Resources at the Center for Education Services (CES).

Procedures for the prompt investigation of acts of bullying, harassment, or intimidation

All reports must be written using the Bullying, Harassment, or Intimidation Reporting Form, which can be found at any

school, in this Handbook or on the WCPS website. For all allegations of sexual harassment, the principal or the principal’s designee will consult with the district’s Title IX Coordinator before proceeding with the investigation. After receipt of a reporting form, the principal or the principal’s designee will promptly investigate the allegation, within two (2) school days, consistent with due process rights, using the Bullying, Harassment, or Intimidation Incident Investigation Form. Based on the school administrator’s findings, appropriate actions will be taken to address the allegations.

WCPS will not tolerate bullying, harassment or intimidation. Parent and student involvement in reporting alleged incidents of bullying, harassment or intimidation will support the efforts of the WCPS staff to address this behavior. For additional information concerning this matter, please contact your child’s school counselor, school administrator, or the Office of School Counseling at 301-766-2966. You may review Policy JFH (Prohibiting Bullying, Harassment or Intimidation) and Administrative Regulation Prohibiting Bullying, Harassment or Intimidation (JFH-R) for additional information.

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 incidents 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 incidents 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. The school system assessment team will follow WCPS Administrative Regulation JGA-R to develop a plan for appropriate educational programming. The assessment team will consider the student's attendance, academic, and behavior history, the current charges, and the impact upon the school community. The student's parent/legal guardian will be requested to submit information that is relevant to developing the plan. The assessment team's plan may range from no action to a change in the student's educational programming.

The assessment team will consider prohibiting a student who is arrested for a reportable offense involving rape or a sexual offense from attending the same school or riding the same school bus as the alleged victim of the reportable offense if such action is necessary or appropriate to protect the physical or psychological well-being of the alleged victim. If the student is convicted of or adjudicated delinquent for the rape or sexual offense, the student may not attend the same school or ride on the same school bus as the victim.

If the plan results in a change to the student's educational programming, the school principal shall schedule a parent conference to inform the student and/or the student's parent/legal guardian of the plan with the student's attorney, if the student has an attorney. If the student has a disability, the assessment team will not make a decision until after the manifestation determination has been made by the student's IEP or 504 Plan team. The student's attorney, if the student has an attorney, shall be invited to the manifestation determination review.

The student and/or parent/legal guardian may appeal the decision of the assessment team, in writing, to the Executive Director of Elementary or Secondary Education within ten (10) days of the receipt of the notice of the new educational programming of the student. The student will remain in the new educational programming during the appeal process.



Rights to Education Records & Student Access/Release

Family Educational Rights and Privacy Act (FERPA) and Maryland Student Records Regulations protect the privacy of student records and also give biological parents, legal guardians, or eligible

students (18 years of age or older) the right to inspect and review the student's education records and to 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.

Upon request, WCPS provides parents, legal guardians, and/or an eligible student access to the education records of the student. Explanation and interpretation of the educational records will be provided to the parents, legal guardians, and/or eligible students 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 student with the exception of those reasons listed below.

Directory Information

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

"Directory information" includes, but is not limited to:

- student's name,
- address,
- telephone number,
- WCPS issued electronic mail address,
- photograph,
- date and place of birth,
- major field of study,
- grade level,
- participation in officially recognized activities and sports,
- weight and height of members of athletic teams,
- dates of attendance,
- diplomas, honors, and awards received,
- the most recent school attended by the student,
- list of graduates.

For the most up-to-date list of directory information, please see Administrative Regulation JOB-R.

Outside organizations to whom directory information may be released include, but are not limited to, companies that manufacture class rings or publish yearbooks.

Parents, legal guardians, and/or eligible students 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, legal guardians, and/or an eligible student to:

- Authorized representatives of WCPS.
- Officials of another school, school system, or institution of postsecondary education where the student seeks or intends

to enroll, or where the student is already enrolled so long as the disclosure is for the purposes related to the student's enrollment or transfer.

- Such authorized individuals or representatives of: The Comptroller General of the United States, The Attorney General of the United States, The Secretary of the U.S. Department of Education; or state and local educational authorities.
- An organization or agency to determine the eligibility of the student for financial aid, the amount of the financial aid, and the conditions that will be imposed regarding the financial aid; or to enforce the terms or conditions of the financial aid.
- State and local officials or authorities to whom such information is specifically allowed to be recorded or disclosed pursuant to state statute.
- Organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction.
- Accrediting organizations to carry out their accrediting functions.
- Parents of a dependent student as defined in Section 152 of the Internal Revenue Code of 1986.
- A party in order to comply with a judicial order or lawfully issued subpoena, upon condition that the parent or eligible student is notified by WCPS of the order or subpoena in advance of the compliance therewith, unless prohibited from providing such disclosure.
- The court when the school system initiates legal action against a parent or student, if the school system makes a reasonable effort to notify the parent or eligible student so that the parent or eligible student may seek protective action.
- Appropriate persons in connection with a health or safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.
- A party who requested information WCPS has designated as directory information.
- The parent of a student who is not an eligible student or to the eligible student.

Reference: COMAR 13A.08.02.19

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, legal guardian, and/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, legal guardians, and/or eligible students 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, legal guardian, and/or eligible student indicates that this information should not be released. A parent, legal guardian, and/or eligible student 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 the parental rights of the other parent. 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 parent or legal guardian who wants to allow someone other than a parent or legal 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 or legal guardian wants to allow someone other than the custodial parent or legal 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 or legal 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 grant educational decision-making authority.

Student Dismissal Prior to the Regularly Scheduled Dismissal Time

In order for a school to release a student before the regularly scheduled dismissal time in non-emergency circumstances (e.g., an appointment off school grounds), the biological or adoptive custodial parent, foster parent, or the legal guardian must submit a written notice to the school on the date of the intended release.

This is true even if it is the parent or legal guardian who will be picking up the student. (Note: A stepparent is not considered an adoptive custodial parent or a legal guardian of a student unless they have legally adopted the student.) A written notice must be provided for each early dismissal release (e.g. a written note covering multiple dates will not be accepted). The written notice must indicate the full name of the person to whom the student will be released, the time of the release, the signature of the legal guardian, and the reason for the release. The person to whom the school is to release the student must present proper identification at the time of the release.

In limited or emergency circumstances, telephone requests for early dismissal of a student shall be honored only if the caller can be positively identified as the student's parent or legal guardian. In these cases, the school must document the request from the telephone call in the student's attendance file.

Although FERPA permits stepparents to review a student's educational records if they are present day-to-day with the natural parent and student and the student's other parent is absent from that home, those FERPA rights are not dependent on and do not impact the stepparent's legal custody of the child for the purposes of educational decision-making, dismissal, or other parental rights. The rights afforded stepparents under FERPA only apply to educational records. Although stepparents play an important role in a student's life, a stepparent who does not have legal custody cannot authorize their stepchild's release before the regularly scheduled dismissal time to either themselves or others or authorize their stepchild's release to others at the immediate conclusion of the school day.

Please note:

"Emergency Contacts" identified by the parent or legal 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.

Reference: WCPS Policy JEDB



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** 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. The school administrator can ask the student for permission to search the vehicle. A student's willful refusal to cooperate with a school administrator at any time during a search of the person or property, which is detrimental to the security, discipline, and sound administration of the school, may result in disciplinary action. School administration can contact the student's legal guardian if the student refuses to cooperate in order to obtain parental permission to search the vehicle.

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)
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

Firearms

If the superintendent or designated representative finds that a student has brought a firearm onto school property, the student shall be expelled from WCPS for a minimum of one (1) 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 25-26*)

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 the Office of Chief 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 ensure 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 - Michael Stouffer
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	disodium octaborate tetrahydrate	
prometon	fipronil	resmethrin
siduron	hydramethylnon	allethrin
PCNB	diuron	abamectin
permethrin	benefin	trifluralin
boric acid	bromadiolone	atrazine
imidacloprid	cholecalciferol	lambda-cyhalothrin
icambabifenthrin	naphthalene	diphacinone
MCPP	2-4-D	sulfur
piperonyl butoxide	propoxur	cyfluthrin
orthoboric acid	pyridine	dichlorprop
phrethrin	allethrin	dimethyl
phenothrin	triclopyr	quinclorac
hydroprene	deltamethrin	indoxacarb
perfluorooctanesulfonic	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 301-766-2881, to arrange an appointment.

Suspected Child Abuse and Neglect

Every WCPS employee receives annual training on the prevention, identification, and reporting of suspected child abuse and/or neglect. Maryland law and WCPS Policy JLF and Administrative Regulation JLF-R 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 out-comes are protected by the Annotated Code of Maryland, Family Law Article, Title 5, Subtitle 7. 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 at 301-766-2960.

REPORTING SUSPECTED CHILD ABUSE OR NEGLECT

Anyone who has reason to believe that a child has been abused or neglected should make a report to the Department of Social Services by calling: 240-420-2222

Washington County Community Agencies
For a list of community support agencies, please see visit:
bit.ly/WCPScommunityresourceguide



School Attendance Guidelines

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.

WCPS will follow the requirements in the Maryland Student Records System Manual and district regulations/procedures when determining if a student is counted present for a full-day or half-day. In general, a student must attend the majority of his/her classes or the school day in order to be counted present for the full day. During distance or blended learning, a student is in attendance for the entire day if he/she is present for more than 50% of their daily schedule/blended learning sessions.

The following attendance guidelines apply to all WCPS students:

- All school absences are recorded as **excused** or **unexcused**. **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 number of excused and unexcused absences reaches twelve (12) days, only official/legal documentation will be accepted in order for absences to be excused (i.e. doctor notes, licensed/certified health care provider, and/or legal summons). Parent, medical, or court notes presented by the parent/legal guardian must include the specific date(s) related to the reason(s) for absence.

- **Excused Absences:** Only excused absences are considered lawful according to Maryland law. Excused absences include: 1. Illness or behavioral health needs of the student (three or more days may require medical verification); 2. Death in the immediate family, 3. Court summons specific to the student, 4. Suspension, and 5. Other special circumstances. Per Maryland Law, effective July 1, 2022, when school staff receive written documentation that a student's absence was due to a behavioral health need, the school counselor or social worker will provide to the student or the student's parent or guardian information about school or community behavioral health resources that are available.
- **Unexcused Absences:** If a student is absent for any portion of the day, for any reason other than those identified as excused, then 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. Any time a student between the ages of five and eighteen is absent without lawful cause, the student is considered truant.
- **College Visitation Days:** 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.
- **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.
- **Home and Hospital Teaching (HHT):** HHT provides short-term instruction for students who are unable to attend their regular school program due to physical or emotional conditions, as documented by an appropriate licensed provider. Instructional services are offered online to all eligible students during a period of recovery or treatment. Individual exceptions for the delivery at the student's place of residence will require review and approval by the Director of Student Services. A student will be counted present while actively

participating in HHT online, in the home, or in a facility. If you have questions about HHT eligibility, contact the HHT Pupil Personnel Worker at 301-766-2955.

While receiving full-time HHT services, students are NOT permitted to participate in school based extra-curricular activities such as proms/dances, sports, band, chorus, clubs, etc. Unfortunately, if the student is too ill to attend school, then they are too ill to participate in extracurricular activities.

While receiving intermittent HHT services, if the student is absent from school the entire day or is unable to finish their school day due to their HHT-related condition, then they are not eligible to participate in any extracurricular activities that day (this includes school clubs, dances, sports, etc.). If the student is late to school because of their HHT-related condition and they are a high school athlete, then the parent must communicate the reason for lateness with the school the same day their child wishes to access athletics in order for them to be eligible to participate in games or practice that day. The WCPS athletic policy requires athletes to be present in school or have an excused tardy/absence in order to participate in games or practice that same day.

- **Pregnant and Parenting Students:** Pregnant and parenting students (the mother, father, or legal guardian of a child) must have access to a range of specific activities and policies that govern activities both in and outside of the classroom. These activities include, but are not limited to, lawfully excused absences for any pregnant and parenting-related condition (labor, delivery, recovery, medical appointments, family law proceedings, etc.), access to make-up work, accommodations for instruction, a private space for lactation, and a designated support staff in the school for the purpose of connecting pregnant and parenting students to services. For more information, reference WCBCE Policy JEA and WCPS Administrative Regulation JEA-R.
- **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-approved 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.
- **Chronic Absenteeism** refers to a student who is absent 10 percent or more of school days (9 or more days in a semester/18 or more days in a school year) for any reason (excused or unexcused). Chronic Absenteeism will require a conference between school personnel, parents, and students.
- **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 depending upon the time of arrival. 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 Director of Student Services in writing following the Step I decision.

Step III - If the problem is not brought to resolution after conferencing with the Director of Student Services, the parent, within 10 days following the Step II decision, may contact the Executive 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 Executive 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.



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 Pre-K-12.

Elementary and middle school counselors:

- Provide classroom lessons for students in the area of academics, personal/social issues, and career exploration and development
- 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, Second Step, Naviance, Career Cruising 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 exploration and planning
- Conduct small group counseling
- Provide classroom lessons for students in the area of academics, personal/social issues, and career exploration and development
- Provide students with academic, college, and career advisory utilizing Naviance and other resources
- 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.

Parents/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.



Behavioral Health Services

Behavioral health generally refers to mental health and substance use disorders, life stressors and crises, and stress-related physical symptoms. Behavioral health care refers to the prevention, diagnosis, and treatment of those conditions.

WCPS is dedicated to monitoring the provision of behavioral health services within our schools and throughout the community to support our students. In an effort to sustain this dedication, the Coordinator of Behavioral Health Services position maintains connections for school-employed behavioral health staff and collaborates with community-based behavioral health workers. Additionally, supports are available for WCPS staff to be better prepared to support students with behavioral health needs.

WCPS has partnerships with behavioral health providers throughout the Washington County community through Memorandums of Understanding that allow providers to provide therapeutic services to students during the school day at the student's school. The providers work collaboratively with families and WCPS staff to ensure all student needs are met, and that ongoing collaboration and communication is available.

Under Maryland law, students 12 years old or older may consent to their own mental health treatment at school by WCPS clinical social workers or outside providers who have a Memorandum of Understanding with the school system. The Annotated Code of Maryland, Health-General Article, §20-104 (eff. October 1, 2021) provides that the age of consent is 12 years of age if the licensed provider determines that the student is mature and capable of giving informed consent. If the student has the capacity to provide consent, the student may consent to consultation, diagnosis, and treatment of a mental or emotional disorder by a health care provider without parental consent. It is within the professional discretion of the clinician to decide if, when, and how to inform parents, unless the provider believes that the disclosure will lead to harm to the minor.

At this time, WCPS does not permit the provision of telehealth at school.

Should families be interested in learning more about accessing behavioral health support for their students, they can reach out to the counselor at their school or connect with the Coordinator of Behavioral Health Services at the Center for Education Services at 301-766-8739.



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.

Questions regarding PPWs or to find out which PPW services your child's school should be directed to the Director of Student Services at 301-766-8776.



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.

Student misconduct definitions and a range of administrator responses to student misconduct across multiple levels are shown on the *WCPS Disciplinary Guidelines* (Board Exhibit JK-E) document immediately following this section. These responses range from those designed to teach appropriate behavior to responses which are exclusionary due to the severity of the behavior or potential implication of future harm.

Restorative Approaches

The primary purpose of any disciplinary measure is rehabilitative, restorative, and educational. Restorative approaches is a relationship-focused student discipline model that (1) is primarily proactive and preventative; (2) emphasizes building strong relationships and setting clear behavioral expectations that contribute to the school community well-being; (3) is in response to behavior that violates clear behavioral expectations, focuses on accountability for any harm done by the problem behavior; and (4) addresses ways to repair the relationships affected by the problem behavior with the voluntary participation of an individual who was harmed.

Restorative approaches used by schools may include conflict resolution, mediation, peer mediation, circle processes, restorative conferences, social emotional learning, trauma-informed care, positive behavioral intervention supports (PBIS), and rehabilitation.

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 an-

nouncements, students are informed of some of the behaviors that are not acceptable in 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 more information about Conduct Ineligibility on page 32.

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 in a school year 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 (conferencing, 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 ten (10) days of the suspension decision. The principal will review the parent's request and render a written decision to the parent.

2. In the event the parents/guardians are not satisfied with the principal's decision, they may appeal that decision, in writing, to the Director of Student Services, School Counseling, and School Health within ten (10) days of the principal's ruling of the appeal. The Director of Student Services, School Counseling, and School Health will direct a PPW to make a thorough review of the matter. The Director of Student Services, School Counseling, and School Health will confer with the PPW and will render a written decision to the parent.
3. If parents/guardians are not satisfied with the decision of the Director of Student Services, School Counseling, and School Health, the parents/guardians may appeal that decision, in writing, within ten (10) days, to the Executive Director of Elementary Education or the Executive Director of Secondary Education. The Executive Director of Elementary or Secondary Education will review the parent's request and render a written decision to the parent.
4. If the parents/guardians wish to appeal the decision of the Executive Director of Elementary Education or the Executive Director of Secondary Education, this may be made in writing within ten (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 ten (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 exclusion of a student from a student's regular program for a time period between 11 and 45 school days. An "expulsion" means the exclusion of a student from the student's regular school program for 45 school days or longer. Examples of unacceptable behavior for which a student may be requested for an extended suspension, expulsion and/or alternative placement can be found on the *WCPS Disciplinary Guidelines* chart on the subsequent page. 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.

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

While the principal can request a student for extended suspension/alternative placement or expulsion after a conference with the student, the Superintendent's designee is responsible for determining the disposition in each case. The designee is required by law to limit the duration of the exclusion to the shortest period

practicable. A decision may be made to reinstate the student in the same school immediately after the ten (10) day long-term suspension; provide an alternative placement or program for the student for up to 45 days; transfer the student to another school; expel the student from school; or require a professional evaluation and/or counseling.

If a principal requests an 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 Director of Student Services, School Counseling, and School Health 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 Director of Student Services, School Counseling, and School Health, 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 decision to suspend a student longer than ten (10) days, change a student's school placement or to expel a student may be appealed. All requests for appeals must be in writing and include the reason for the appeal. Throughout the appeal process, the decision of the Director of Student Services, School Counseling, and School Health remains in place. In the appeal hearings, the parents/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/guardians wish to appeal the decision of the Director of Student Services, School Counseling, and School Health, they may file an appeal, in writing, within ten (10) days of such a decision with the Executive Director of Elementary or Secondary Education who will serve as the superintendent's designee. The Executive Director of Elementary or Secondary Education will schedule a conference with the parents/guardians and students 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 superintendent's designee, the parents/guardians may file an appeal, in writing, within ten (10) days of such a decision, with the Board of Education in accordance with Board of Education policies BEE and BEE-R(1). The Board of Education or its hearing officer shall have forty-five (45) days from the date the appeal was received by the Executive Director of Elementary or Secondary Education to hear the appeal and issue a decision
3. 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 are not permitted to 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 demeans, 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 Executive Director of Secondary Education or the Executive 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.



Washington County Public Schools (WCPS) Disciplinary Guidelines

File JK-E

Disclaimer: This chart serves only as a guide and does not circumvent the authority of principals and assistant principals to administer responses based on the severity of the misconduct, the student's prior disciplinary record, and the age of the student. Any misconduct determined to be criminal in nature will be referred to the appropriate law enforcement agency. Responses are progressive in nature as misconduct persists and increases in severity.

STUDENT MISCONDUCT	DEFINITION					
		Level 1	Level 2	Level 3	Level 4	Level 5
Class Cutting	Failing to attend a class or school activity, after arrival at school, without an excused reason.	●	●			
Tardiness	Late to school or class.	●	●			
Truancy	Unlawfully absent from school or classes for a school day or a portion of the school day.	●	●			
Disrespect	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.	●	●	●		
Disruption	Behavior that interferes with the learning environment or disrupts the operation of a school.	●	●	●	●	
Dress Code	Failure to follow the dress code guidelines on page 13 of the student handbook.	●	●			
Bullying/Harassment	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.	●	●	●	●	● 6-12 only
Sexual Activity	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.		●	●	●	● 6-12 only
Sexual Attack	Engaging in behavior directed towards a school system employee or another student that is physically, sexually aggressive.			●	●	● 6-12 only
Sexual Harassment	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.		●	●	●	● 6-12 only
Extortion	The process of obtaining property from another, with or without that person's consent, by a wrongful use of force, fear or threat.		●	●	●	● 6-12 only
False Alarm/Bomb Threat	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.		●	●	●	● 6-12 only
Threat to Adult	Threatening or aggressive language or gestures directed toward a staff member or anyone other than a student.	●	●	●	●	● 6-12 only
Threat to Student	Threatening, or aggressive language, or gestures directed toward another student.	●	●	●	●	● 6-12 only
Academic Dishonesty	Cheating, copying, forging signature of teacher and/or parent/guardian, plagiarizing, or altering records, or assisting another in such actions.	●	●			
Inappropriate Use of School or Personally-owned Electronic Devices	Inappropriate use of any electronic device by a student.	●	●	●		
Vandalism and Destruction of Property	Damage, destruction, or defacement of property belonging to the school or others. (includes school devices/equipment)	●	●	●	●	
Theft	Taking or obtaining property of another without permission and/or knowledge of the owner.	●	●	●	●	
Trespassing	Unauthorized presence on school property, including while on suspension.		●	●	●	
Alcohol	Possession, use, or showing evidence of use, sale, or distribution of any alcoholic substances.	●	●	●	●	● 6-12 only
Drugs/Controlled Substances	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).	●	●	●	●	● 6-12 only
Inhalants	Possession, use, or showing evidence of use, sale, or distribution of any inhalants or other intoxicants.	●	●	●	●	● 6-12 only
Tobacco	Possession, use, sale, or distribution of tobacco, tobacco products, or e-cigarettes	●	●			
Attack on Adult	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. (Not horseplay)	●	●	●	●	● 6-12 only
Attack on Student	Physically pushing, hitting or otherwise being intentionally physically aggressive toward another student. (Not horseplay)	●	●	●	●	● 6-12 only
Fighting	A physical confrontation involving two or more students.	●	●	●	●	● 6-12 only
Serious Bodily Injury	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 (k)(7)(D) referring to 18 U.S.C. § 1365 (h)(3)			●	●	●
Arson/Fire	Attempting to set, aiding in setting, or setting fire to a building or other property.	●	●	●	●	● 6-12 only
Explosives	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.	●	●	●	●	● 6-12 only
Firearms	Possession of a firearm as defined in 18 U.S.C. §921. Examples include handguns, rifles, shotguns, and bombs.					●
Other Guns	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)	●	●	●	●	● 6-12 only
Other Weapons	Possession of any implement that could cause or is intended to cause bodily harm, other than a firearm or other gun.	●	●	●	●	● 6-12 only

LEVELS OF RESPONSES

LEVEL 1	<p>EXAMPLES OF CLASSROOM, SUPPORT, AND TEACHER-LED RESPONSES</p> <p>These responses are designed to teach appropriate behavior, so students are respectful, and can learn and contribute to a safe environment. Teachers are encouraged to try a variety of teaching and classroom management strategies. When appropriate, teachers may engage the student's support system to ensure successful learning and consistency of responses, and change the conditions that contribute to the student's inappropriate or disruptive behavior. These responses should be used in a graduated fashion.</p> <ul style="list-style-type: none"> • Classroom-based Responses (Verbal Correction, Written Reflection/Apology, Reminders/Redirection, Role Play, Daily Progress Sheet) • Check in with School Counselor/Resource Specialist • Community Conferencing • Detention • Informal and/or Preventative School-Based Mentoring • Parent Outreach (contact parent via telephone, e-mail or text) • Referral to appropriate substance abuse counseling service • Referral to health/mental health services • Restorative Practices (Follow IIRP training)
LEVEL 2	<p>EXAMPLES OF CLASSROOM, SUPPORT, AND REMOVAL RESPONSES</p> <p>These responses are designed to teach appropriate behavior, so students behave respectfully, can learn, and contribute to a safe environment. Many of these responses engage the student's support system, and are designed to alter conditions that contribute to the student's inappropriate or disruptive behavior. These responses aim to correct behavior by stressing its severity and acknowledging potential implications for future harm, while still keeping the student in school. These responses should be used in a graduated fashion.</p> <p>ANY LEVEL 1 RESPONSE PLUS</p> <ul style="list-style-type: none"> • Behavioral Contract • Community Service • Functional Behavior Assessment / Behavioral Intervention Plan • Referral to Student Support Team for review of 504 Plan • Loss of Privileges • Parent/Guardian and Student Conference (with Teacher) • Peer Mediation • Referral to Community-Based Organization • Referral to IEP Team (Student not Currently Eligible for Special Education Services) • Referral to IEP Team (Student Currently Receiving Special Education Services) • Referral to Student Support Team • Removal from Extracurricular Activities • Restitution • School-Based or Outside Facilitated Conflict Resolution • Student Court • Temporary Removal from Class
LEVEL 3	<p>EXAMPLES OF SUPPORT, REMOVAL, AND ADMINISTRATIVE RESPONSES</p> <p>These responses engage the student's support system to ensure successful learning, and to alter conditions that contribute to the student's inappropriate or disruptive behavior. These responses aim to correct behavior by stressing its severity and acknowledging potential implications for future harm, while still keeping the student in school. These responses may involve the short-term removal of a student from the classroom. Such a removal should be limited as much as practicable without undermining its ability to adequately address the behavior. These responses should be used in a graduated fashion.</p> <p>ANY LEVEL 1 & 2 RESPONSE PLUS</p> <ul style="list-style-type: none"> • In-School Suspension • Parent/Guardian and Student Conference (with Administrator) • Referral to Appropriate Substance Abuse Counseling Services • Restorative Conference (Follow IIRP training)
LEVEL 4	<p>EXAMPLES OF SUPPORT, REMOVAL, ADMINISTRATIVE, AND OUT-OF-SCHOOL EXCLUSIONARY RESPONSES</p> <p>These responses address serious behavior while keeping the student in school, or when necessary due to the nature of the behavior or potential implications for future harm, remove a student from the school environment. They promote safety of the school community by addressing self-destructive and dangerous behavior, and should be used in a graduated fashion.</p> <p>ANY LEVEL 1, 2, & 3 RESPONSE PLUS</p> <ul style="list-style-type: none"> • Formal Mentoring Program • Short-Term Out-of-School Suspension (1-3 days)
LEVEL 5	<p>EXAMPLES OF LONG-TERM ADMINISTRATIVE, OUT-OF-SCHOOL EXCLUSIONARY, AND REFERRAL RESPONSES (MAY BE ADMINISTRATOR OR DISTRICT STAFF-LED)</p> <p>These responses remove a student from the school environment for an extended period of time because of the severity of the behavior and potential implications for future harm. They may involve the placement of the student in a safe environment that provides additional structure and services. These responses promote the safety of the school community by addressing self-destructive and dangerous behavior, and should be used in a graduated fashion.</p> <p>ANY LEVEL 1, 2, 3, & 4 RESPONSE PLUS</p> <ul style="list-style-type: none"> • Expulsion (> 45 days) • Extended-Term Out-of-School Suspension (11-45 days) • Long-Term Out-of-School Suspension (4-10 days) • Referral to Alternative Education

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 or appropriate school in the student/family feeder pattern, 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 Director of Student Services.

Students who are homeless have a right to access all school-related services (i.e., pre-school education, English Learner (EL) 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 (301-766-2823) 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 school enrollment documents and the foster care enrollment form.



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 by Meritus School Health. 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, and 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 should obtain a pass from their teacher and report to the Health Office for evaluation and treatment. 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 within a rea-

sonable time frame. Students will be released 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.

Medications/Treatments

If a student is to receive medication or a treatment during the school hours, the parent must provide a completed medication or treatment order form. The order form must be signed by both the parent/guardian and healthcare provider. The medication must be transported to school by an adult. All prescription medication must be in a properly labeled prescription container. Over the counter medications also require a completed medication order form and must be supplied in the original unopened container. Parents/guardians are responsible to provide the health office with all supplies and equipment needed to administer the school health office. Medication/treatment forms must be completed annually or when there is any change to the medication, dose, route of administration time. Medications that are discontinued or expired are destroyed after five (5) days if not picked up by an authorized adult. Medications not picked up by the last day of the school year are destroyed that day.

Medication/Treatment administration guidelines:

- The first dose of newly prescribed medication should be given at home.
- No medications or treatments can be given without a completed medication/treatment form. Students are expected to report to the health office at the appropriate time to receive the prescribed medication/treatment.
- School Health staff will make every effort to locate students who do not report for their medication or treatment.
- All medication/treatment orders must be reviewed and approved by the school registered nurse prior to administration. The school registered nurse has 2 school days to sign-off on the medication/treatment.

Emergency Medications

Students may be allowed to self-carry and self-administer certain prescribed medications for severe life threatening conditions. The decision to allow a student to self-carry is made in collaboration with the parent/guardian, health care provider, principal, and school registered nurse. The self-carry section of the medication order must be completed by both the parent/guardian and the health care provider. Once the order is received, the school registered nurse will assess the student's knowledge and ability to self-administer the prescribed medication safety.

Overnight Field Trips

If a student is attending an overnight field trip and requires medication, the parent/guardian must provide a completed Overnight Field Trip Medication/Treatment Permission Form. The same medication rules apply as stated in the Medications/Treatments section of this manual. The Overnight Field Trip Medical and Emergency Information Form is also required to be completed. These must be reviewed by the nurse prior to the trip.

Illnesses

Students with fevers of 100.4°F or greater should be kept home until fever-free without any fever-reducing medication for 24 hours. Students who are vomiting should be kept home until he/she has stopped vomiting for 24 hours.

Major Injuries and Emergencies

Major injuries and emergencies will be referred to the Emergency Management System (911). Every effort will be made to notify the parent or guardian.

Automatic External Defibrillator (AED)

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

Notify the health room immediately if your child has a history of anaphylaxis or the potential for anaphylaxis. The school registered nurse will work collaboratively with parents/guardians to create a safe plan of care. Parents are encouraged to provide a completed medication order form for administration of an epinephrine auto-injector. Every school is equipped with a stock supply of epinephrine auto-injectors to administer to anyone in the building that is believed to be experiencing symptoms of anaphylaxis in accordance with WCPS regulation and policy, School Health policy and Maryland State law.

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.

Immunization Requirements

Maryland law requires that parents/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/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 and hearing screenings will be provided for children in grades **Pre-K, K, 1, and 8** sometime during the school year by Meritus School Health.

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

Parents will receive written notification should their student 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.wash-health.org. MCHP applications also are available from the school health office staff.



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. Information about insurance may also be viewed through the website for Bob McCloskey Insurance at www.bobmccloskey.com/k12voluntary.



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 may not graduate on time is 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.



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 process used to locate, identify, and evaluate students suspected of having an educational disability. The process is as follows:

1. A student is referred for Child Find. A written referral is preferred.
2. The Individualized Education Program (IEP) 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 that there is a disability impacting the student to the extent that specialized instruction may be required, 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. *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. 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 is reviewed and updated at least one time per year. Progress on IEP goals is monitored and reported regularly. Reevaluation is considered at least every three years.

Referral to Individualized Family Service Plan (IFSP) is the name of the process for identifying children (birth to 33 months of age) with developmental delays and disabilities who require specialized instruction. The steps of this process are:

1. The child (birth to 33 months of age) is referred to the Birth to K Program via online referral, email, phone, or fax. A written referral is preferable. (A 45-day timeline begins on the date of referral and must include making contact with the family, conducting an initial contact visit with the family, completing evaluations (upon obtaining consent), determining eligibility for services, and developing an IFSP for those children who are eligible for services.)
2. Within three days of receiving the referral, a Birth to K service coordinator contacts the family to confirm receipt of the referral and schedule an initial contact visit.
3. During the initial contact visit, medical and developmental information is reviewed, and age expected skills are discussed. Evaluations are offered. For families who make the choice to proceed with evaluations, consent is obtained, and evaluations are scheduled. (For families who choose not to proceed with evaluations, the referral is ended, and the family is provided with a Birth to K Program packet that includes program contact information, developmental, and community resources.)
4. Developmental evaluations and assessments are completed and the IFSP team meets to review all relevant information. A child qualifies for specialized instruction based on 1) Having an

automatic qualifying diagnosed condition; 2) Demonstrating a 25% delay or greater in any developmental domain (i.e., cognitive, social-emotional, communication, adaptive, gross motor, or fine motor) based on evaluation data; or 3) Demonstrating atypical development in any area of development.

5. If the child is eligible for special education services, the team meets to develop an IFSP. The parent/guardian must sign authorization for the IFSP to be initiated and services are to begin within 30 days of the initial IFSP date.
6. Special education services are delivered in the least restrictive environment, which includes natural and inclusive settings for children birth to 33 months to include home, home of a family member, childcare, and community settings, etc.

The IFSP is reviewed and updated at least every six months. Progress on IFSP goals is monitored and reported regularly.

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 kindergarten 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.



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.



Special Education Citizens Advisory Committee (SECAC)

The primary purpose of SECAC is to enable and facilitate community awareness, knowledge, and support of special education. Invested stakeholders can participate in these processes and work cooperatively with WCPS to ensure the unique and multifaceted needs of students with disabilities are met.

Exact meeting times and locations for the 2023-2024 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 the Center for Education Services, 10435 Downsville Pike, Hagerstown, MD 21740. There will be no meetings held in July, August, or December.

- September 27, 2023, Auditorium
- October 25, 2023, Auditorium
- November 15, 2023, Auditorium
- January 17, 2024, Auditorium
- February 28, 2024, Hagerstown Room
- March 27, 2024, Auditorium
- April 24, 2024, Auditorium
- May 22, 2024, Hagerstown Room

For additional information on SECAC, please contact: 301-766-8221 or secac@wcps.k12.md.us.



Family Support Resource Center

The FSRC is sponsored by WCPS, in collaboration with the Maryland State Department of education. It works to provide answers to parents' questions about special education and their child(ren). It 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. The FSRC offers a full range of support for families of children with special needs, from birth to 21 years, including:

- Meeting 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.
- Providing support for transitions from the Birth to K program to Special Education Preschool Services; transitions from school to post-secondary schooling and employment, including linkages to outside supporting agencies.
- Serving as a free-of-charge local advocacy alternative to State-sponsored mediation or legal representation.
- Ensuring that all relevant data & information are considered during IEP processes, in the best interests of the child.
- Offering workshops for parents and agencies that support families with children with special needs.
- Offering workshops for WCPS staff regarding acceptance, inclusion, and support for students with special needs.

Resources, including information on workshops for families and community, can be found on the Parent Resource Portal (<https://sites.google.com/wcps.k12.md.us/special-education-parent-port2/home>). You can also contact the Family Support Resource Center at 301-766-8221 or by emailing Michael Maginnis at maginmic@wcps.k12.md.us.

Phone “Hot-Line”

The Family Support Resource Center staff is available for consultation or to answer parents’ questions. Please call 301-766-8221.



Section 504 of the Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act of 1973 ensures an equal opportunity for qualified students with disabilities. To be protected under Section 504, a student must be determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities; or (2) have a documented disability or be regarded as having such an impairment. A student is referred to the Student Support Team (SST) to determine eligibility for services. SST will review the documented disability, identify one or more major life activities impaired by the disability in relation to educational needs, and review reasonable accommodations to meet the educational needs equitable to nondisabled students, if the student qualifies for Section 504.

If you have questions related to your student’s Section 504 plan or meeting, please contact your school principal through phone or email to discuss. If you have further questions regarding Section 504 plans, please reach out to the 504 Plan Program Coordinator at 301-766-8227.



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 Maryland Comprehensive Assessment Program (MCAP), Maryland Integrated Science Assessment (MISA), and the Alternate Maryland School Assessments for students with disabilities. Scores from state assessments are posted on reportcard.msde.maryland.gov. 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.maryland-publicschools.org, including information on the MISA and MCAP Assessments.

Elementary and Middle School Assessments
Students in grades 3 through 8 participate in the English language arts (ELA) and mathematics MCAP assessments. The MCAP as-

essment 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 May. The MCAP ELA/math assessment is designed to be administered online, containing multiple-choice questions and questions requiring written responses. The MCAP ELA/math assessment scores show how well students have learned the reading and mathematics skills in the Maryland’s College and Career-Ready Standards (MCCRS). Sample questions can be found at support.mdassessments.com. 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. High school students will take MCAP ELA, math, government, and life science assessments aligned with the courses in which they are enrolled to measure school and individual student progress toward Maryland’s High School Core Learning Goals. Students take each test after they complete the content-related course. This includes middle school students taking high school level courses.

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 MCAP ELA/math assessment can be found at support.mdassessments.com.

College and Career Readiness

In 2021, Maryland passed the Blueprint for Maryland’s Future. 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 take credit-bearing college courses in math and English Language Arts by assessing them no later than 10th grade. To comply with the assessment requirements of the Act, WCPS will review students’ assessment scores to determine if the student meets the requirement. If students have not yet demonstrated readiness for college-level work, they will complete supplemental coursework.

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 MCAP and MISA assessments, even with accommodations, participate in the alternative 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 (MPSSAA) Handbook** (revised annually). These handbooks are available for review on-line at www.wcpsmd.com. Information about the MPSSAA 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*

**Policy IGDL is currently being reviewed by the Board of Education. This policy is subject to change, in which instance this document will be updated accordingly.*

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 considered a full time student enrolled in a minimum of fifty percent (50%) of the student day. 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 nine (9) elementary schools: Bester, Eastern, Hickory, Lincolnshire, Salem Avenue, Pangborn, Jonathan Hager, Ruth Ann Monroe Primary, and Emma K. Doub. 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 typically 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. However, upon written request, the Maryland State Department of Education can give a new Title I school permission to implement a schoolwide program if the school system can effectively demonstrate that they will successfully meet Title I requirements.

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 administrators, teachers, and paraprofessionals.
- 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(s) and paraprofessional(s) and requires WCPS to provide this information in a timely manner, if it is requested.

Parents and families of students in Title I schools have the right to ask for the following information about each of their child's classroom teachers and paraprofessionals:

- 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



Gifted and Talented Education and Magnet Programs

WCPS provides students and families with a variety of educational options to address the diverse aptitudes, talents, and interests of gifted and talented students. The Annotated Code of Maryland (Section 8-201) defines a "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 of WCPS' gifted and talented programs are aligned with COMAR Chapter 12A.04.07 Gifted and Talented Education.

All WCPS elementary schools offer Early Talent Development (ETD) Pre-K-2 as part of their regular education programs. ETD is a science-based thinking skills development curriculum, which consists of two units of instruction per year. ETD tasks are also a part of a student's screening for 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 students who may be twice-exceptional. The WCPS Elementary GATE program extends and/or enriches county curricula in math, reading, science, and social studies through interdisciplinary instruction for identified gifted students in grades 1 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 Citizenship
- Emma K. Doub School for Integrated Arts and Technology
- Fountaindale School for the Arts and Academic Excellence
- Williamsport Elementary Magnet School for Science, Technology, Engineering, and Math (STEM)

At the middle schools, advanced learners are challenged in merit 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. 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, Math 24 Game, and Math Counts.

Five (5) WCPS Middle School Magnet Programs for Highly Gifted Students with specialized themes are also offered. Magnet students take at least two (2) magnet level classes in which the instruction is infused with the school's particular theme. A magnet student may also have other merits on his/her daily schedule. The middle school magnet programs are strategically positioned to serve sixth, seventh, and eighth graders from across the county and build on the highly successful elementary magnet themes. They include:

- Boonsboro Middle School Magnet Program for Global Citizenship
- E. Russell Hicks Middle School Magnet Program for the Humanities

- Northern Middle School International Baccalaureate Middle Years Programme
- Springfield Middle School Magnet Program for Science, Technology, Engineering, and Math (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, chorus, creative writing, 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 visit our website, tinyurl.com/wcpsadvancedprograms for more information regarding the magnet application process.

At the high school level, 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. See the WCPS High School Program of Studies to learn more.



Title III-English Learners (EL)

The Law

Title III of the Every Student Succeeds Act (ESSA) of 2015 requires English language development programs to ensure that all English Learners (ELs), 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 ELs can meet the same challenging academic standards that all students are expected to meet.

According to the ruling in *Plyler 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.

International Welcome Center (IWC)

The WCPS International Welcome Center (IWC) is located at Pangborn Elementary School at 195 Pangborn Blvd, Hagerstown, MD 21740. The phone number is 301-766-8288 and the email address is iwc@wcps.k12.md.us.

The IWC provides personalized assistance to families who speak a language other than English **OR** are enrolling students who indicate on the enrollment form that a language other than English is indicated on two or more of the following questions:

- 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?

All families answer these questions on the enrollment form. **Information collected will only be used for determining whether a student needs English language support services and will NOT be used for immigration matters or reported to immigration authorities.**

The WCPS IWC supports all languages. Families are encouraged to make appointments at the IWC and start the enrollment process for students who meet the above criteria or for families who need language assistance. Final enrollments will occur at the student's home school after the pre-enrollment process has been completed at the IWC.

During the pre-enrollment process, the IWC will administer an English language placement test to determine a student's level of English proficiency and eligibility for EL instruction and services.

When pre-enrolling a student, the WCPS IWC can help complete all paperwork needed at school for enrollment:

- Enrollment form
- Proof of Birth
- Proof of Residency
- Immunization Record
- Home Language Survey
- Permission for Placement
- School records, grade reports and transcript history translation
- All EL instruction, assessment, and records as listed below

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 permission and 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 EL 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 all students. WCPS uses 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.

- EL-specific English instruction, where English language skills and content are the focus of instruction in the EL only class.
- Mixed classes with English support, where English language skills and content are the focus of instruction in the ELs' and non-ELs' class.
- Pull-out support: A program outside of the regular classroom designed to teach ELs academic English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural proficiency.
- Push-in support or collaborative co-teaching: The EL teacher accompanies and instructs ELs in the general education classroom.
- Tutoring support before, during, or after the school day
- 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 help each student reach English proficiency in listening, speaking, reading and writing to succeed academically in all 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.

English Learners With Special Needs

The English for speakers of other languages (ESOL) program will support the instructional objectives of the individualized education plan (IEP).

Exit Criteria

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

Parental/Guardian Rights

Parents/Guardians have the right to request placement in a different method of instruction if available. Parents/Guardians 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 English Language Proficiency Assessment. This process must be completed annually.

Reclassified English Learners

ELs who no longer require EL services or who are exited from ESOL 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.

English Language Proficiency Assessment

All ELs including those who refuse services are required to take an annual English Language Proficiency Assessment (ELPA) called ACCESS for ELLs®. The English language proficiency assessment (ELPA) is administered to ELs in grades K through 12 upon their entry into the school system and annually during a testing window in the second semester. 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™.

Alternate ACCESS for ELLs participation criteria include:

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 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 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 students 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 301-766-8288. Esta información es importante. Si no puede leerla, pídala a alguien que se la explique en un idioma que pueda comprender, o llame al 301-766-8288.



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 knowledge building experiences, as well as explicit instruction in foundational reading skills. Students learn mathematics through the development of conceptual understanding and procedural fluency to empower effective problem solving connected to real-world application. Elementary students also receive regular instruction in social studies, science, the arts, and health to become informed and critical thinkers. Computer Science, 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 readi-

ness 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 literacy instruction, 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 provide proof of income for state monitoring purposes. There are no income guidelines for pre-kindergarten in Washington County. We offer universal pre-kindergarten and all incomes are accepted. 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 submit an application for early admission to kindergarten. The application must be returned to the Office of Early Learning between March 15 and June 15. Early admission assessments will be scheduled with parents/guardians and will be completed between April 1 and June 29. Additional information on early admission is available in WCPS Administrative Regulation JEC-R.

Pre-Kindergarten Regional Sites

All K-5 elementary schools offer opportunities for Pre-K participation. In addition, pre-kindergarten programs can also be found at North High and Boyd J. Michael, III Technical High School. These pre-kindergartens are a collaboration with the Teacher Academy programs.

Elementary Reading/ English Language Arts

The WCPS elementary reading/language arts instruction is grounded in an explicit, systematic, sequential, and diagnostic approach to reading and writing. The Core Resource for ELA in grades preK-5 is Core Knowledge Language Arts (CKLA). Students in grades preK-2 engage in daily Skills lessons to develop foundational reading skills. Students in grades preK-5 engage in Knowledge lessons to support vocabulary and comprehension.

Students work to master the following literacy skills:

Pre-kindergarten

- **Listening and Learning:** systematic and explicit instruction in language, literacy, and content knowledge foundational to later reading success. Students will build the vocabulary and content knowledge critical to listening and reading comprehension.
- **Skills:** Students develop and strengthen skills that are foundational to later decoding, spelling, and writing (e.g., phonological and phonemic awareness, print knowledge, writing strokes, etc.).

Kindergarten Skills

- **Reading Comprehension:** Students answer literal, evaluative, and inferential story questions; halfway through Kindergarten, move from Big Books to decodable Student Readers.

- **Writing:** Students answer story-based questions in writing.
- **Speaking and Listening:** Students engage in a range of whole group, small group, and partner discussions about text.
- **Language:** Explicit instruction to introduce vocabulary and discuss before reading and introduce Tricky Words to support decoding. Instruction includes attention to the conventions of standard English including use of question words, prepositions and plural nouns in oral speech, as well as capitalization and end punctuation in writing.
- **Foundational Skills:** Students begin with awareness of sounds, then practice blending those sounds into words; Basic Code consonant sounds and spellings, as well as short vowel sound-spelling and long vowel sound-spellings, are taught in Kindergarten.

Kindergarten Knowledge

- **Reading Comprehension:** Students ask and answer questions about complex texts from Read-Alouds, including Why? questions that require recognizing cause/effect.
- **Writing:** Students use a range of tools to describe and convey meaning, including class charts and timelines; and participate in a range of writing projects, including writing correspondence, personal stories, new story endings, and event descriptions.
- **Speaking and Listening:** Students engage in a range of whole group, small group, and partner discussions about text; and demonstrate understanding through oral descriptions and use of narrative language.
- **Language:** Students identify real-life connections between words and their use; identify new meanings for familiar words and apply them accurately; and use synonyms and antonyms to demonstrate vocabulary understanding. Students use frequently occurring nouns and verbs and answer questions in complete sentences; produce and expand sentences in shared language, moving from familiar contexts to text-based scenarios; and ask appropriate questions, such as Where? questions. Lessons have increasing requirement to use words and phrases acquired through conversations and texts together; introduce common sayings; and include explicit Word Work activities to accompany implicit vocabulary instruction through Read-Alouds.

Grade One Skills

- **Reading Comprehension:** Students answer literal, evaluative, and inferential questions, including textual citations, and read with increasing independence and expression of individual interpretation of text.
- **Writing:** Students are introduced to the Plan-Draft-Edit writing process and practice this in a range of writing tasks; additional brief writing opportunities to summarize texts, express opinions, and link personal perception to textual description.
- **Speaking and Listening:** Students engage in a range of whole group, small group, and partner discussions about text.
- **Language:** Explicit instruction to introduce vocabulary and discuss before reading; written responses require increasing use of new vocabulary learned; and discussion requires use of words in context. Explicit grammar instruction using parts of speech, such as nouns and verbs, and different forms of sentences, tenses, and punctuation.
- **Foundational Skills:** Students review Basic Code sound-spellings and begin to learn Advanced Code spelling alternatives (different ways to spell the 44 phonemes).

Grade One Knowledge

- Reading Comprehension: Students ask and answer questions about texts that increase in difficulty; identify story elements and characteristics (e.g., morals and personification in fables); retell stories to demonstrate understanding; and link illustrations and text for greater comprehension.
- Writing: Students use a range of tools to describe and convey meaning, including class charts, timelines, journals, and individual charts; and participate in a range of writing projects, including writing fairy tales, captions, story sequences, and correspondence.
- Speaking and Listening: Students engage in a range of whole group, small group, and partner discussions about text with increased focus and duration.
- Language: Students become increasingly sophisticated in identifying antonyms and using context clues; and present increasing confidence using words acquired in conversation about text. Students increasingly use Tier 2 and Tier 3 vocabulary to express thoughts and explain events; and increasingly use conjunctions and pronouns to express more complex thoughts correctly. Sentences become more complex, orally and in writing.

Grade Two Skills

- Reading Comprehension: Students answer literal, evaluative, and inferential story questions.
- Writing: Projects include formal writing opportunities over multiple sittings. For example, a student may write a report or change the ending to stories.
- Speaking and Listening: Students engage in a range of whole group, small group, and partner discussions about text.
- Language: Explicit instruction to introduce vocabulary and discuss before reading; written responses rely on increasingly nuanced use of new vocabulary learned; discussion requires use of words in context in a range of settings. Explicit grammar instruction includes subjects and predicates, sentence expansion with adjectives and adverbs, and more advanced punctuation.
- Foundational Skills: Students continue to learn additional Advanced Code spelling alternatives as well as the tools needed to decode more challenging multi-syllable words; increasing emphasis on developing fluency, automaticity, and prosody in reading more complex texts.

Grade Two Knowledge

- Reading Comprehension: Students predict events using prior knowledge and understanding; answer increasingly complex inferential and deductive questions about increasingly complex literary and informational text; and complete more challenging comprehension tasks, including identifying evidence to support an author's point of view and comparing and contrasting characters' experiences.
- Writing: Students use a range of tools to describe and convey meaning, including research notes, individual journals, and class books; and participate in a range of writing projects, including writing nonfiction, myths, fictional narratives, and descriptive paragraphs, as well as writing from a character's perspective and taking notes for research and understanding.
- Speaking and Listening: Students engage in a range of whole group, small group, and partner discussions for longer periods of time, with a focus on idea flow and logical, evidence-based arguments with a textual focus.
- Language: Students explore different descriptive words to convey sophisticated meanings; more frequently alter words in discussion and writing to reflect correct use in sentences (e.g.,

tense); and use knowledge of individual words to predict the meaning of compound words. Students express increasingly complex thoughts through appropriate use of language and correct sentences; use more complex nouns, verbs, adverbs, and adjectives correctly and appropriately; adapt sentences to context, both orally and in writing; and distinguish shades of meaning among closely related verbs and use them appropriately. Lessons increasingly challenge students to determine meanings of unknown words and their use.

Grades Three-Five

In Grades 3–5, instruction combines foundational reading skills and knowledge with increasingly complex texts, close reading, and a greater emphasis on writing. Students continue to develop vocabulary and reading comprehension through reading, writing, speaking and listening.

Elementary Math

WCPS mathematics instruction is grounded in a problem-based approach where students are active participants, both individually and in groups, in solving problems. WCPS uses the Maryland College and Career-Readiness Standards (MCCRS) for mathematics to guide instruction. The MCCRS are based on the Common Core State Standards which include eight (8) Standards for Mathematical Practice. These practices are applicable in grades Kindergarten through high school and are developed over time in coordination with grade level mathematics content.

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.

Pre-K to Grade 5 students will develop and apply understandings of:

Pre-K

- Count to 20
- Numbers within 10
- Understanding Addition and Subtraction within 5
- Sort and Compare Objects
- Flat Shapes

Kindergarten

- Math in Our World
- Count to 100
- Flat Shapes
- Understanding Addition and Subtraction within 10
- Numbers within 20
- Solid Shapes

Grade 1

- Adding and Subtracting, and Working with Data
- Addition and Subtraction Story Problems
- Adding and Subtracting within 20
- Numbers to 99
- Adding within 100
- Length and Measurement within 120
- Geometry and Time

Grade 2

- Adding, Subtracting, and Working With Data
- Adding and Subtracting within 100
- Measuring Length
- Addition and Subtraction on the Number Line
- Numbers to 1,000
- Geometry, Time and Money
- Adding and Subtracting within 1,000
- Equal Groups

Grade 3

- Introduction to Multiplication
- Area and Multiplication
- Wrapping Up Addition and Subtraction Within 1,000
- Relating Multiplication to Division
- Fractions as Numbers
- Measuring Length, Time, Liquid Volume, and Weight
- Two-Dimensional Shapes and Perimeter

Grade 4

- Factors and Multiples
- Fraction Equivalence and Comparison
- Extending Operations to Fractions
- From Hundredths to Hundred Thousands
- Multiplicative Comparison and Measurement
- Multiplying and Dividing Multi-Digit Numbers
- Angles and Angle Measurement
- Properties of Two-Dimensional Shapes

Grade 5

- Finding Volume
- Fractions As Quotients and Fraction Multiplication
- Dividing Fractions
- Wrapping Up Multiplication and Division with Multi-Digit Numbers
- Place Value Patterns and Decimal Operations
- Measurement Conversions
- Shapes on the Coordinate Plane
- Subtracting Fractions

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

- Color in our environment.
- Water as liquid and solid.
- Motion of objects.
- Living things in our environment.
- Sounds in our environment.

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 Elementary Framework provides the foundational knowledge and skills necessary for young students to become empowered, informed, and socially responsible citizens. Through the study of history, geography, economics, and civics, students learn to interact with, and contribute to the world in which they live. Learning how to evaluate sources of information, craft arguments based on evidence, and take informed action helps students develop their civic identity and voice. The elementary framework is designed to highlight opportunities in which the English language arts reading, writing, and speaking and listening standards can be integrated into the social studies class.

Pre-K

- What are the rights and responsibilities of people in a group, and those in authority?
- What makes my school community special?
- How do choices made by me and others impact our lives?
- How can we learn about the past?

Kindergarten

- What are the rights and responsibilities of people in a group, and those in authority?
- What makes my school community special?
- How do choices impact us?
- What was school like in the past?

Grade 1

- How can I be a responsible citizen?
- How do geographic tools help people understand where they live in the world?
- How does the economy impact you and your community?
- What was school like in the past?

Grade 2

- How can you support your community?
- How do geographic tools help people understand where they live in the world?
- How are people impacted by the economy?
- What was life like in the past?

Grade 3

- How can we make a difference in our community?
- How does where you live shape how you live?
- How have cultures from the past influenced the present?

Grade 4

- How does exploration change people and the environment?
- Who does colonialism benefit?
- Did the revolution achieve life, liberty, and the pursuit of happiness for all?

Grade 5

- Why do we limit the power of government?
- How did the Civil War challenge and change the Constitution?
- What does it mean to be living and learning in the “the land of the free?”

Middle School Overview

In 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, full credit four-

datations of technology (FOT), 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 Program of Studies.

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 various topics. Sixth, seventh, and eighth graders write increasingly more complex compositions, especially pieces they use to 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.

Middle School Mathematics

WCPS mathematics instruction is grounded in a problem-based approach where students are active participants, both individually and in groups, in solving problems. WCPS will use the Maryland College and Career-Ready Standards (MCCRS) for mathematics to guide instruction. The MCCRS are based on the Common Core State Standards, which include eight (8) Standards for Mathematical Practice. These practices are applicable in grades Kindergarten through high school and are developed over time in coordination with grade level mathematics content.

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- 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

Middle School 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 and is grounded in historical inquiry and the skills of sourcing, contextualizing, and corroborating. Teachers utilize reading, discussion, writing and participation in various Social Studies skill sets, such as collaborative problem solving, visual discovery, and experiential activities in order to challenge and engage students while increasing their understanding of history, politics, geography, economics, and culture.

In sixth grade, students study World History from the earliest cultures and civilizations to the middle ages. Learners develop important social studies and critical thinking skills, including constructing timelines, reading and analysis of primary and secondary sources, use of atlases and globes, and interpretation of visual sources. Through this work, students are able to understand historical events, the process of social change, the impact of individuals and the relation between historical issues and current events. Modules of study include:

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

In seventh grade, students study World Geography and Cultures. Learners investigate the world through an approach that considers modern issues framed through geographic, political, historical, so-

cial, and economic lenses as well as confronting different customs, governmental structures, and other unique characteristics of people and places around the globe. Students build and extend their skills by creating and interpreting maps, constructing timelines, reading primary and secondary sources, using atlases and globes, and interpreting cultural artifacts. Modules of study include:

- The World in Spatial Terms
- Regional Adaptations
- Population
- Economics and Consumption Patterns
- Pollution and Human Impact on the Environment
- Global Politics and Human Rights

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

In eighth grade, students study American History from colonization through the Industrial Revolution. Learners develop their understanding of the United States through the use of social studies and critical thinking skills including construction of timelines, examination of primary and secondary sources, creation and analysis of maps, use of atlases and globes, interpretation of political cartoons and collection of data to formulate historical understandings. Through this work, students are able to apply historical understandings about the formation of the American nation as well as its culture, politics and economics and relate this knowledge to current issues and events. At the conclusion of the school year, students take the MCAP Assessment for Grade 8 Social Studies; this assessment measures student knowledge of American history and key historical thinking skills. Modules of study across the year include:

- The American Revolution
- Foundations of Government
- A New Nation
- Growth and Expansion
- The Civil War and Reconstruction
- Beginnings of Modern America

Middle School Science

The middle school 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 elementary grades and becoming more sophisticated in middle school and into high school.

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 concepts.

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 (GPA), and class ranking, and to record a student's progress and achievement.

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 and their parent(s) or legal guardian(s) of academic progress and needs with regard to the instructional program, 2) to give a parent(s) or legal guardian(s) needed insights into their student's academic achievement, progress, and standing, 3) to provide teachers with information about the progress and needs of students in their classes, 4) to provide staff with information about the progress and needs of students, and 5) to inform colleges or prospective employers of the nature of a student's educational program and their achievement.

III. Definitions

Within the context of this policy, the following definitions apply:

- A. **Assessment:** A process of collecting information about individual achievement that relies on several instruments and methods, one of which may be a written test.
- B. **Marking Period:** A segment of the academic year approximately nine (9) weeks in length that is a specific date range for the purpose of reporting grades.
- C. **Semester:** A segment of the academic year approximately eighteen (18) weeks in length comprised of two marking periods.
- D. **Grade Report:** An official report issued after each marking period that provides a student's achievement of the concepts and processes taught during the marking period.

- E. **Interims Reports:** A report issued approximately midway through each marking period for all students in grades 6-12.

IV. Policy Statement/Procedures

A. High School and Middle School

1. Academic achievement will be reported as letter grades with the following meanings:
 - A (90-100%) indicates performance that consistently exceeds Washington County standards and requirements
 - B (80-89%) indicates performance that consistently meets and occasionally exceeds Washington County standards and requirements
 - C (70-79%) indicates performance that meets Washington County standards and requirements
 - D (60-69%) indicates performance that minimally meets Washington County standards and requirements
 - F (0-59%) indicates failure to meet Washington County standards and requirements. Additionally, teacher comments will be included each marking period.
2. 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, eighteen weeks (18), twenty-seven (27) weeks, and thirty-six (36) weeks.
3. 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.
4. 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.
5. Beginning with the 2023-2024 school year, as required by COMAR 13A.03.02, "Graduation Requirements for High Schools in Maryland," all first-time 9th grade students will have the End of Course (EOC) assessments that are required for graduation incorporated in the final course grade.
6. Teachers may choose to give local EOC final projects or exams for courses that do not have a state or other EOC assessment. The EOC final projects or exams will be calculated as no more than 20% of the final marking period for each high school course.

B. Final Grade Calculation

Final grades for high school will be determined by translating the letter grade for each marking period and each assessment using the following quality points scale:

A = 4, B = 3, C = 2, D = 1, F = 0 1.

1. 1.0 or more credit courses

Multiply the quality points for each marking period grade by 0.25. The sum will be converted to a letter grade using the following scale:

A = 3.50-4.00

B = 2.50-3.49

C = 1.50-2.49

D = 0.75-1.49

F = Below 0.75 (no credit)

Exception: When a student has failed three (3) or more marking periods, the final grade will be an F regardless of the other marking period grade. This does not apply to section IV.B.2. 2.

- 1.0 or more credit courses with an EOC assessment (as noted in A.5) Multiply the quality points for each marking period grade and the quality points for the EOC assessment by 0.20. The sum will be converted to a letter grade using the following scale:

A = 3.50-4.00
 B = 2.50-3.49
 C = 1.50-2.49
 D = 0.75-1.49
 F = Below 0.75 (no credit)

- 0.50 credit courses Multiply the quality points for each marking period grade by 0.5. The sum will be converted to a letter grade using the following scale:

A = 3.50-4.00
 B = 2.50-3.49
 C = 1.50-2.49
 D = 0.75-1.49
 F = Below 0.75 (no credit)

- The changes listed in section IV.B will be effective for all students in grades 6-12 starting with the 2023-2024 school year.

C. High School: Grade Point Average

- High school students must take all courses required to earn a Washington County Public Schools 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 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 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.

Students may choose to retake a course(s) for a higher grade. When students retake a course(s), the highest grade earned will be calculated into the student's GPA.

- Any student-requested course change after the fifteenth (15) 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.

- 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.

- Advanced Placement (AP), International Baccalaureate (IB), and 200 level Dual Credit Courses are weighted courses on a 5.0 scale.

- GPA will be computed using the following quality point values:

Grade	Non-Weighted Quality Point Value	Accelerated Quality Point Value	AP, IB, and 200 Level
			Dual Credit Quality Point Value
A	4.0	4.72	5.0
B	3.0	3.54	4.0
C	2.0	2.36	3.0
D	1.0	1.18	2.0
F	0.0	0.0	0.0

- The changes listed in section IV.C will be effective for the incoming freshmen during the 2023-2024 school year.

D. High School: Class Ranking

- Only Maryland High School Diploma students' GPAs will be used to determine class rank. Maryland High School Certificate students' GPAs will not be included in ranking.
- Class rank will be determined by calculating GPAs to the thousandths of a percent and rounding to the nearest hundredth.
- For purposes of determining recipients of class and student honors, and for college admission information, the cut-off date for computation of class honors will be the end of the third marking period.

- The Superintendent is authorized to promulgate an administrative regulation to implement this policy.

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
- 4 credits of Math (Algebra I, Geometry, Algebra II)
- 3 credits of Science (Biology, Chemistry, and one additional lab Science—Physics preferred)
- 3 credits of Social Studies (from among: U.S. History, World History, and Local, State, National Government)
- 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 to include Physical Science and Earth Space Science content
 - 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 Technical Education Completer Program (requirements follow)

Graduation Ceremonies

All students who meet Maryland High School graduation requirements will be issued a high school diploma. Participation in graduation ceremonies is considered an extracurricular activity for students. Graduates who are eligible and choose to participate must follow established guidelines for graduation ceremony attire and regalia.

- Students must wear the appropriate gown, cap, and tassel provided through WCPS.

- Only WCPS honor cords, stoles, and tassels can be worn during the ceremony.
- Graduation gowns and caps cannot be decorated or altered in any manner.

Maryland High School Assessment Requirement
Students must meet the Maryland High School Assessment requirements by participating in assessments in English 10, Algebra I, Life Science, and Government.

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
 - Integrated Physics and Chemistry (IPC)
 - Chemistry
 - Physics
 - Anatomy and Physiology
 - Earth and Space Science
- World Languages - 2 credits
- Mathematics - 4 credits
 - Algebra I
 - Geometry
 - Algebra II

Students who complete Algebra II prior to their final year must complete the four-year mathematics requirement by taking a course or courses that utilize non-trivial algebra such as Pre-Calculus/Trigonometry, AP Calculus, AP Statistics, Statistics, and College Algebra. Financial Literacy does not meet this requirement. This final mathematics course must be taken during the regular school year in the student's fourth year.

Career and Technical (CTE) Education

The Career and Technical Education (CTE) Completer 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.



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.

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 Multi-Tiered System of Support (MTSS) may 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 or tutors.
 - ▶ 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 MTSS Plan
- 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



Additional 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 the cost of the exam. 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 counselor.

School-based Course Offerings

There are a variety of course offerings at each high school. Contact the individual school 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 (2) 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 Antietam Academy, Monday through Thursday from 4:30 p.m. to 7:15 p.m. For more information, call 301-766-8460 between 4:30-7:15.

Apprenticeship Maryland Program

The Washington County Apprenticeship Maryland Program is a youth apprenticeship program for 11th and 12th grade students, ages 16 and up, that is designed to lead to sustainable employment and further education based on career pathways and occupations within the CTE Career Clusters.

Participating students start the program in the summer or fall of their junior or senior year and complete at least one year of related instruction and a minimum of 450 hours of work-based training under the supervision of an eligible employer.

Apprenticeship is a paid opportunity. Employers assign a qualified mentor that provides guidance and on-the-job training. Students completing the program can earn course credit, a CTE completer, and a Maryland State Skills Certificate issued by the Maryland Department of Labor.

Details, requirements, and information on current opportunities can be found at wcpsapprenticeships.com.

“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 through projects embedded in the curriculum through middle school and in health class in high school as well as approved independent opportunities following the completion of 7th grade. All independent hours earned need to be pre-approved by the student's middle school counselor or the student's high school counselor and must meet MSDE's seven best practices for Student Service Learning criteria. Students may also participate with a community partner agency to complete hours. Information on community partner agencies and the Washington County Student Service Learning Record of Participation sheet can be obtained from all middle and high school counseling offices. Students must complete this sheet and submit during the same year SSL hours are completed.

Please see up-to-date information on the WCPS Student Service Learning page in regards to the county plan for students to earn these hours.

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

Overview of Pre-K-12 Programming

Health Education Pre-K-12

In WCPS, students will comprehend concepts related to health promotion and disease prevention to enhance health in the following content areas:

- Mental and Emotional Health;
- Substance Abuse Prevention;
- Family Life and Human Sexuality;
- Safety and Violence Prevention;
- Healthy Eating;
- Disease Prevention and Control;

Skills developed in relation to health enhancing behaviors include: analyzing influences, accessing valid and reliable information, interpersonal communication, decision-making, goal setting, self management, and advocacy.

The financial literacy component includes consumer decision-making, financial awareness, saving and investments, and loan and debt management. A student service learning (SSL) project is part of this course. Students must complete the SSL project to earn 15 hours toward the graduation requirement.

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.

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 and Financial Literacy.

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 develop physical literacy through engaging cognitive and physical activities. The activities are designed to develop fitness, skill, concern for safety, knowledge of key facts, and positive attitudes toward personal health and physical activity. The program is designed with activities, instruction, and resources to help students develop physically from early childhood to young adulthood. The basic activities in Pre-kindergarten through grade nine include the development of skills and strategies in game situations relating to fitness and exercise through individual, team and lifetime sport activities. 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. Physical literate students will continue to promote these competencies through a lifetime of activities.

Elementary School

The elementary physical education program teaches physical literacy through fitness and a variety of motor skills and movement. Each skill is divided into parts and will build upon previously learned skills.

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 literacy through a program of fitness, individual skills, team-related activities, and additional life time 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 student has access to a wide variety of resources and services to build a community that inspires curiosity, creativity and achievement through the school library media program.

Library media center resources are selected for many reasons. Trained professional library media specialists select resources to support instruction and achievement in all content areas to foster curiosity and creativity, and to appeal to students' informational and pleasure reading interests. Through the WCPS online library catalog, students benefit from access to thousands of resources available across the district. In addition to print resources and in-school services, the library media program provides 24/7 access to a vast array of digital resources through the library portal located at: <http://wcpsmd.follettdestiny.com>.

Parents/Guardians Access to Library Media Materials
Parents and guardians have the ability to access their child(ren)'s library media materials by accessing Destiny Discover through the WCPS Library Media Resources Portal.

- Select the school the student attends.
- Click Login in the upper right corner.
- Login with the student username and password.
- The WCPS Library Media Collection can be searched through the WCPS Library Media Resources Portal.
- Select the school the student attends. Click the Catalog tab.
- Type in the desired search terms and click Keyword to search.

If parents would like to search the entire catalog, click the drop-down box next to "Location" and select "Washington County Public Schools." Type in the desired search terms and click Keyword to search.

All WCPS students have access to the Washington County Free Library (WCFL) resources through their RAIL (Raising Access to Improve Literacy) accounts. With their RAIL card 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 card number is made up of 4 letters (RAIL) plus the student's ID number (example: rail123456).

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. Library media specialists provide opportunities to engage in coding, robotics and computational thinking activities through their high-quality instruction and innovative makerspaces. While striving to provide these advanced opportunities, librarians continue to instill 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 as life-long learners.

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. Youth Concerts 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 artworks 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 artwork 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. 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

STUDENT RIGHTS AND RESPONSIBILITIES

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

RIGHTS	RESPONSIBILITIES
<p>1. All persons who are five years old or older and under <u>twenty-one</u> shall have the right to attend a public school in the state of Maryland.</p> <p>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.</p> <p>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.</p> <p>3. Students have the right to be legally excused from school for the following reasons: <u>(Reference: 13A.08.01.03 of the Public School Laws of Maryland)</u></p>	<p>1. Students have a responsibility to obey compulsory school attendance laws.</p> <p>Compulsory Attendance – Every child between five and eighteen 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.</p> <p>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.</p> <p>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.</p>

- 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.”

RIGHTS	RESPONSIBILITIES
<p>A. Inquiry and Expression</p> <p>1. Freedom of Press</p> <p>a. Student publications – 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.</p> <p>b. Source of materials – 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.</p> <p>c. Access to WCPS materials – Students shall have access to WCPS printed materials or other forms of communication available to the general public.</p> <p>d. Non-school sponsored publications – 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.</p> <p>2. Student Expression</p> <p>a. Petition and appeal – 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.</p>	<p>A. Inquiry and Expression</p> <p>1. Freedom of Press</p> <p>“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.” (Reference: <u>Annotated Code of Maryland, Education Article, Sub-Section 26-101</u>)</p> <p>a. Student publications – 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.</p> <p>b. Source of materials – 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.</p> <p>c. Access to Materials – Students have the responsibility to ensure that all printed materials are deemed appropriate and have been approved by the teacher and principal/designee.</p> <p>d. Non-school sponsored publications – Distribution of materials shall be in accordance with Washington County Public Schools Policy KHC.</p> <p>2. Student Expression</p> <p>a. Petition and appeal – Students have the responsibility to respect the rights of others while moving through the petitioning process and to utilize the appropriate steps.</p>

<p>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.</p> <p>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: <u>Washington County Schools Handbook and Guide Academic Integrity</u>)</p>	<p>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.</p> <p>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: <u>Washington County Schools Handbook and Guide Academic Integrity</u>)</p>
<p>B. Student Organizations and Extracurricular Activities</p> <p>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.</p> <ol style="list-style-type: none"> 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: <u>Washington County Public Schools Policies IGDK and IGDL</u>) 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. 	<p>B. Student Organizations and Extracurricular Activities</p> <ol style="list-style-type: none"> 1. Students desiring to form organizations and conduct activities must be authorized by the school administration. (Reference: <u>Bylaw 13A.08.01.09 of the Public School Laws of Maryland</u>) 2. Students shall not interfere with the normal and orderly operation of the school. (Reference: <u>Annotated Code of Maryland, Education Article, Sub-Section 26-101</u>) 3. Students shall not discriminate against others. 4. Students have the responsibility to obey the rules and regulations governing participation on athletic teams and extracurricular activities. Failure to abide by these rules will result in being suspended from participation and/or being ruled conduct ineligible.

RIGHTS	RESPONSIBILITIES
<p>C. Assembly and Petition Students have the right to organize and assemble peacefully.</p>	<p>C. Assembly and Petition 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.</p>
<p>D. Religion Students shall be free to express their religious views, concepts, and/or beliefs in an orderly and respectful manner.</p>	<p>D. Religion Students expressing their religious views may not interfere with the rights of others, or disturb the educational process.</p>
<p>E. Hair and Dress Students have the right to choose their manner of dress and grooming in accordance with the established school policy.</p>	<p>E. Hair and Dress 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)</p>
<p>F. Ceremonies and Oaths 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)</p>	<p>F. Ceremonies and Oaths Students who decline to participate in patriotic exercises will respect the rights of others who do participate.</p>

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)

RIGHTS	RESPONSIBILITIES
<p>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.</p>	<p>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.</p> <p>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)</p> <p>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.</p>


IV. NON-DISCRIMINATION

RIGHTS	RESPONSIBILITIES
<p>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.</p>	<p>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.</p>
<p><i>Bullying, Harassment, or Intimidation</i> <i>Bullying, Harassment, or Intimidation Reporting Forms</i> 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.</p> <ol style="list-style-type: none"> 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-E11) 	<p><i>Bullying, Harassment, or Intimidation</i></p> <ol style="list-style-type: none"> 1. Students have the responsibility to abide by school rules which aid in providing a safe and secure learning environment. 2. Students have the responsibility to report any situations and circumstances which would create an unsafe learning environment. 3. Students are prohibited from engaging in bullying, harassment, or intimidation on school property or at school-sponsored functions or through the use of electronic technology. 4. Students have the responsibility to report any situations of bullying, harassment, or intimidation using the appropriate procedures.

V. STUDENT REPRESENTATION

RIGHTS	RESPONSIBILITIES
<ol style="list-style-type: none"> 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. 2. Students shall have the right to be notified reasonably in advance of implementation of rules and regulations. 	<ol style="list-style-type: none"> 1. Students have the responsibility to work through the established process for representation. 2. Students have the responsibility to become familiar with and adhere to school rules and regulations.

VI. RIGHT TO PRIVACY

RIGHTS	RESPONSIBILITIES
<p>Student Records</p> <p>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.</p> <p>(Reference: Family Educational Rights and Privacy Act, 1975)</p>	<p>Student Records</p> <p>Students have the responsibility to adhere to established procedures for viewing their official school records.</p>
<p>Police in the Schools</p> <p>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.</p>	<p>Police in the Schools</p> <p>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.</p>
<p>Search and Seizure</p> <p>Students, their personal property, and the school property assigned to them shall not be subjected to unlawful search or seizure.</p> 	<p>Search and Seizure</p> <p>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.</p> <ol style="list-style-type: none"> a. Authority to search student <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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 <p>The Maryland State Department of Education shall adopt rules and regulations relating to the searches permitted under this section.</p>

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.

RIGHTS	RESPONSIBILITIES
<ol style="list-style-type: none"> 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. 2. Students have the right to discipline procedures that are administered fairly, consistently and systematically and are appropriate to the offense. 3. Students have the right to a safe, orderly and secure school environment. 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. 5. Students have the right to make up missed assignments in a time frame equal to that of the suspension. 	<ol style="list-style-type: none"> 1. Students have the responsibility to respect the rights of other students and refrain from classroom and school disruption. 2. Students have the responsibility to accept and adhere to the consequences of breaking school rules. 3. Students have the responsibility to obey rules designed to protect students and create an orderly environment. 4. Students have the responsibility to be truthful in all matters.

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 & Long-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/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. The principal will review the parent's request and render a written decision to the parent.

2. In the event the parents/guardians are not satisfied with the principal's decision, in writing, to the Director of Student Services, School Counseling, and School Health within ten (10) days of the principal's ruling of the appeal. The Director of Student Services, School Counseling, and School Health will direct a PPW to make a thorough review of the matter. The Director of Student Services, School Counseling, and School Health will confer with the PPW and will render a written decision to the parent.
3. If parents/guardians are not satisfied with the decision of the Director of Student Services, School Counseling, and School Health, the parents/guardians may appeal that decision, in writing, within ten (10) days, to the Executive Director of Elementary Education or the Executive Director of Secondary Education. The Executive Director of Elementary or Secondary Education will review the parent's request and render a written decision to the parent.
4. If the parents/guardians wish to appeal the decision of the Executive Director of Elementary Education or the Executive Director of Secondary Education, this may be made in writing within ten (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 ten (10) days to the Washington County Board of Education. The decision of the Washington County 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.

Extended Suspension, Alternative Placement, or 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/guardians wish to appeal the decision of the Director of Student Services, School Counseling, and School Health, they may file an appeal, in writing, within ten (10) days of such a decision with the Executive Director of Elementary or Secondary Education who will serve as the superintendent's designee. The Executive Director of Elementary or Secondary Education will schedule a conference with the parents/guardians and students 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 superintendent's designee, the parents/guardians may file an appeal, in writing, within ten (10) days of such a decision, with the Board of Education in accordance with Board of Education policies BEE and BEE-R(1). The Board of Education or its hearing officer shall have forty-five (45) days from the date the appeal was received by the Executive Director of Elementary or Secondary Education to hear the appeal and issue a decision.
3. 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.

NONDISCRIMINATION STATEMENT

- I. **Purpose:** Policy AC sets forth the Board of Education's intent to provide an environment free from discrimination and to ensure compliance with all relevant federal, state, and local laws.
- II. **Background:** The Board of Education is committed to creating equal employment and educational opportunities for all persons by providing an environment that supports optimal academic achievement and productive work and is free from any form of unlawful discrimination, including access to school facilities, educational programs, and extracurricular activities.
- III. **Definitions:** Within the context of this policy, the following definition applies:
 Discrimination: Any act or omission due to an individual's status or perceived status in a protected class that creates an intimidating, hostile, or offensive working environment or educational environment, or substantially interferes with an individual's ability to work, learn, or access programs while on Board of Education property or at a school activity or event.
- IV. **Policy Statement/Procedures:**
1. The Board of Education does not discriminate on the basis of age, ancestry/national origin, color, disability, ethnicity, gender identity/expression, marital status, race, religion, sex, sexual orientation, or socio-economic status in matters affecting employment or in providing access to programs and services to Washington County Public Schools (WCPS) current or prospective students or parent or legal guardians.
 2. An employee who feels that they are being discriminated against based on one of the protected classes listed in paragraph 1 above, with the exception of discrimination based on sex, should inform their supervisor in writing. If an employee feels they are being discriminated against based on sex, including sexual harassment, the employee shall follow the reporting procedure set forth in paragraph 4 below. If an employee feels that the discussion of the subject with the supervisor would be inappropriate, the employee should document the incident and discuss it with the Executive Director of Human Resources.
 3. A student who feels discriminated against based on one of the protected classes listed in paragraph 1 above, with the exception of discrimination based on sex, should inform their principal. If a student feels that they are being discriminated against based on sex, including sexual harassment, the student shall follow the reporting procedure set forth in paragraph 4 below. The student is encouraged to place their complaint in writing. If a student feels that the discussion of the subject with the principal would be inappropriate, the student should contact an assistant principal or guidance counselor. A parent or legal guardian may submit a complaint on behalf of a minor student.
 4. Any person may report sex discrimination, including sexual harassment, in person, by mail, by telephone, or by electronic mail using the contact information listed below to the WCPS Title IX Coordinator:

<u>For Students:</u>	Coordinator of Student Services & Transition Center for Educational Services 10435 Downsville Pike Hagerstown, Maryland 21740 301-766-2987 TitleIXCoordinator@wcps.k12.md.us
<u>For Staff:</u>	Executive Director of Human Resources Center for Education Services 10435 Downsville Pike Hagerstown, Maryland 21740 301-766-8784 HRDirector@wcps.k12.md.us
 5. Any questions regarding the application of Title IX (sex discrimination and sexual harassment) may be submitted to the appropriate Title IX Coordinator noted in paragraph 4 above.
 6. The Board of Education prohibits taking any retaliatory action, such as disciplining or invoking a penalty, against a student or parent or legal guardian of a student or employee who files a complaint alleging that the school discriminated against the student, parent or legal guardian of the student, or employee, regardless of the outcome of the complaint.
- Legal Resources: Annotated Code of Maryland, Education Article, Section 4-106 and Section 26, Subtitle 7
 Annotated Code of Maryland, State Government Article, Section 20-602
 Titles VII and IX of the Civil Rights Act of 1964, 1991
 Age Discrimination in Employment Act of 1967, as amended
 Title I of the Americans with Disabilities Act of 1990, as amended
- See also: Policy GBAA – “Sexual Harassment – School System Employees”
 Administrative Regulation GBAA – “Sexual Harassment – Guidelines and Procedures – School System Employees”
 Policy JFH – “Policy Prohibiting Bullying, Harassment, or Intimidation”
 Administrative Regulation JFH – “Administrative Regulation Prohibiting Bullying, Harassment, or Intimidation”

2023-2024 BULLYING, HARASSMENT, OR INTIMIDATION REPORTING FORM**Directions:**

The Bullying, Harassment or Intimidation Reporting Form should be used to report alleged incidents of 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 through electronic communication on or off school property. School staff will address incidents that occur at school or have a connection or nexus back to the school setting that create a risk of harm to other students while they are at school or interfere with the educational environment.

If you are a student, the parent/guardian or caregiver of a student, a close adult relative of a student, a school staff member, or a bystander and wish to report an incident of alleged bullying, cyberbullying, harassment, or intimidation, please complete this form, and return it to the school principal.

You may contact the school for additional information or assistance at any time. (Bullying, cyberbullying, harassment, and intimidation definitions are provided below.)

Definitions:

Bullying– is unwanted, demeaning behavior among students that involves a real or perceived power imbalance. The behavior is repeated, or is highly likely to be repeated, over time. In order to be considered bullying, the behavior must be intentional and include: 1) *An imbalance of power* (students who bully use their physical, emotional, social, or academic power to control, exclude, or harm others), and 2) *Repetition* (bullying behaviors happen more than once or are highly likely to be repeated based on evidence gathered).

Cyberbullying– is bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through texting, apps, or online via social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or hurtful content about another student. It can include sharing personal or private information about someone else causing embarrassment or humiliation.

Harassment – includes actual or perceived negative actions that offend, ridicule, or demean another student with regard to race, ethnicity, national origin, immigration status, family/parental or marital status, sex, sexual orientation, gender identity, gender expression, religion, ancestry, physical attributes, socioeconomic status, physical or mental ability, or disability.

Intimidation – is any communication or action directed against another student that threatens or induces a sense of fear and/or inferiority. Retaliation may be considered a form of intimidation.

2023-2024 BULLYING, HARASSMENT, OR INTIMIDATION REPORTING FORM

(PLEASE PRINT ALL INFORMATION)

Today's date: _____ / _____ / _____ School: _____
Month Day Year

PERSON REPORTING INCIDENT

Name: _____

Telephone: _____ E-mail: _____

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

1. Alleged Targeted Student(s)

Name:	Age:	Days absent as a result of the incident: (if known)

2. Alleged Offender(s) (if known)

Name	School: (if known)	Age: (if known)	Student: (Y/N)	Days absent as a result of the incident: (if known)

3. Alleged Witness(es) (if known)

Name	School: (if known)	Age: (if known)	Student: (Y/N)

4. On what date(s) did the incident(s) 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):

- | | |
|--|--|
| <input type="checkbox"/> Actions/comments related to the student's race/ethnicity | <input type="checkbox"/> Demeaning behavior just to be mean |
| <input type="checkbox"/> Actions/comments related to the student's national origin | <input type="checkbox"/> An act or threat of retaliation |
| <input type="checkbox"/> Actions/comments related to the student's religion | <input type="checkbox"/> Gang related/gang recruitment |
| <input type="checkbox"/> Actions/comments related to the student's sex | <input type="checkbox"/> Human trafficking/prostitution recruitment |
| <input type="checkbox"/> Actions/comments related to the student's Immigration status | <input type="checkbox"/> Any bullying, harassment, or intimidation that involves physical aggression |
| <input type="checkbox"/> Actions/comments related to the student's family/parental or marital status | <input type="checkbox"/> Cyberbullying (social media, text messages, etc.) |
| <input type="checkbox"/> Actions/comments related to the student's socio-economic status | <input type="checkbox"/> Teasing, name-calling, making critical remarks |
| <input type="checkbox"/> Actions/comments related to the student's academic performance | <input type="checkbox"/> Demeaning or making the student the target of jokes |
| <input type="checkbox"/> Actions/comments related to the student's perceived sexual orientation | <input type="checkbox"/> Making rude and/or threatening gestures |
| <input type="checkbox"/> Actions/comments related to the student's gender expression | <input type="checkbox"/> Excluding or rejecting the student |
| <input type="checkbox"/> Actions/comments related to the student's gender identity | <input type="checkbox"/> Intimidating, extorting, exploiting the student |
| <input type="checkbox"/> Actions/comments related to the student's disability | <input type="checkbox"/> Getting another person to target or demean the student |
| <input type="checkbox"/> Actions/comments related to the student's physical appearance | <input type="checkbox"/> Spreading hurtful rumors or gossip |
| <input type="checkbox"/> Demeaning behavior to impress others | <input type="checkbox"/> Racial/ethnic harassment |
| | <input type="checkbox"/> Sexual harassment |
| | <input type="checkbox"/> Other: (Please Specify) _____ |

6. Where did the incident happen? (Place an X next to the statement(s); choose all that apply)

- On school property (please specify location) _____
- On the way to/from school*
- On a school bus
- Off school property or at a school-sponsored activity or event
- Digital device on school property Digital device off school property During virtual learning
- Other (please specify): _____

*Will be collected unless specifically excluded by local board policy

7. Describe the incident(s), including what the alleged offender(s) said or did.**8. Why do you think the bullying, cyberbullying, harassment, and/or intimidation occurred?****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?

Signature: _____ **Date:** _____

2023-2024 BULLYING, HARASSMENT, OR INTIMIDATION INVESTIGATION FORM

Directions: *The Bullying, Harassment or Intimidation Investigation Form* is a tool for school administration or an administrative designee to investigate reports of bullying, harassment or intimidation that have been documented on a *Bullying, Harassment, or Intimidation Reporting Form*. School administration or an administrative designee are to utilize the *Bullying, Harassment, or Intimidation Investigation Form* to investigate reports of bullying, harassment, or intimidation consistent promptly and appropriately with due process rights, within two school days after receipt of a reporting form or as timely as possible for school administration or administrative designee.

School Personnel Completing Form: _____ Position: _____

Today's date: _____ / _____ / _____ School: _____
Month Day Year

Person Reporting Incident (From reporting form) Phone: _____ Place an X in the appropriate box: <input type="checkbox"/> Student <input type="checkbox"/> Parent/Caregiver <input type="checkbox"/> Close adult relative <input type="checkbox"/> School Staff <input type="checkbox"/> Bystander	Name: _____ E-mail: _____
--	------------------------------

1. Alleged Targeted student(s)

Name	Age	IEP Y/N	504 Y/N	Days absent as a result of the incident:

2. Alleged Offender(s)

Name	Age:(if known)	School: (if known)	Student Y/N	IEP Y/N	504 Y/N	Days absent as a result of the incident:

3. Alleged Witnesses

Name	Age: (if known)

4. Alleged motive (from reporting form) of the alleged offender(s) as to why the bullying, harassment, and/or intimidation occurred (choose all that apply)

- | | | |
|--|---|---|
| <input type="checkbox"/> Because of race/ethnicity
<input type="checkbox"/> Because of national origin
<input type="checkbox"/> Because of religion
<input type="checkbox"/> Because of sex
<input type="checkbox"/> Because of immigration status
<input type="checkbox"/> Because of family/parental or marital status
<input type="checkbox"/> Because of socio-economic status | <input type="checkbox"/> Because of academic performance
<input type="checkbox"/> Because of perceived sexual orientation
<input type="checkbox"/> Because of gender expression
<input type="checkbox"/> Because of gender identity
<input type="checkbox"/> Because of disability
<input type="checkbox"/> Because of physical appearance
<input type="checkbox"/> To impress others
<input type="checkbox"/> Just to be mean | <input type="checkbox"/> Retaliation
<input type="checkbox"/> Gang related/Gang recruitment
<input type="checkbox"/> Human trafficking/Prostitution recruitment
<input type="checkbox"/> Because of another reason not listed (specify)_____ <input type="checkbox"/>
The reason is unknown |
|--|---|---|

5. Where was the incident reported to have happened (choose all that apply)

- On school property: School cafeteria Classroom Media center Office area Hallway/Stairs/Transitions
- Playground/Campus School sponsored after-school program Lavatory Locker room/Gym
- On the way to/from school
- On a school bus
- Off school property or at a school-sponsored activity or event
- Digital device on school property Digital device off school property Digital device during virtual learning
- Other: _____

6. Investigative Actions:**a. Interviews Conducted (check all that apply):**

- Person reporting alleged incident Alleged targeted student Alleged offender Alleged witnesses
 School nurse SRO/Law enforcement Alleged targeted student's parent/caregiver
 Alleged offender's parent/caregiver School staff
 Previously investigated and documented date ___/___/___
Month Day Year
 Other (specify) _____

b. Relevant Documentation (check all that apply):

- Witness statements Law enforcement documentation Medical records Social media sites
 Video evidence Conducted student record review Other (specify) _____

7. Outcome of the Investigation (Choose One)

- It was determined that an incident(s) of bullying, harassment or intimidation has occurred and the appropriate consequences, interventions and supports have been applied based on local school system policies, regulations, and procedures.
 It was determined that it was not an incident of bullying, harassment or intimidation due to a lack of a preponderance of evidence.
 It was determined that this was a false allegation.
 It was determined that the incident could not be verified as bullying, harassment, or intimidation.
 It was determined to be a conflict or other inappropriate behavior, and did not rise to the level of bullying, harassment, or intimidation.

8. Interventions/Supports/Corrective Actions for Offender(s) (choose all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Administrative conference with student | <input type="checkbox"/> Community service |
| <input type="checkbox"/> Restorative approaches | <input type="checkbox"/> Separation from other student to include transfer or change in schedule |
| <input type="checkbox"/> Referral to school counselor or Student Support Team | <input type="checkbox"/> Referral to law enforcement |
| <input type="checkbox"/> Parent-outreach (phone call, email, text message) | <input type="checkbox"/> Consult with IEP Chair |
| <input type="checkbox"/> Student/Parent conference | <input type="checkbox"/> Other (specify) _____ |
| <input type="checkbox"/> Detention | |
| <input type="checkbox"/> In-school suspension | |
| <input type="checkbox"/> Short-term Out of School Suspension | |
| <input type="checkbox"/> Behavior contract | |
| <input type="checkbox"/> Referral for alternative placement/setting | |

9. Interventions/Supports for Targeted Student(s) (choose all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Plan of support to include a "go to" adult in the school | <input type="checkbox"/> Referral to Student Support Team |
| <input type="checkbox"/> Student/Parent conference | <input type="checkbox"/> Developed a safety plan |
| <input type="checkbox"/> Referral to counselor or therapist | <input type="checkbox"/> Consult with IEP Chair |
| <input type="checkbox"/> Parent-outreach (phone call, email, text message) | <input type="checkbox"/> Other (specify) _____ |

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

- None observed Injury observed Medical documentation provided

Signature: _____ Date: _____
(School Administrator or Designee) Month/ Day/ Year

Additional Notes: (Please attach any relevant notes or documentation related to the investigation.)



School
Student Health/Family Information

Year: 2023-2024
Report: STU201

General Information

Student Name:		Perm ID:	Gender:	Grade:
State ID:		Preferred First Name (Nickname, if applicable):		
Birth Date:	Birth Place:	Leave Date:	Enter Date:	
Home Phone:	Home Language:	Are you Hispanic or Latino? <input type="checkbox"/> - Yes <input type="checkbox"/> - No		
		Please check one or more race categories:		
		<input type="checkbox"/> American Indian or Alaska Native	<input type="checkbox"/> Native Hawaiian or Other Pacific Islander	
		<input type="checkbox"/> Asian		
		<input type="checkbox"/> Black or African American	<input type="checkbox"/> White	
Home Address:		Mailing Address:		
Bus Routes: AM Bus _____ PM Bus _____		AM K bus to home _____ PM K bus to school _____	Day Care _____	

Custodial Information

Is either parent/legal guardian active or reserve U. S. Military? Yes No

Did you move within the past 3 years for employment as a migratory agricultural worker or migratory fisher? Yes No

:	Employer:	Lives With Has Custody	Contact With Student Allowed Ed. Rights	Mailings Allowed Release To
Address		E-Mail:		
Phone Type:	Phone:	Extension:	Primary	Not Listed Phone
Phone Type:	Phone:	Extension:	Primary	Not Listed Phone
:	Employer:	Lives With Has Custody	Contact With Student Allowed Ed. Rights	Mailings Allowed Release To
Address		E-Mail:		
Phone Type:	Phone:	Extension:	Primary	Not Listed Phone
Phone Type:	Phone:	Extension:	Primary	Not Listed Phone
:	Employer:	Lives With Has Custody	Contact With Student Allowed Ed. Rights	Mailings Allowed Release To
Address		E-Mail:		
Phone Type:	Phone:	Extension:	Primary	Not Listed Phone
Phone Type:	Phone:	Extension:	Primary	Not Listed Phone
:	Employer:	Lives With Has Custody	Contact With Student Allowed Ed. Rights	Mailings Allowed Release To
Address		E-Mail:		
Phone Type:	Phone:	Extension:	Primary	Not Listed Phone
Phone Type:	Phone:	Extension:	Primary	Not Listed Phone

Internet Access

Do you have internet access at home? Yes No

Sibling Information

Name of Sibling	Male/Female	Date of Birth	School

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.

Name	Relation	Home Number	Work Number	Mobile Number	Other Number

Health Care Information

Health Care Provider/Physician:	Phone:
Dentist:	Phone:
Health Insurance: <input type="checkbox"/> Private (Name of Company)	<input type="checkbox"/> MCHIP <input type="checkbox"/> No Insurance

Check if your child has any of the following:

Medications(s)		Allergies	
Check those that apply.	Indicate name of medication.	Check those that apply.	Describe allergic reaction.
<input type="checkbox"/> Asthma	Medication:	<input type="checkbox"/> Food*	
<input type="checkbox"/> Attention Deficit	Medication:	<input type="checkbox"/> Chemicals/Environmental	
<input type="checkbox"/> Diabetes	Medication:	<input type="checkbox"/> Bee Sting/Insect Bites	
<input type="checkbox"/> Heart Problems	Medication:	<input type="checkbox"/> Latex	
<input type="checkbox"/> Migraines	Medication:	<input type="checkbox"/> Medicines	
<input type="checkbox"/> Mental Health	Medication:		
<input type="checkbox"/> Seizure Disorders	Medication:		
<input type="checkbox"/> Other	Medication:		
Is medication administered at school? <input type="checkbox"/> Yes <input type="checkbox"/> No		Is epi-pen used? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Is medication administered at home? <input type="checkbox"/> Yes <input type="checkbox"/> No		Has breathing been affected? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Recent surgery, accident, or illness? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe:			

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

Student's Medical History

<input type="checkbox"/> Anorexia/Bulimia (Eating Disorder)	<input type="checkbox"/> Headaches – Frequent	<input type="checkbox"/> Sore Throats – Frequent
<input type="checkbox"/> Dental Problem	<input type="checkbox"/> Hearing Problem – Wears Aids	<input type="checkbox"/> Speech Problems
<input type="checkbox"/> Disability – Physical	<input type="checkbox"/> Heart Condition	<input type="checkbox"/> Stomachaches – Frequent
<input type="checkbox"/> Earaches – Frequent	<input type="checkbox"/> Kidney/Bladder Problems	<input type="checkbox"/> Vision Problem – Wears Glasses/Contacts
<input type="checkbox"/> Eczema (Skin Disorder)	<input type="checkbox"/> Menstrual Problems	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Fainting Spells	<input type="checkbox"/> Orthopedic Condition	
<input type="checkbox"/> Gastrointestinal Disorder	<input type="checkbox"/> 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.

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

High School Students: Release of Information to Military Recruiters

Under Federal Law, public school districts must release the names, addresses, and telephone numbers of 9th through 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

Media Access

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 access to my child.

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 within 10 days from the first day of school or within 10 days of initial 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.

Language to Home (if other than English):

Indicate the language you prefer to receive communication from the school, if other than English: _____

School officials will administer first aid and/or accompany your child to the hospital by ambulance for emergency treatment in the event it appears necessary when parents/guardians or other emergency contacts noted on this form cannot be contacted. (The rescue squad will be used and deemed necessary in emergency situations.)

Parent/Guardian Signature _____ **Date:** _____

Meritus Health

Washington County Public Schools

Physician Medication Order Form

Attach Photo	Student's Name:	Date of Birth:
	School:	Grade:
	School Year (including summer):	
TO BE COMPLETED BY PHYSICIAN OR AUTHORIZED PRESCRIBER		
Medication Name:		Allergies:
Diagnosis/Reason for Medication:		Dose _____ (mg/mcg/units)
Daily Administration Time:	If PRN specify frequency:	
If PRN, give for the following signs/symptoms:		
Route: <input type="checkbox"/> PO <input type="checkbox"/> IM <input type="checkbox"/> SL <input type="checkbox"/> SQ <input type="checkbox"/> Other (specify):		
<input type="checkbox"/> Discontinue at end of school year (including summer) OR <input type="checkbox"/> Start Date:		Stop Date:
Delayed Opening: <input type="checkbox"/> Administer medication as late as the following time: _____ <input type="checkbox"/> Do not administer medication		
Early Dismissal: <input type="checkbox"/> Administer medication as early as the following time: _____ <input type="checkbox"/> Do not administer medication		
Potential Side Effects:		
Health Care Provider Name (print)		Date:
Health Care Provider Signature:		
Phone:	Fax:	
TO BE COMPLETED BY PARENT/GUARDIAN		
I authorize School Health personnel and, when appropriate, trained school staff to administer the above-stated medication in accordance with school policies and Maryland State School Health Services Guidelines. I certify that I have legal authority to consent to medical treatment for the student named above, including the administration of medication at school. I release Meritus Health, the Washington County Board of Education, and its employees, from any claim or liability for administering prescribed medication to this student. I have read the information on the back of this form and assume the responsibilities as stated therein. I understand that at the end of the school year, an adult must pick up the medication, otherwise it will be discarded. I authorize the school nurse to communicate with the health care provider as allowed by HIPAA.		
Parent/Guardian Name (print):		Date:
Parent/Guardian Signature:		
Daytime Phone:	Other Phone:	

Order reviewed by the School Health RN: _____ Date: _____

Meritus Health

Washington County Public Schools

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. In order for medication to be given at school, the medication must be accompanied by a properly completed *Physician Medication Order Form*.
2. 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 either for 1 year beyond date of issue or by the expiration date indicated on the medication—whichever comes first.
3. 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 expired medication.
4. The directions on the prescription label must match the directions on the *Physician Medication Order Form*.
5. The school nurse will call the prescriber as allowed by HIPAA if a question arises about the child and/or child's medication.
6. An adult must bring the medication to school. No medication will be sent home with a student.
7. 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.
8. It is recommended that your child receive the first dose of any newly prescribed medication at home.
9. The *Physician Medication Order Form* must be reviewed and signed by the school RN before medication administration can begin. The school RN is allowed at least 2 school days to review and sign the order.

Meritus Health

Washington County Public Schools

PHYSICIAN MEDICATION ORDER FOR THE MANAGEMENT OF ASTHMA

Name:	Date of Birth:	Order Valid for School Year _____ (including summer):
Parent/Guardian:	Parent's phone number:	
Additional Emergency Contact:	Contact phone number:	

Health Care Provider to Complete

Asthma Severity Classification	Asthma Triggers (Things that make your asthma worse)
<input type="checkbox"/> Mild Intermittent <input type="checkbox"/> Mild Persistent <input type="checkbox"/> Moderate Persistent <input type="checkbox"/> Severe Persistent	<input type="checkbox"/> Colds <input type="checkbox"/> Smoke <input type="checkbox"/> Exercise <input type="checkbox"/> Pollen <input type="checkbox"/> Dust <input type="checkbox"/> Animals _____ <input type="checkbox"/> Strong Odors <input type="checkbox"/> Mold/moisture <input type="checkbox"/> Pest (rodents, cockroaches) <input type="checkbox"/> Season (check) <input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> Other: _____

Green Zone: Go! – Take these CONTROL (PREVENTION) Medicines at School

You have ALL of these: <ul style="list-style-type: none"> Breathing is easy No cough or wheeze Can work and play Can sleep all night 	<input type="checkbox"/> No control medicines are required <input type="checkbox"/> _____, take ___ puff(s) with spacer daily at _____ <i>Inhaled corticosteroid or inhaled corticosteroid/long-acting β-agonist/Dose</i> (specify time) <input type="checkbox"/> Other: _____ For asthma with exercise, ADD: <input type="checkbox"/> _____, _____ puffs with spacer ___ min. before <input type="checkbox"/> PE <input type="checkbox"/> Recess <i>Fast-acting inhaled β-agonist/Dose</i>
---	--

Yellow Zone: Caution! – Continue CONTROL Medicines and ADD RESCUE Medicines

You have ANY of these: <ul style="list-style-type: none"> Cough or mild audible wheeze Tight chest 	<input type="checkbox"/> _____, _____ puffs with spacer every ___ hours as needed <i>Fast-acting inhaled β-agonist/Dose</i> <input type="checkbox"/> _____, _____ nebulizer treatment (s) every ___ hours as needed <i>Fast-acting inhaled β-agonist/Dose</i> <input type="checkbox"/> Other _____
---	---

Red Zone: DANGER! – Continue CONTROL & RESCUE Medicines and CALL 911

You have ANY of these: <ul style="list-style-type: none"> Can't talk, eat, or walk well Medicine is not helping Breathing hard and fast Blue lips and fingernails Tired or lethargic 	<input type="checkbox"/> Call 911 only <input type="checkbox"/> _____, _____ puffs with spacer every 15 minutes <i>Fast-acting inhaled β-agonist/Dose</i> <input type="checkbox"/> _____, _____ nebulizer treatment (s) every 15 minutes <i>Fast-acting inhaled β-agonist/Dose</i> <input type="checkbox"/> Other _____
--	--

<input type="checkbox"/> Student is competent to self-carry/self-administer inhaler	Date:
Health Care Provider Name (print)	Phone:
Health Care Provider Signature:	Fax:

Parent/Guardian to Complete

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 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.	
Parent/Guardian Signature:	Date:

Order reviewed by the School Health RN _____ Date: _____

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. In order for medication to be given at school, the medication must be accompanied by a properly completed *Physician Medication Order form for the Management of Asthma* form.
2. The school nurse will call the prescriber as allowed by HIPAA if a question arises about child and/or child's medication.
3. 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.
4. An adult must bring the medication to school. No medication will be sent home with a student.
5. 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.
6. If the health care provider indicates that the student is competent to self-administer and/or self-carry, the school registered nurse shall then certify that the student possesses the skills and maturity necessary to self-administer and/or self-carry in the school setting.
7. If the health care provider and school registered nurse both determine that the student is capable to self-carry and/or self-administer, the principal and school registered nurse shall establish procedures for the student to self-carry and/or self-administer. The principal, school registered nurse, parent/guardian, student (if appropriate), and the health care provider may be asked to provide input into the self-carry/self-administer procedures that are most appropriate for the student. The principal and/or school registered nurse may revoke the authority of a student to self-carry medication if the student fails to follow the proper procedures, rules, and regulations for self-carry/self-administration, including if the student endangers anyone through the misuse of the medication.
8. The *Physician Medication Order for Management of Known Anaphylaxis* form must be reviewed and signed by the school RN before medication administration can begin. The school RN is allowed at least 2 school days to review and sign the order.

Self-Carry/Self-Administration of Emergency Medication Contract

This section must be completed for students to self-carry/self-administer prescribed emergency medication.

1. Student has demonstrated the purpose, appropriate method, and time to administer the inhaler to the nurse.
2. Student agrees to never share the medication with another student.
3. Student will report each administration of the inhaler to the health office by the end of each week.
4. If the student uses his inhaler and there is no improvement of symptoms, student must report to health office immediately.

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

Student Signature:	Date:
School Nurse Signature:	Date:
School Administrator Signature:	Date:
I give my permission for my child (name) _____ to carry the inhaler as prescribed by the health care provider. I understand that he/she must follow the rules listed above. I will notify the health office of any changes to my child's medication or medical condition.	
Parent/Guardian Name (print):	
Parent/Guardian Signature:	Date:

Meritus Health

Washington County Public Schools

PHYSICIAN MEDICATION ORDER FOR MANAGEMENT OF KNOWN ANAPHYLAXIS

Attach Photo	Student Name:	Date of Birth:
	School:	Grade:
	Order Valid for School Year _____ (including summer)	

TO BE COMPLETED BY PHYSICIAN OR AUTHORIZED PRESCRIBER

Administer Epinephrine for Exposure to the Following Allergen(s): _____

- insect sting/bite _____ ingestion contact
 unknown etiology (specify signs/symptoms):

When to Administer Epinephrine: (choose one)

- Administer epinephrine immediately. Do not wait for signs/symptoms.
 Administer epinephrine if ***1 or more*** of the following signs/symptoms are present:

Lung: *difficulty breathing, repetitive/hacking cough, audible wheezing***Skin:** *many hives over the body***Throat:** *itching and/or tightness of throat, difficulty swallowing***Stomach:** *diarrhea, stomach pain and/or cramping, vomiting***Mouth/Face:** *swelling and/or tingling of lips, tongue, mouth, swelling of eyes*

A second dose will be administered in 5-10 minutes if EMS has not arrived and symptoms continue, worsen, or resolve/lessen and then return.

Epinephrine Dosage Ordered: Single Dose Auto-injector 0.15mg IM 0.30mg IM

Possible side effects: palpitations, rapid heart rate, sweating, nausea, vomiting
 Other:

Student is competent to self-carry No Yes Student is competent to self-administer No Yes

If competent to self-carry /self-administer, parent must complete section on the back of this form

Healthcare Provider Name (print)

Date:

Healthcare Provider Signature:

Phone:

Fax:

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 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.

Parent/Guardian Name (print):

Date:

Parent/Guardian Signature:

Daytime Phone:

Other Phone:

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.

Order reviewed by the School Health RN _____ Date: _____ 6/22/22

Meritus Health

Washington County Public Schools

Medication Guidelines

1. In order for medication to be given at school, the medication must be accompanied by a properly completed *Physician Medication Order for Management of Known Anaphylaxis* form.
2. The school nurse will call the prescriber as allowed by HIPAA if a question arises about the child and/or the child's medication.
3. 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 either 1 year beyond date of issue or by the expiration date indicated on the medication—whichever comes first.
4. An adult must bring the medication to school. No medication will be sent home with a student.
5. 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.
6. If the health care provider indicates that the student is competent to self-administer and/or self-carry, the school registered nurse shall then certify that the student possesses the skills and maturity necessary to self-administer and/or self-carry in the school setting.
7. If the health care provider and school registered nurse both determine that the student is capable to self-carry and/or self-administer, the principal and school registered nurse shall establish procedures for the student to self-carry and/or self-administer. The principal, school registered nurse, parent/guardian, student (if appropriate), and the health care provider may be asked to provide input into the self-carry/self-administer procedures that are most appropriate for the student. The principal and/or school registered nurse may revoke the authority of a student to self-carry medication if the student fails to follow the proper procedures, rules, and regulations for self-carry/self-administration, including if the student endangers anyone through the misuse of the medication.
8. The *Physician Medication Order for Management of Known Anaphylaxis* form must be reviewed and signed by the school RN before medication administration can begin. The school RN is allowed at least 2 school days to review and sign the order.

Self-Carry/Self-Administration of Emergency Medication Contract

This section must be completed for students to self-carry/self-administer prescribed emergency medication.

1. Student has demonstrated the purpose, appropriate method, and time to administer the epinephrine auto injector to the nurse.
2. Student agrees to never share the medication with another student.
3. Student will have someone notify the health office immediately if he/she self-administers the epinephrine auto injector.

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

Student Signature:

Date:

School Nurse Signature:

Date:

School Administrator Signature:

Date:

I give my permission for my child (name) _____ to carry the epinephrine auto-injector as prescribed by the health care provider. I understand that he/she must follow the rules listed above. I will notify the health office of any changes to my child's medication or medical condition.

Parent/Guardian Name (print):

Parent/Guardian Signature:

Date:

Meritus Health

Washington County Public Schools

Treatment Authorization Form

<i>Attach Photo</i>	Student's Name:	Date of Birth
	School:	Grade:
	School Year (including summer)	
TO BE COMPLETED BY PHYSICIAN OR AUTHORIZED PRESCRIBER		
Condition for which treatment is being administered:		
Allergies:		
Treatment Instructions:		
Time of Administration:	If PRN, frequency:	
Is student competent to self-administer treatment? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Health Care Provider's Name/Title: (please print)		Health Care Provider Stamp
Telephone:	Fax:	
Address:		
Health Care Provider's Signature:		
TO BE COMPLETED BY PARENT/GUARDIAN		
<p>I authorize School Health personnel and, when appropriate, trained school staff to administer the above-stated treatment in accordance with school policies and Maryland State School Health Services Guidelines. I certify that I have legal authority to consent to medical treatment for the student named above, including the administration of treatments at school. I release Meritus Health, the Washington County Board of Education, and its employees, from any claim or liability for administering prescribed medical treatment to this student. I have read the information on the back of this form and assume the responsibilities as stated therein. I understand that this treatment authorization form is for the current school year, or whatever shorter period of time contained on the form. I authorize the school nurse to communicate with the health care provider as allowed by HIPAA.</p>		
Primary Contact Phone:	2 nd Phone:	
Parent/Guardian Signature:		Date:
REGISTERED NURSE REVIEW / AUTHORIZATION		
Is the student competent to self-administer treatment? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Registered Nurse Signature:		Date:

Meritus Health**Washington County Public Schools****IMPORTANT INFORMATION****For Parents/Guardians and Health Care Providers**

1. The school nurse will call the prescriber as allowed by HIPAA if a question arises about child and/or child's medication.
2. Please give your child any needed treatment at home if at all possible.
3. 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.
4. 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).
5. 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.
6. Student Self-Administer Treatment:
 - a. If the health care provider indicates that the student is competent to self-administer and/or self-carry, the school registered nurse shall then certify that the student possesses the skills and maturity necessary to self-administer and/or self-carry in the school setting.
 - b. If the health care provider and school registered nurse both determine that the student is capable to self-carry and/or self-administer, the principal and school registered nurse shall establish procedures for the student to self-carry and/or self-administer.
 - c. The principal and/or school registered nurse may revoke the authority of a student to self-carry medication if the student fails to follow the proper procedures, rules, and regulations for self-carry/self-administration, including if the student endangers anyone through the misuse of the medication.
7. The registered nurse must review and approve the form prior to administration.

Washington County Public Schools

Meritus Health School Health Program

<i>Attach Photo</i>	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 *		
Name of Student:		Date of Birth:	Grade:
HEALTH CARE PROVIDER AUTHORIZATION			
Reason for Treatment:		Allergies:	
Method of Infusion:		Time of Administration:	Type of Solution:
<input type="checkbox"/> Pump Rate: _____ Volume: _____ <input type="checkbox"/> Gravity Volume: _____ over _____ minutes <input type="checkbox"/> Bolus Volume: _____ over _____ minutes			<input type="checkbox"/> Gastrostomy Tube <input type="checkbox"/> Jejunostomy Tube
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? <input type="checkbox"/> Yes <input type="checkbox"/> No		<i>Health Care Provider Stamp</i>	
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:		2 nd Phone:	
Parent/Guardian Signature:		Date:	
REGISTERED NURSE REVIEW / AUTHORIZATION			
Is the student competent to self-administer treatment? <input type="checkbox"/> Yes <input type="checkbox"/> 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.			

Washington County Public Schools

Meritus Health School Health Program

IMPORTANT INFORMATION

For Parents/Guardians and Health Care Providers

1. The school nurse will call the prescriber as allowed by HIPAA if a question arises about child and/or child's medication.
2. Please give your child any needed treatment at home if at all possible.
3. 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.
4. 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).
5. 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.
6. Student Self-Administer Treatment:
 - a. If the health care provider indicates that the student is competent to self-administer and/or self-carry, the school registered nurse shall then certify that the student possesses the skills and maturity necessary to self-administer and/or self-carry in the school setting.
 - b. If the health care provider and school registered nurse both determine that the student is capable to self-carry and/or self-administer, the principal and school registered nurse shall establish procedures for the student to self-carry and/or self-administer.
 - c. The principal and/or school registered nurse may revoke the authority of a student to self-carry medication if the student fails to follow the proper procedures, rules, and regulations for self-carry/self-administration, including if the student endangers anyone through the misuse of the medication.
7. The registered nurse must review and approve the form prior to administration.

OVERNIGHT FIELD TRIP MEDICATION-TREATMENT PERMISSION FORM

APPENDIX

WASHINGTON COUNTY PUBLIC SCHOOLS/MERITUS HEALTH SCHOOL HEALTH PROGRAM OVERNIGHT FIELD TRIP MEDICATION/TREATMENT PERMISSION FORM

This form must be completed and signed by the student's health care provider and parent/guardian for all prescription and over the counter medications.

- A new form is required for each overnight field trip.
- A separate form must be completed for each medication.
- Students are not permitted to carry medication on school buses, school grounds or on overnight field trips.
- The medication must be brought to school by a parent/guardian or responsible adult ONE WEEK PRIOR TO FIELD TRIP to the health room.
- Prescription medications must be in a labeled prescription container with specific instructions.
- Over the counter medications must be in the original, unopen container.

HEALTH CARE PROVIDER INSTRUCTIONS FOR GIVING MEDICATION ON SCHOOL OVERNIGHT FIELD TRIP

Student Name: _____ Date of Birth: _____ Grade: _____

Allergies: _____

Medication Name: _____ Route: _____

Treatment: _____

Reason for Administration: _____

Exact Dose to be Given (Must specify in mg and/or # of puffs) _____

Time/Frequency of Administration: _____ If PRN, frequency: _____

If PRN, for what symptoms: _____

Note: a student may NOT carry medication at any time. However because of a serious medical condition, a student may need to carry an inhaler for asthma or EpiPen for severe allergic reactions.

Student has permission to carry/self-administer emergency medication.

Student has permission to self-administer routine or PRN medication with WCPS Staff oversight.

Parent Signature _____

Student Signature _____

School Nurse Signature _____

Health Care Provider Signature _____

Health Care Provider Signature: (no stamps) _____ Date: _____

Health Care Provider Name (Printed) _____

Phone: _____ Fax: _____

I request designated school personnel to safe guard and if needed, to administer the medication as prescribed by the above health care provider.

Parent/Legal Guardian Signature: _____ Date: _____ Phone: _____

School Nurse: Received and reviewed for accuracy by _____ Date _____

FOR SCHOOL PERSONNEL USE ONLY

Date	Time	Initials	Date	Time	Initials	Date	Time	Initials

School personnel must sign and initial below before administering medication and/or verifying order for accuracy.

INIT NAME INIT NAME INIT NAME

File in student health file upon return from field trip.

WASHINGTON COUNTY PUBLIC SCHOOLS/MERITUS SCHOOL HEALTH PROGRAM
OVERNIGHT FIELD TRIP MEDICAL AND EMERGENCY INFORMATION FORM

Student: _____ Date of Birth: _____

Address: _____

Name of Parent/Guardian: _____

Phone: Home: _____ Cell: _____ Work: _____

Emergency Contact Name: _____ Phone: _____

Student's Health Care Provider: _____ Phone: _____

Health Insurance Provider: _____ Policy #: _____

Medical Information:

1. Current Medications: _____

2. Medications needed for the field trip: _____

- **Washington County Public Schools policy prohibits students from possessing or using prescription or over-the-counter medication on school property and school field trips.**
- If your student needs any medication (prescription or over-the-counter) during the field trip, an OVERNIGHT FIELD TRIP MEDICATION/TREATMENT PERMISSION FORM must be completed by the parent/guardian and health care provider.
- Medication in its original bottle, with a completed Overnight Field Trip Medication/Treatment Permission Form for EACH medication, must be brought to the school nurse by an adult no later than one week prior to the overnight field trip.
- The teacher in charge/designee must carry and administer, unless student has permission to self-administer, all medications on the trip.
- If your student already has medication at school, please contact the school nurse to make arrangements for this medication and health care provider's order to be taken on the overnight field trip.

3. Allergies: Food _____ Insect _____ Medication _____
Other _____ Has EpiPen Yes No Ever Received EpiPen Yes No

4. Medical/Health Concerns:

Asthma: _____ Diabetes: _____ Seizures: _____ Other: _____

No Medical/Health Concerns: _____

Parent /Guardian Signature: _____ Date: _____

The teacher **must** give this completed form to the school nurse at least one month prior to the field trip
This form must be shredded by the teacher upon return of the trip



Maryland Diabetes Medical Management Plan / Health Care Provider Order Form

Valid from: Start ___/___/___ to End ___/___/___ or for School Year _____



Demographics				
Student Name:	D.O.B.:	Grade:	Diagnosis:	
Parent/Guardian:	Home Phone:	Work Phone:	Cell Phone:	
Insulin Orders				
Insulin Dosing:				
<input type="checkbox"/> Carbohydrate (CHO) coverage <input type="checkbox"/> Correction dose only <input type="checkbox"/> Correction dose plus CHO coverage <input type="checkbox"/> Fixed dose <input type="checkbox"/> Fixed dose with correction scale <input type="checkbox"/> See attached dosing scale				
Insulin(s):				
<input type="checkbox"/> Rapid Acting: <input type="checkbox"/> Apidra <input type="checkbox"/> Humalog <input type="checkbox"/> Novolog <input type="checkbox"/> Admelog <input type="checkbox"/> Other (specify): _____ <input type="checkbox"/> Any of the Rapid Acting insulins may be substituted for the others				
<input type="checkbox"/> Long Acting (if given at school): _____ Give _____ unit(s) of insulin Sub-Q at _____ (time)				
Insulin Delivery: <input type="checkbox"/> Pen <input type="checkbox"/> Syringe <input type="checkbox"/> Pump (make/model): _____				
Carbohydrate (CHO) Coverage per Meal: <input type="checkbox"/> _____ unit(s) of insulin Sub-Q per _____ grams of CHO at breakfast				
<input type="checkbox"/> _____ unit(s) of insulin Sub-Q per _____ grams of CHO at lunch <input type="checkbox"/> _____ unit(s) of insulin Sub-Q per _____ grams of CHO at dinner				
Carbohydrate Dose Adjustment Prior To Strenuous Exercise Within _____ Minutes:				
<input type="checkbox"/> Use exercise/PE CHO ratio of _____ unit(s) of insulin per _____ grams of CHO at breakfast <input type="checkbox"/> Use exercise/PE CHO ratio of _____ unit(s) of insulin per _____ grams of CHO at lunch <input type="checkbox"/> Use exercise/PE CHO ratio of _____ unit(s) of insulin per _____ grams of CHO at dinner				
Correction Dose:				
<input type="checkbox"/> Give _____ unit(s) of insulin Sub-Q for every _____ mg/dl greater than BG of _____ mg/dl <input type="checkbox"/> If pre-breakfast BG less than _____ mg/dl, subtract _____ unit(s) of insulin dose <input type="checkbox"/> If pre-lunch BG less than _____ mg/dl, subtract _____ unit(s) of insulin dose <input type="checkbox"/> If pre-dinner BG less than _____ mg/dl, subtract _____ unit(s) of insulin dose				
<input type="checkbox"/> Fixed Dose Insulin: _____ unit(s) of insulin Sub-Q given before school meals				
<input type="checkbox"/> Split Insulin Dose:				
Give _____ unit(s) or _____ % of meal insulin dose Sub-Q before meal and _____ unit(s) or _____ % of meal insulin dose Sub-Q after meal				
Snack Insulin Coverage: <input type="checkbox"/> No snack coverage <input type="checkbox"/> Snack coverage if BG > _____ mg/dl				
<input type="checkbox"/> _____ unit(s) of insulin Sub-Q per _____ grams of CHO				
Insulin Dose Administration Principles*				*See page 2 for Hyperglycemia management
Insulin should be given:				
<input type="checkbox"/> Before meals <input type="checkbox"/> Before snacks <input type="checkbox"/> Other times (please specify): _____ <input type="checkbox"/> For correction if BG > _____ mg/dl and _____ hours since last dose/bolus <input type="checkbox"/> If CHO intake cannot be predetermined, insulin should be given no more than _____ minutes after start of meal/snack <input type="checkbox"/> If parent/guardian requests, insulin should be given no more than _____ minutes after start of meal/snack <input type="checkbox"/> Use pump or bolus device calculations per programmed settings, once settings have been verified <input type="checkbox"/> Parent/Guardian has permission to increase/decrease insulin correction dose by +/- one (1) unit to three (3) units of insulin or adjust the CHO ratio by +/- 20 grams of CHO per one (1) unit of insulin				
Independent Insulin Administration Skills* & Supervision Needs				*Skills to be verified by school nurse
<input type="checkbox"/> Insulin dose calculations <input type="checkbox"/> Independent <input type="checkbox"/> With Supervision		<input type="checkbox"/> Carbohydrate counting <input type="checkbox"/> Independent <input type="checkbox"/> With Supervision		<input type="checkbox"/> Measuring insulin <input type="checkbox"/> Independent <input type="checkbox"/> With Supervision
<input type="checkbox"/> Insulin administration <input type="checkbox"/> Independent <input type="checkbox"/> With Supervision				
Other Diabetes Medication				
Name of Medication	Time	Dosage	Route	Possible Side Effects
Authorizations				
HEALTH CARE PROVIDER AUTHORIZATION			PARENT/GUARDIAN AUTHORIZATION	
I authorize the administration of the medications and student diabetes self-management as ordered above.			By signing below, I authorize:	
			<ul style="list-style-type: none"> • The designated school personnel to administer the medication and treatment orders as prescribed above. 	
Provider Name (PRINT):			By signing below, I agree to:	
Phone:			<ul style="list-style-type: none"> • Provide the necessary diabetes management supplies and equipment; and • Notify the nurse of any changes in my child's care or condition. 	
Fax:				
Provider Signature:		Date:	Parent/Guardian Signature:	
			Date:	
Acknowledged and Received by:			School Nurse:	
			Date:	

Maryland Diabetes Medical Management Plan / Health Care Provider Order Form

Valid from: Start ___/___/___ to End ___/___/___ or for School Year _____

Student Name:		D.O.B.:	
Blood Glucose Monitoring*		*Self-management skills to be verified by school nurse	
Blood Glucose (BG) Monitoring:			
<input type="checkbox"/> Before meals <input type="checkbox"/> Before PE/Activity <input type="checkbox"/> After PE/Activity <input type="checkbox"/> Prior to dismissal <input type="checkbox"/> Additional monitoring per parent/guardian request <input type="checkbox"/> For symptoms of hypo/hyperglycemia and any time the student does not feel well <input type="checkbox"/> Student may independently check BG*			
Continuous Glucose Monitoring			
<input type="checkbox"/> Uses CGM Make/Model: _____ Is this CGM make/model approved by the FDA for insulin dosing? <input type="checkbox"/> Yes <input type="checkbox"/> No Alarms set for: Low _____ mg/dl High _____ mg/dl <input type="checkbox"/> If sensor falls out at school, notify parent/guardian			
Hypoglycemia Management*		*Self-management skills to be verified by school nurse	
Mild or Moderate Hypoglycemia (BG below _____ mg/dl)			
<input type="checkbox"/> Provide quick-acting glucose product equal to 15 grams of carbohydrate (or glucose gel), if conscious & able to swallow <input type="checkbox"/> Suspend pump for BG < _____ mg/dl and restart pump when BG > _____ mg/dl <input type="checkbox"/> Student should consume a meal or snack within _____ minutes after treating hypoglycemia <input type="checkbox"/> Other: _____			
Always treat hypoglycemia before the administration of meal/snack insulin			
Repeat BG check 15 minutes after use of quick-acting glucose			
<ul style="list-style-type: none"> • If BG still low, re-treat with 15 grams quick-acting CHO as stated above • If BG in acceptable range and it is lunch or snack time, have student eat and cover meal CHO per orders • If CGM in use and BG \geq 70 mg/dL and arrow going up, no need to recheck 			
Student may self-manage mild or moderate hypoglycemia and notify the school nurse*: <input type="checkbox"/> Yes <input type="checkbox"/> No			
Severe Hypoglycemia (includes any of the following symptoms):			
<ul style="list-style-type: none"> • Unconsciousness • Inability to swallow • GLUCAGON injection: <input type="checkbox"/> 1 mg <input type="checkbox"/> 0.5 mg IM or Sub-Q <ul style="list-style-type: none"> • Place student in the recovery position • Suspend pump, if applicable, and restart pump at BG > _____ mg/dl • Call 911 and state glucagon was given for hypoglycemia; notify parent/guardian • If glucagon is not available or there is no response to glucagon, administer glucose gel inside cheek, even if unconscious or seizing. If glucose gel is administered, place student in recovery position. 			
Hyperglycemia Management*		*Self-management skills to be verified by school nurse	
If BG greater than _____ mg/dl, or when child complains of nausea, vomiting, and/or abdominal pain, check urine/blood for ketones			
If urine ketones are trace to small or blood ketones less than _____ mmol/L:			
<ul style="list-style-type: none"> • Give _____ ounces of sugar-free fluid or water per hour as tolerated • Give insulin as listed in insulin orders no more than every _____ hour(s) 			
If urine ketones are moderate to large or blood ketones greater than _____ mmol/L:			
<ul style="list-style-type: none"> • Give _____ ounces of sugar-free fluid or water per hour as tolerated • If student uses pump, disconnect pump • Give insulin as listed in insulin orders no more than every _____ hour(s) by injection 			
If large ketones and vomiting or large ketones and other signs of ketoacidosis, call 911. Notify parent/guardian.			
Re-check BG and ketones _____ hours after administering insulin			
Contact parent/guardian for: <input type="checkbox"/> BG > _____ mg/dl <input type="checkbox"/> Ketones > _____ mmol/L			
Student may self-manage hyperglycemia with trace/small ketones and notify the school nurse*: <input type="checkbox"/> Yes <input type="checkbox"/> No			
Ketone Coverage			
For ketones trace to small (urine)/< _____ mmol/L (blood):		For ketones moderate to large (urine)/> _____ mmol/L (blood):	
<input type="checkbox"/> Correction dose plus _____ unit(s) of insulin		<input type="checkbox"/> Correction dose plus _____ unit(s) of insulin	
<input type="checkbox"/> _____ unit(s) of insulin		<input type="checkbox"/> _____ unit(s) of insulin	
Parent/Guardian Name:	Signature:	Date:	
Provider Name:	Signature:	Date:	
Acknowledged and Received by:	School Nurse:	Date:	

Maryland Diabetes Medical Management Plan / Health Care Provider Order Form

Valid from: Start ___/___/___ to End ___/___/___ or for School Year _____

Student Name:		D.O.B.:
Physical Education, Physical Activity, and Sports* *Self-management skills to be verified by school nurse		
<input type="checkbox"/> Avoid physical education/physical activity/sports if: <input type="checkbox"/> BG < ___mg/dl <input type="checkbox"/> BG > ___mg/dl <input type="checkbox"/> Trace/small ketones present <input type="checkbox"/> Moderate/large ketones present <input type="checkbox"/> If BG is ≤ ___mg/dl, give 15 grams of CHO and return to physical education/physical activity/sports <input type="checkbox"/> May disconnect pump for physical education/physical activity/ sports <input type="checkbox"/> Student may set temporary basal rate for physical education/physical activity/sports* <input type="checkbox"/> Other:		
Transportation* *Self-management skills to be verified by school nurse		
<input type="checkbox"/> Check BG prior to dismissal <input type="checkbox"/> If BG is not > ___mg/dl, give ___grams carbohydrate snack <input type="checkbox"/> BG must be > ___mg/dl for bus ride/walk home <input type="checkbox"/> Only check BG if symptomatic prior to bus ride/walk home <input type="checkbox"/> Allow student to carry quick-acting glucose for consumption on bus, as needed for hypoglycemia* <input type="checkbox"/> Student must be transported home with parent/guardian if (specify): _____ <input type="checkbox"/> Other:		
Disaster Plan (if needed for lockdown, 72-hour shelter in place)		
<input type="checkbox"/> Continue to follow orders contained in this medical management plan <input type="checkbox"/> Additional insulin orders as follows: unit(s)/hour <input type="checkbox"/> Other:		
Pump Management		
Type of Pump:	Pump start date:	Child Lock: <input type="checkbox"/> On <input type="checkbox"/> Off
Basal rates:		
_____ unit(s)/hour _____ AM/PM	_____ unit(s)/hour _____ AM/PM	_____ unit(s)/hour _____ AM/PM
_____ unit(s)/hour _____ AM/PM	_____ unit(s)/hour _____ AM/PM	_____ unit(s)/hour _____ AM/PM
_____ unit(s)/hour _____ AM/PM	_____ unit(s)/hour _____ AM/PM	_____ unit(s)/hour _____ AM/PM
Additional Hyperglycemia Management:		
<input type="checkbox"/> If BG > ___mg/dl and has not decreased over ___hours after bolus, consider infusion site change. Notify parent/guardian <input type="checkbox"/> For infusion site failure: <input type="checkbox"/> Give insulin via syringe or pen <input type="checkbox"/> Change infusion site <input type="checkbox"/> For suspected pump failure, suspend or remove pump and give insulin via syringe or pen <input type="checkbox"/> If BG > ___mg/dl and <u>moderate to large</u> ketones, student should change infusion site and give correction dose by pen or syringe <input type="checkbox"/> Comments:		
Independent Pump Management Skills and Supervision Needs*		
*Skills to be verified by school nurse. Supervision will be provided if not fully independent when appropriate		
Student is independent in the pump skills indicated below:		
<input type="checkbox"/> Carbohydrate counting	<input type="checkbox"/> Bolus an insulin dose	<input type="checkbox"/> Set a basal rate/temporary basal rate
<input type="checkbox"/> Reconnect pump at infusion set	<input type="checkbox"/> Prepare and insert infusion set	<input type="checkbox"/> Troubleshoot alarms and malfunctions
<input type="checkbox"/> Give self-injection if needed	<input type="checkbox"/> Disconnect pump	<input type="checkbox"/> Other:
Additional Orders		
<input type="checkbox"/> Please FAX copies of BG/insulin diabetes management records every ___weeks		(FAX number: _____)
<input type="checkbox"/> Other orders:		<i>Use page 4 of form if additional space is needed</i>
Parent/Guardian Consent for Self-Management		
<input type="checkbox"/> I acknowledge that my child <input type="checkbox"/> is <input type="checkbox"/> is not authorized to self-manage as indicated by my child's health care provider <input type="checkbox"/> I understand the school nurse will work with my child to learn self-management skills if he/she is not currently capable of or authorized to perform independently My child has my permission to independently perform the diabetes tasks listed below as indicated by my child's health care provider:		
<input type="checkbox"/> Blood glucose monitoring	<input type="checkbox"/> Insulin administration	<input type="checkbox"/> Pump management
<input type="checkbox"/> Carbohydrate counting	<input type="checkbox"/> Insulin dose calculation	<input type="checkbox"/> Other:
Parent/Guardian Name:	Signature:	Date:
Provider Name:	Signature:	Date:
Acknowledged and Received by:	School Nurse:	Date:

Maryland Diabetes Medical Management Plan / Health Care Provider Order Form

Valid from: Start ___/___/___ **to End** ___/___/___ **or for School Year** _____

Student Name:	D.O.B:
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Additional Orders Addendum

Parent/Guardian Name:	Signature:	Date:
Provider Name:	Signature:	Date:
Acknowledged and received by:	School Nurse:	Date:

Maryland State School Health Services Guideline – Management of Diabetes in Schools – 2017

Maryland Diabetes Medical Management Plan/Health Care Provider Order Form

Guidance Document

Form Section	Guidance
<p>Insulin Dosing</p> <p>Carbohydrate coverage</p> <p>Correction dose</p> <p>Fixed dose</p> <p>Fixed dose with sliding scale</p>	<p>Calculated to cover carbohydrate intake at meals or snacks. $\frac{\text{Grams of carbohydrate in meal}}{\text{Insulin to Carb Ratio}} = \text{units of insulin}$</p> <p>Calculated to correct a high blood glucose level to a desired goal. Sample formula: $\frac{\text{Blood glucose} - \text{Target blood glucose}}{\text{Sensitivity Factor}} = \text{units for correction}$</p> <p>Set insulin dose at meals.</p> <p>Set insulin dose which is adjusted based on blood glucose levels.</p>
<p>Insulin Delivery</p> <p>Insulin Pumps</p>	<p>It is always helpful to have quick access to the instruction manual or the quick reference guide for each pump. All pump manufacturers have websites with instruction manuals and online trainings.</p>
<p>Insulin Dose Administration Principles</p>	<p>Insulin dose calculation: round up or down to the nearest half or whole unit. May use clinical discretion: if physical activity follows, round down.</p> <p>Insulin should be given before a meal. If the CHO intake cannot be determined before the meal, consult with the parents and provider to develop a plan that would work best for the student.</p>
<p>Target Blood Glucose Range</p>	<p>Suggested ranges per the American Diabetes Association for all pediatric patients with Type 1.</p> <ul style="list-style-type: none"> • Before meals: 90-130 mg/dl • Bedtime/overnight: 90-150 mg/dl
<p>Continuous Glucose Monitoring</p>	<p>Monitors glucose level from the interstitial tissue. Provides valuable information on trends in glucose levels, pre- and post-meal glucose levels and glucose changes during exercise. System involves a sensor, transmitter and a receiver. Interstitial reading lags behind blood glucose readings by 5 minutes. Medtronic and Dexcom are the primary CGM manufacturers and each has helpful websites.</p>

Maryland State School Health Services Guideline – Management of Diabetes in Schools – 2017

Guidance Document (continued)

Form Section	Guidance
Hypoglycemia	<p>Examples of quick acting glucose sources (equal to approximately 15 grams CHO) include:</p> <ul style="list-style-type: none"> • 4 ounces of fruit juice • 4-6 ounces of regular soda • 3-4 glucose tablets • 2-3 rolls of smarties 10 sweet tarts • 15 regular jelly beans • 3 teaspoons of cake decorating gel (fat free) • 1 Tablespoon of table sugar • 4-5 packets of table sugar <p>Some students, especially younger students on insulin pumps, may need less amounts of quick acting glucose to correct a low BG. Parent may provide a chart with quick acting glucose amounts for BG less than target, per provider permission.</p>
Hypoglycemia Glucagon	Emergency injectable hormone that raises blood glucose levels within 5-15 minutes; dosing based on weight.
Hyperglycemia	Refer to the Hyperglycemia algorithm in the MSDE/MDH Management of Diabetes in Schools. Encourage sugar free fluids per DMMP. Ketone monitoring is imperative in managing hyperglycemia. Ketones are released with a lack of insulin; untreated hyperglycemia can lead to elevated
Physical Education, Physical Activity, Sports	Students on insulin pumps may have options in preparing for physical activity. For example; suspending the pump, modifying the basal rate, and disconnecting the pump.

References:

American Diabetes Association. Children and adolescents, Sec 11. In Standards of Medical Care in Diabetes – 2016. Diabetes Care 2016; 39(Suppl. 1): S86-93.

Maryland State School Health Services Guideline, Management of Diabetes in Schools, 2016.

Helping Administer to the Needs of Students with Diabetes in School, Training Program for School Nurses, 2014.



**Meritus™
Health**

Meritus School Health Program

In Collaboration With

WCPS

School Health Services Handbook for Families

Meritus School Health Services is committed to insuring that every child has safe and equal access to their educational program. We strive to minimize student absenteeism by providing quality health services and case management in accordance with Maryland State School Health Guidelines.

The Meritus School Health Program works in collaboration with Washington County Public Schools (WCPS) to provide health services to all students enrolled in WCPS. We take great pride in the care we provide, and strive to keep students in school and actively participating in their educational day. Each health office is staffed with either a Registered Nurse, Licensed Practical Nurse, or Certified Nursing Assistant/Certified Medication Technician. All health offices are under the supervision of a Registered Nurse.

For questions regarding Meritus School Health Program or the services we provide, please contact:

AMY M. EDWARDS, BSN, RN
Meritus Health,
School Health Program Director
301-766-8771
Amy.Edwards@meritushealth.com

PAMELA R. AMBROSE
Meritus Health,
School Health Program Assistant
301-766-8795
Pamela.Ambrose@meritushealth.com

<u>School</u>	<u>School Health Office</u>	<u>School Main Office</u>	<u>School Health Office Fax</u>
Antietam Academy	301-766-8466	301-766-8447	301-766-8483
Barbara Ingram	301-766-8839	301-766-8840	301-766-8848
Bester Elem.	301-766-8004	301-766-8001	301-766-8461
Boonsboro Elem.	301-766-8016	301-766-8013	301-766-8944
Boonsboro High School	301-766-8026	301-766-8022	301-766-8971
Boonsboro Middle	301-766-8042	301-766-8038	301-766-8966
Boyd J. Michael III Technical High	301-766-8062	301-766-8050	301-766-8976
Cascade Elem.	301-766-8069	301-766-8066	301-766-8945
Clear Spring Elementary	301-766-8076	301-766-8074	301-766-8946
Clear Spring High	301-766-8087	301-766-8082	301-766-8972
Clear Spring Middle	301-766-8099	301-766-8094	301-766-8967
E. Russell Hicks Middle	301-766-8117	301-766-8110	301-766-8115
Eastern Elem.	301-766-8125	301-766-8122	301-766-8948
Emma K. Doub Elem.	301-766-8133	301-766-8130	301-766-8949
Fairview Outdoor School	301-766-8139	301-766-8138	301-766-8977
Fountain Rock Elem.	301-766-8148	301-766-8146	301-766-8717
Fountaindale Elem.	301-766-8155	301-766-8156	301-766-8951
Greenbrier Elem.	301-766-8172	301-766-8170	301-766-8953
Hancock Elementary	301-766-8180	301-766-8178	301-766-8954
Hancock Middle/Senior High	301-766-8188	301-766-8186	301-766-8973
Hickory Elem.	301-766-8200	301-766-8198	301-766-8955
Jonathan Hager Elem.	301-766-8442	301-766-8440	301-766-8965
Lincolnshire Elementary	301-766-8209	301-766-8206	301-766-8956
Marshall Street School	301-766-8223	301-766-8214	301-766-8978
Maugansville Elem.	301-766-8233	301-766-8230	301-766-8979
North Hagerstown High	301-766-8245	301-766-8238	301-766-8710
Northern Middle	301-766-8262	301-766-8258	301-766-8968
Old Forge Elem.	301-766-8275	301-766-8273	301-766-8957
Pangborn Elementary	301-766-8281	301-766-8282	301-766-8649
Paramount Elem.	301-766-8291	301-766-8289	301-766-8958
Pleasant Valley Elem.	301-766-8299	301-766-8297	301-766-8959
Potomac Heights Elem.	301-766-8308	301-766-8305	301-766-8960
Public Service Academy	301-766-8558	301-766-8050	301-766-8976
Rockland Woods Elem.	301-766-8489	301-766-8485	301-766-8499
Ruth Ann Monroe	301-766-8672	301-766-8668	301-766-8678
Salem Avenue Elem.	301-766-8316	301-766-8313	301-766-8961
Sharpsburg Elem.	301-766-8323	301-766-8321	301-766-8962
Smithsburg Elem.	301-766-8331	301-766-8329	301-766-8963
Smithsburg High	301-766-8338	301-766-8337	301-766-8975
Smithsburg Middle	301-766-8360	301-766-8353	301-766-8969
South Hagerstown High	301-766-8375	301-766-8369	301-766-8379
Springfield Middle	301-766-8393	301-766-8389	301-766-8970
Western Heights Middle	301-766-8407	301-766-8403	301-766-8412
Williamsport High	301-766-8428	301-766-8423	301-766-8538
Williamsport Elem.	301-766-8418	301-766-8415	301-766-8964

Communications Between Home and School

Parents/guardians are expected to provide the school with a complete and accurate Washington County Public Schools Family Health and Information Form each school year. Please inform the health office of any significant injury, illness, or communicable disease diagnosed by your child's healthcare provider. Health information is confidential and will only be shared in accordance with the Family Educational Rights and Privacy Act.

A purple note will be sent home with your child each time he/she has been treated in the health office. To protect student confidentiality, this note will only provide basic information about the visit. Please contact the health office directly for more detailed information regarding your child's health office visit. If the injury or illness is significant, health office staff will contact parents/guardians by phone.

Illness Guidelines

Deciding when a child is too sick to attend school can be difficult. The following guidelines can assist:

When to stay home:

- Drainage from eye(s), matted eyelids after sleep, eye pain and/or redness
- Vomiting
- Fever of 100.4 F or greater – child must be fever free without the use of fever reducing medications for 24 hours in order to return to school
- Diarrhea
- Sore throat
- Persistent cough

Toileting

If your child has a toileting accident during the school day, you may be contacted to bring clothing and/or pick up your child. Most schools have donated clothing items on hand, but this is not guaranteed. It is recommended that parents/guardians of elementary school aged children keep a change of clothes in their child's backpack.

Lice

Head lice are spread through direct person to person contact, or less commonly through the contact with the belongings of an infested person. Head lice do not jump or fly, and pets cannot spread lice. An infested person can continue to spread lice to others until they have been treated and nits have been removed.

Routine classroom and school lice checks are no longer performed. When a student is exhibiting signs of lice infestation (excessive itching, visible nits and/or lice), he/she will be sent to the health office, and a lice check will be performed. If live lice are observed, or the presence of nits are within a ½ inch from the scalp, health office staff will notify parent/guardian to pick up the student. Health office staff will provide education regarding lice and treatment.

Students identified with lice may return to school after they have been treated and nits have been removed. The student will be rechecked upon return to school by health office staff to ensure lice have been effectively treated.

Meritus School Health Program follows practice guidance from the National Associations of School Nurses (NASN), the Centers for Disease Control (CDC), and the American Academy of Pediatrics (AAP) to manage lice in the school setting. It is recommended that parents/guardians perform routine lice checks at home throughout the school year.

Suggested web-sites for further information regarding lice.

<http://www.cdc.gov/lice>

<https://www.nasn.org/nasn/advocacy/professional-practice-documents/positionstatements/ps-head-lice>

https://earlychildhood.marylandpublicschools.org/system/files/filedepot/3/head_lice_treatment_and_prevention_-_recommended_practice_for_child_care.pdf

WASHINGTON COUNTY COMMUNITY AGENCIES

August 2023, OSC

AGENCY	HOURS	SERVICES
211 Maryland 9770 Patuxent Woods Drive, Suite 334 Columbia, MD 21046 www.211md.org 1-866-411-6803 or dial 211 or text your zip code 211 to 898-211	24 Hours a Day, 7 Days a Week, In Over 180 Languages	Maryland Residents can get help with MD 2-1-1 to help find information & referrals for Maryland programs & services 24 hours a day
Alcoholics Anonymous – Hagerstown P.O. Box 1153 Hagerstown, MD 21741 240-850-2677 www.hagerstownaa.org	Various locations and meeting times available	Provides Alcoholics Anonymous meetings for Hagerstown and Washington County
American Red Cross, Youth Services 1131 Conrad Court Hagerstown, MD 21740 1-800-763-2767 www.redcross.org/wmd	8:30 a.m. to 5:00 p.m. Monday thru Friday	Provides young people (ages 11-22) with opportunities that will encourage them to become adult leaders of tomorrow
Behavioral Health - Meritus 11116 Medical Campus Road, Suite 2989 Hagerstown, MD 21742 301-766-7600 https://www.meritushealth.com/treatment- care/behavioral	9:00 a.m. to 5:30 p.m. – Monday thru Thursday 9:00 a.m. to 4:30 p.m. – Friday	Offers individual and group outpatient counseling to couples and individuals. Also have psychiatric medical doctors available
Bester Community of Hope 370 Mill Street Hagerstown, MD 21740 240-513-6370 www.besterhope.org	9:00 a.m. to 5:00 p.m. – Monday thru Friday	Non-profit organization which provides support, such as afterschool programs, health care clinic, education groups, etc. to families that live in the Bester Elementary School area
Big Brothers/Big Sisters 1037 Haven Road Hagerstown, MD 21742 301-739-4711 www.bbbswcmd.org	8:30 a.m. to 4:30 p.m. – Monday thru Friday	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.
Boys and Girls Club 805 Pennsylvania Avenue Hagerstown, MD 21742 301-733-5422 www.bgcwc.com	Hours for children 2:30 p.m. to 6:30 p.m. Monday thru Friday - during school year Staff hours 9:00 a.m. to 9:00 p.m. - Monday thru Friday	A guidance center organization established for the social, recreational, educational, and character development of youth, ages 6 – 18
Boy Scouts of America 18600 Crestwood Drive Hagerstown, MD 21742 301-739-1211 www.mdcscouting.org	Hours vary Please see website	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
Brook Lane Health Services 13121 Brook Lane Hagerstown, MD 21742 301-733-0330 www.brooklane.org	7:00 a.m. to 9:00 p.m. – Monday thru Friday Hospitalization - 24 hours, 7 days a week Other services by appointment	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
CASA, Inc. 116 West Baltimore Street Hagerstown, MD 21740 301-739-4990 – day 301-739-8975 – hotline available 24 hours www.casainc.org	8:30 a.m. to 4:30 p.m. Monday thru Friday Evenings, weekends, and holidays, call Hotline	Provides crisis intervention, shelter, support groups, and counseling to victims of domestic violence and sexual assault. Also provides legal services for clients and counseling for children.
Children In Need, Inc. 131 West North Avenue Hagerstown, MD 21740 301-671-2014 www.childreninneedwashingtoncounty.org	For clients – 8:30 a.m. to 12:00 noon Wednesday and Friday Donations - 8:00 a.m. to 12:00 noon Monday through Friday	Provides free clothing, under-clothing, hygiene, and school supplies to school aged children. Eligibility letter for free or reduced lunch is used for registration.
Community Action Council, Inc. 117 Summit Avenue Hagerstown, MD 21740 301-797-4161 www.wccac.org	8:30 a.m. to 4:30 p.m. Monday thru Friday	Provides crisis assistance such as court eviction, first month's rent, utility termination, and food pantry. Provides information, referrals, and direct assistance for such varied needs as housing assistance & counseling, property assistance programs, transportation, and the Maryland Energy Assistance Program.
Family Healthcare of Hagerstown 201 S. Cleveland Avenue Hagerstown, MD 21740 301-745-3777 www.familyhch.org	8:00 a.m. to 5:00 p.m. Monday thru Friday	Medical practitioners provide primary and dental care for patients of all ages, infants to seniors, and mental health care for adults. They are staffed by board-certified physicians and nurse practitioners who believe that the health of our community depends on providing care and treatment to all people, regardless of ability to pay.

Family Support Resource Center 10435 Downsville Pike Hagerstown, MD 21740 301-766-8221	8:30a.m. to 3:30p.m. Monday thru Friday Closed when schools are closed, except on Professional Days	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. email contact – maginmac@wcps.k12.md.us
Girl Scout Council Martinsburg Office and Girl Scout Shop 153 McMillan Court Martinsburg, WV 25404 304-263-8833 www.gscnc.org	Office hours - 9:00 a.m. to 5:00 p.m. Monday thru Friday <u>Shop hours</u> 10:00 a.m. to 4:00 p.m. Monday thru Friday 10:00 a.m. to 2:00 p.m. Saturday - Seasonal	A leadership experience that provides outcome-based program activities that are designed to guide girls along a life-long path to lead with <i>courage, confidence, and character</i> as they continue to <i>make the world a better place</i> . Store sells numerous Girl Scout related items
Girls Incorporated 626 Washington Avenue Hagerstown, MD 21740 301-733-5430 www.girlsinc-md.org	Summer Hours: 7:45 a.m. to 5:00 p.m. M-F Winter Hours: 2:15 p.m. to 6:00 p.m. Monday thru Friday	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.
Hagerstown Area Pregnancy Center 152 West Washington Street Hagerstown, MD 21740 301-739-8717 www.hapconline.com	9:00 a.m. to 5:00 p.m. Monday & Wednesday 8:00 a.m. to 4:00 p.m. Tuesday & Thursday	Provides pregnancy testing, ultrasounds, counseling, education on sexual health, and lifestyle & relationship information.
Hagerstown City Police 50 North Burhans Boulevard Hagerstown, MD 21740 301-790-3700 (Non-emergency) www.hagerstownmd.org/Directory.aspx?DID=20	24 hours, 7 days a week	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
Horizon Goodwill Industries 14515 Pennsylvania Avenue Hagerstown, MD 21742 301-733-7330 www.horizongoodwill.org	8:00 a.m. to 6:00 p.m. – Monday thru Saturday 10:00 a.m. to 6:00 p.m. – Monday thru Sunday 10:00 AM - 6:00 PM Friday: 10:00 AM - 6:00 PM Saturday: 10:00 AM - 6:00 PM Sunday: 12:00 PM - 5:00 PM	Offer a wide variety of services to the local community, ranging from business solutions, job training, and human resource assistance.
Hospice of Washington County 1710 Underpass Way, Suite 300 Hagerstown, MD 21740 301-791-6360 www.hospiceofwc.org	8:00 a.m. to 5:00 p.m. Monday thru Friday	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.
Juvenile Services, WC Department of 44 North Potomac Street, Suite 300 Hagerstown, MD 21740 301-791-7171	8:00 a.m. to 5:00 p.m. Monday thru Friday	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
Juvenile Services, WC Diversion Program 44 North Potomac Street, Suite 300 Hagerstown, MD 21740 301-791-7314	8:00 a.m. to 5:00 p.m. Monday thru Friday	This program connects youth and families with necessary community-based services in an effort to help the youth and family to be more successful.
Mental Health Authority 339 East Antietam Street, Suite 5 Hagerstown, MD 21740 301-739-2490 www.wcmha.org	8:00 a.m. to 4:30 p.m. Monday thru Friday Can leave message	Provides information and referrals to persons with mental illness who are looking for assistance.
Mental Health Center, Inc. 1180 Professional Court Hagerstown, MD 21740 301-791-3045 www.thementalhealthcenter.net	8:00 a.m. to 6:00 p.m. M, W, and Th 8:00 a.m. to 8:00 p.m. Tuesday 8:00 a.m. to 5:00 p.m. Friday	Offers a comprehensive and coordinated menu of outpatient treatment and rehabilitation services to children, adolescents, adults, and their families
Meritus Health/Meritus Medical Center 11116 Medical Campus Road Hagerstown, MD 21742 301-790-8000 www.meritushealth.com	Hospital - 24 hours a day Other services' hours vary	The largest healthcare provider in Western Md. Programs range from inpatient care to occupational health services to physician practices and outpatient care. The system delivers patient care through two primary components, Meritus Medical Center (formerly W.C. Hospital) and Meritus Enterprises (formerly Antietam Health Services).
Narcotics Task Force of Washington County 301-791-3205 https://www.washco-md.net/wcntf/	8:00 a.m. to 5:00 p.m. Office	Investigates the improper use of narcotics or drugs.

Parent-Child Center 998 Potomac Avenue Hagerstown, MD 21742 301-791-2224	8:30 a.m. to 4:30 p.m. Monday thru Friday	Provides parent aides to families who need parenting skills, as well as community education through parenting classes
Potomac Community Services, Inc. - Washington County 324 East Antietam Street, Suite 301 Hagerstown, MD 21740 301-791-3087 www.pcmsinc.org	8:00 a.m. to 4:30 p.m. Monday thru Friday	Early childhood, general case management, intensive adult foster care, juvenile drug court, Journey Life Care, Love & Logic, and in-home behavioral health.
QCI Behavioral Health 201 North Burhans Boulevard Hagerstown, MD 21740 301-791-2660 www.qcihealth.com	8:30 a.m. to 5:00 p.m. - Monday thru Friday	Provides mental health outpatient and mobile treatment services to children, adolescents and adults.
Reach of Washington County 140 W. Franklin Street, Suite 300 Hagerstown, MD 301-733-2371 www.reachofwc.org	Available 24 hours a day	A faith-based, non-profit organization available 24 hours a day for emergencies such as motel placements for homeless families, shelter, day resources, and crisis assistance. Financial education and stability classes are also provided.
Robert W. Johnson Community Center, Inc. 109 West North Avenue Hagerstown, MD 21740 301-790-0203 www.rwjcc.net	After school program - 2:00 p.m. to 7:00 p.m. Monday thru Friday Summer Camp: 8-week program 9 a.m. to 3 p.m. Early drop-off at 8a.m. available for a fee Call for dates	Provides recreational, educational, social, and character-building activities designed to meet the needs of youth.
The Salvation Army 525 George Street Hagerstown, MD 21740 301-733-2440 www.salvationarmyhagerstown.org	9:00 a.m. to 4:00 p.m. Monday thru Friday Office closed between 12:00 and 1:00 p.m.	Administers funds for emergency family relief (food, fuel, rent, and medicine) and provides family counseling, marriage counseling, aid to transients, and emergency housing for women and children.
Sheriff's Department of Washington County 500 Western Maryland Parkway Hagerstown, MD 21740 240-313-2100 (Non-Emergency) www.washcosheriff.com	Patrol and Detention Center services available 24 hours. Administrative staff 8:00 a.m. to 4:00 p.m., Monday thru Friday	Enforces all the traffic, civil and criminal laws of Maryland and Washington County.
Social Services, Washington County Dept. 122 North Potomac Street Hagerstown, MD 21740 240-420-2100 www.dhs.maryland.gov/local-offices/washington-county/	8:00 a.m. to 4:30 p.m. Monday thru Friday 240-420-2222 (emergency after hours)	Grants financial assistance and provides specific social services to individuals, families, and children who are in need and who meet specific eligibility requirements including aid to families with dependent children, disability assistance and loan program, food stamps and medical assistance. Handles any human trafficking for minors.
Turning Point of Washington County 25 E North Avenue Hagerstown, MD 21740 301-733-6063	8:00 a.m. to 6:00 p.m. Monday thru Friday	Offers mental health and social services for individuals with special education needs, co-occurring disorders, and developmental disabilities throughout Maryland.
Washington County Family Center 221 McRand Court, Suite 300 Hagerstown, MD 21740 301-790-4002	8:00 a.m. to 4:00 p.m. Monday thru Friday	Provides positive support, adult education, child development services, parent education, and limited transportation to help young parents become self-sufficient.
Washington County Health Department 1302 Pennsylvania Avenue Hagerstown, MD 21742 240-313-3200 www.washhealth.org	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.	Offers services for those of all ages with all types of health issues. Addictions & Mental Health 240-313-3310 Children's Medical Services 240-313-3280 Healthy Families Program 240-313-3270
Washington County Public Schools 10435 Downsville Pike Hagerstown, MD 21740 301-766-2800 School Counseling Office: 301-766-2963 Student Services Office: 301-766-2960	8:00 a.m. to 4:30 p.m. Monday thru Friday	School Counseling - Bullying, college & career readiness, scheduling, self-injury, School Crisis Response www.wcpsmd.com/school-counseling Student Services - Interpretation of school policies, including policies on attendance, special classes, court referral, exclusion, exemption from high school, promotion www.wcpsmd.com/student-services

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

Policy adopted: July 30, 2002. Revised: April 27, 2012. Revised: June 15, 2018
Washington County Public Schools

WCPS STUDENT DEVICE AGREEMENT AND OBLIGATIONS

1. Overview

Beginning in the 2021-2022 school year, each student and that student's parents/guardians are financially responsible for damage or loss to any Chromebook, iPad, or other device assigned to the student. The device is loaned to the student to be used for instructional purposes only. By borrowing a device from the school, the student and the student's family acknowledges that they have read and understood the contents of this document and its linked articles.

There is no cost associated for a student to borrow, possess, or use a WCPS Chromebook, iPad, or other device. Families are only financially responsible when there is avoidable damage to the device. If the device is faulty, there is no charge to the family; however, if the damage is considered avoidable or the device is lost, the family will be charged according to the repair cost chart, and the corresponding administrative actions will be taken (located at the end of this document).

2. Purpose

The purpose of this document is to outline Washington County Public Schools' (WCPS) practices, procedures, and expectations for the student and their family during the period in which a Chromebook, iPad, or other computing device is assigned to the student. This includes the incurred costs for accidental or intentional damages, theft, or loss. There is no cost to possess or use the device; only for avoidable damage or loss.

3. Practices

A student or family member will return a damaged ChromeBook or iPad to the school they are enrolled in. A WCPS technician will determine the extent to which repairs are required. At that time, the school will issue a replacement device for the student. When possible, the defective device will be repaired by WCPS or one of our repair vendors and returned to service at the school, along with a description of services rendered in order to restore the device to working condition. The school will be required to serve the obligation for the student, and it must be paid in full similar to other school obligations.

4. Content Filtering

In order to comply with The Children's Internet Protection Act (CIPA), WCPS attempts to filter the device at all times for abusive, libelous, obscene, offensive, profane, threatening, sexually explicit, pornographic, illegal, or other inappropriate material that is harmful to minors. Users must not attempt to modify the Chromebook or iPad in an attempt to impair filtering functionality.

Additionally, all sites used for instruction are evaluated by staff for appropriateness. Families should note that while WCPS devices are configured to filter the sites students may visit, they should still discuss the importance of being safe, responsible, and respectful online, and monitor their student's online activities.

5. Proper Care

To protect the device from damage, the student and their family / guardians will store this device in the provided protective case. Students and their family / guardians are responsible for the safe handling, storage, and security of this device and will take the appropriate precautions to prevent damage, loss, or theft. Students and their family / guardians will secure the device when not attended and will not write, etch, scratch, mark or apply stickers to this device. Should student enrollment be terminated for any reason, the equipment must be returned to the school within 4 calendar days. Students and their family / guardians will not alter any WCPS markings and stickers applied on the device. If the device is lost, stolen, or damaged, it is the student's and their family / guardians responsibility to immediately notify the school's library media specialist, teacher, principal, or assistant principal. Students and their family / guardians will not attempt to repair the device or contact any other computer repair service facility directly, nor install a program or modify the device in any way without an explicit request or consent from a member of the WCPS staff.

6. Student / Parent / Guardian Agreement

Students and their family / guardians agree to use the device in accordance with all provisions of the WCPS Acceptable Use of Telecommunication Regulation - IIBH-R as it currently exists and as updated or modified. Students and their family / guardians agree to report any objectionable content to a teacher and/or administrator. Students and their family / guardians understand that WCPS has the ability to monitor WCPS device usage to ensure compliance with WCPS policies and understand that, because of WCPS's need to monitor WCPS devices, there is a limited expectation of data privacy while using WCPS technology. Students and their family / guardians understand that they may only use WCPS approved digital tools in order to safeguard student data from unauthorized access. Furthermore, students and their family / guardians are aware that the device may be randomly collected, inspected, and searched. Students and their family / guardians agree that the device is to be used exclusively by the WCPS employees and the assigned student. Parent(s)/guardian(s) may use the device for purposes of assisting their child with educational studies. Students will obtain consent from participants before taking photos, recording audio or capturing video.

Repair Intake Process

To have a Chromebook or iPad repaired:

1. Take the Chromebook or iPad, case, and charger to the school where the student is enrolled.
2. Provide the library media specialist (LMS), teacher, principal, or assistant principal with the student's ID number (if known), First and Last Name, and the best contact information to reach the parent / guardian. Please also provide the details of the issue the device is having and any known possible causes of the problem.
3. A replacement device will be assigned to the student, pending inventory availability. This new device may not be the same model as the student's originally assigned device but will allow students to access any necessary WCPS applications. If this device incurs damages or is lost, an obligation will also be assessed.
4. Once the device has been repaired, you will be contacted by your child's school about any obligations charged to the student for incurred costs.

Lost or Stolen Devices

1. Immediately notify the school's library media specialist, teacher, principal or assistant principal.
2. Provide the library media specialist (LMS), teacher, principal, or assistant principal with the student's ID number (if known), First and Last Name, and the best contact information to reach the parent / guardian. Provide any details surrounding the loss or theft of the device.
3. A replacement device will be assigned to the student, pending inventory availability. This new device may not be the same model as the student's originally assigned device but will allow students to access any necessary WCPS applications. If this device incurs damages or is lost, an obligation will also be assessed.
4. You will be contacted by your child's school about any obligations charged to the student as a result of the loss or theft.

Repair / Replacement Costs and Administrative Actions

A table of repair costs and administrative actions is located below. Repair cost pricing may fluctuate based on part availability and volatility within the global market.

CHROMEBOOK		Cost	Administrative Action
Tier 1 Device Problems	Examples	\$25	1st Incident - Accidental Damage Notice to parents / guardians. 1st Incident - Intentional / Avoidable Damage Notice to parents / guardians. If device is lost, stolen, or not repairable, Parent / guardian contact with administration required.
	If your device is missing keys		
	If your device has its trackpad peeled up		
	If your device has minor chassis/casing damage		
	If your device has a broken camera		
	If your device's charger is lost or broken		
	Device case is lost or has major damage		
Tier 2 Device Problems	Examples	\$50	2nd Incident - Accidental Damage Notice to parents / guardians. Parent / guardian contact with administration required if student has frequent damages.
	If your device has moderate chassis/casing damage		
	If your non-touchscreen device has a damaged screen		
	Combined Tier 1 damage		
Tier 3 Device Problems	Examples	\$75	2nd Incident - Intentional / Avoidable Damage Parent / guardian contact with administration required. If device is stolen, parent / guardian must file police report and provide school with a copy.
	If your touchscreen device has a damaged screen		
	If your device has major chassis/casing damage		
	Combined Tier 1 and Tier 2 damage		
Tier 4 Replacement	Examples	\$150	
	*Device replacement due to fluid damage		
	*Device replacement due to destruction		
	Combined damage due to Tier 1, Tier 2, and Tier 3 damage		
	*Device replacement due to loss		
	*Device replacement due to theft		

*If 3 or more replacement devices are lost, stolen, or damaged beyond repair, full replacement value of up to \$400 may be assessed on the 3rd and subsequent devices

IPAD		Cost	Administrative Action
Tier 1 Device Problems	Examples	\$25	1st Incident - Accidental Damage Notice to parents / guardians 1st Incident - Intentional / Avoidable Damage Notice to parents / guardians. If device is lost, stolen, or not repairable, Parent / guardian contact with administration required
	If your device has minor chassis/casing damage		
	If your device has a broken camera		
	If your device's charger is lost or broken		
	Device case is lost or has major damage		
Tier 2 Device Problems	Examples	\$50	2nd Incident - Accidental Damage Notice to parents / guardians. Parent / guardian contact with administration required if student has frequent damages 2nd Incident - Intentional / Avoidable Damage Parent / guardian contact with administration required. If device is stolen, parent / guardian must file police report and provide school with a copy
	If your device has moderate chassis/casing damage		
	Combined Tier 1 damage		
Tier 3 Device Problems	Examples	\$75	
	If your device has a damaged screen		
	If your device has major chassis/casing damage		
	Combined Tier 1 and Tier 2 damage		
Tier 4 Replacement	Examples	\$150	
	*Device replacement due to fluid damage		
	*Device replacement due to destruction		
	Combined damage due to Tier 1, Tier 2, and Tier 3 damage		
	*Device replacement due to loss		
	*Device replacement due to theft		

*If 3 or more replacement devices are lost, stolen, or damaged beyond repair, full replacement value of up to \$400 may be assessed on the 3rd and subsequent devices

NEED TO TALK?

*Problems with alcohol or drugs?
Depression? Anxiety? Thoughts of suicide?*

Crisis can take many forms.

CALL MARYLAND'S HELPLINE

Reach out to talk with someone who cares.

Available 24 hours/7 days a week.

**CALL 211,
PRESS 1**

or

TEXT US

*Text your
ZIP code to
898-211
(TXT-211).*



For more information, visit 211md.org.



MARYLAND
Department of Health

2-1-1

Maryland

FACT SHEET

GET CONNECTED. GET HELP.



Aging | Disability



Legal



Childcare



Mental Health



Employment



Substance Use



Food



Taxes



Health Care



Utilities



Housing



Veterans



Immigration



Call 2-1-1
24/7/365



CALL 2-1-1



LISTEN



IDENTIFY NEEDS



LOCATE RESOURCES



FOLLOW-UP CALL

TRANSLATION FOR
150+ LANGUAGES

211 Programs are Free and Confidential



CALL 2-1-1

Let 211 specialists help you navigate 7,500+ statewide resources to find local health and human services. You can also search 211md.org.



211 HEALTH CHECK

Engage with a person who cares about you and get tools and resources to ease your mind and stress.



SUPPORTIVE MESSAGES

Sign up for informational and motivational messages.

PARTNERSHIPS POWER OUR PURPOSE



AGING OPIOIDS
VETERANS
TEENS KINSHIP
MENTAL HEALTH
HATE CRIMES
EMERGENCY ALERTS/PREP

GET INFORMATIONAL TEXT MESSAGES



SCAN TO
SIGN UP

Msg. freq. varies. Data and text msg. rates may apply. Text STOP to unsubscribe. Privacy/T&C: 211md.org/privacy

Call 2-1-1

9770 Patuxent Woods Drive, Suite 334
Columbia, MD 21046

211MD.ORG



HOLD! **STAY IN YOUR ROOM/AREA, CLEAR THE HALLS**

STUDENTS

- Clear the hallways and remain in the room or area until the "All Clear" is announced.
- Continue school operations as usual.

STAFF

- Close and lock doors.
Account for students and adults.
- Continue school operations as usual.

HOLD may be used in similar scenarios as: EMS crews providing medical assistance in the school, disturbance in a hallway, or a facility issue not requiring evacuation.



SECURE! **GET INSIDE & LOCK OUTSIDE DOORS**

STUDENTS

- Come back inside the school.
- Continue school operations as usual.

STAFF

- Bring everyone indoors and confirm outside doors are locked.
- Increase situational awareness.
Account for students and adults.
- Continue school operations as usual.

SECURE may be used in similar scenarios as: an unauthorized person on school grounds, a public safety concern in the surrounding area, or a dangerous animal outside the school.



EVACUATE! **MOVE TO A DESIGNATED SAFE PLACE**

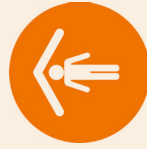
STUDENTS

- Leave your stuff behind if required. If possible, bring your phone.
- Follow instructions.

STAFF

- Lead students to evacuation location.
Account for students and adults.
- Report any missing, extra, or injured students or adults.

EVACUATE may be used in similar scenarios as: smoke detected in the building or a gas leak or chemical spill in the school or the surrounding area.



SHELTER! **LISTEN FOR INSTRUCTIONS DUE TO A HAZARD**

STUDENTS

- Follow safety strategy instructions to respond to a hazard.

STAFF

- Lead safety strategy.
Account for students and adults.
- Report any missing, extra, or injured students or adults.

SHELTER may be used in similar scenarios as: severe weather, hazardous material spills, nearby hazardous situations, or other similar circumstances. These situations may lead to further emergency responses.



LOCKDOWN! **LOCKS, LIGHTS, OUT OF SIGHT**



STUDENTS

- Move away from sight.
- Stay silent.
- Limit cell phone use.
- Do not open the door.

STAFF

- Recover students from the hallway if possible.
- Make sure the classroom door is locked.
- Turn out the lights.
- Move away from sight.
- Stay silent.
- Do not open the door.
- Prepare to evade or defend.

LOCKDOWN is only lifted when police open classroom doors and move students and staff to a safe location.



988
SUICIDE
& CRISIS
LIFELINE

Whatever time: Day. Night. Weekend.

Whatever the reason: Mental health distress. Substance use crisis. Thoughts of suicide.

The 988 Suicide & Crisis Lifeline is here for you.

Text 988 | Call 988 | Chat 988lifeline.org

Simply calling or texting 988 or chatting 988lifeline.org will connect a person in crisis to compassionate care and support for any mental health or substance use-related distress. Anyone—a person in crisis, or someone supporting a person in crisis—can reach 988 in the United States through any land line, cell phone, and voice-over internet device.

With rising levels of anxiety, depression, emotional distress, and overdose deaths, it is crucial that people have somewhere to turn when they're in crisis. Suicide is a leading cause of death in the United States. The number of people with a substance use disorder continues to increase. The 988 Lifeline is a direct connection to immediate and free support and resources for anyone in crisis.

And it works. About 98 percent of people who call, chat, or text the 988 Lifeline get the crisis support they need and do not require additional services in that moment. The 988 Lifeline is a key part of a broader vision for reimagined crisis care in the United States. Through federal, state, local, and community partnerships,



SAMHSA is working towards a vision where everyone has:

- Someone to talk to
- Someone to respond
- A safe place for help



Frequently Asked Questions

What support is available through the 988 Lifeline?

The 988 Lifeline offers free and confidential support for anyone in crisis. That includes people who need support for a suicidal, mental health and/or substance use crisis, or who are in emotional distress.

What happens when a person calls, texts, or chats?

When a person calls or texts 988 or chats 988lifeline.org, they are connected with a crisis counselor who listens, tries to understand how the problem is affecting the person, provides support, and shares resources. 988 Lifeline crisis counselors are trained to help reduce the intensity of a situation for the person seeking help and connect them to additional local resources to support their wellbeing.

How does the 988 Lifeline protect the privacy of those who call, text, or chat?

When a person contacts the 988 Lifeline, they don't have to say who or where they are to get support. The 988 Lifeline crisis counselor knows only the person's phone number if they call or text, or their IP address if they use chat. No one is required to provide any personal information to receive the help from the 988 Lifeline.

How is 988 different from 911?

The 988 Lifeline was established to improve access to immediate support to meet the nation's growing mental health, suicide, and substance use distress needs. The 988 Lifeline provides easy access to emotional distress care, which is distinct from 911, where the focus is on dispatching emergency medical services, fire, and police, as needed.

Only a small percent of 988 Lifeline calls require activation of the 911 system. Most of those are done with the consent and cooperation of the caller. This occurs when there is imminent risk to someone's life that cannot be reduced during the call. In these cases, the crisis counselor shares information with 911 that is crucial to saving the caller's life.

SAMHSA is working towards a long-term vision of strong coordination between 988 and 911 so people in crisis get to the most appropriate care needed in that moment. SAMHSA is actively working with 911 counterparts at federal, state, and local levels as our country continues to improve response.

Urgent realities.



The United States is experiencing a suicidal, mental health, and substance use crisis:

- In 2021, a person died by suicide every 11 minutes.
- Suicide was the second-leading cause of death for people ages 10–14 and 25–34.
- Suicide rates increased significantly among non-Hispanic Black & American Indian and Alaska Native people.
- Nearly 900,000 youth ages 12–17 and 1.7 million adults attempted suicide.
- 46.3 million people ages 12 or older had a substance use disorder in the past year.
- In 2021, nearly 107,000 people died from a drug overdose.

Easier access.



988 is an easy-to-remember number that is providing greater access to life-saving services.

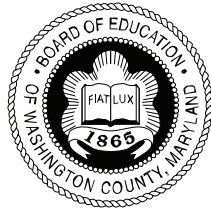
There is hope.



Whether you're experiencing thoughts of suicide, a mental health or substance use crisis, or any other kind of emotional distress, there is compassionate support available through the 988 Lifeline.

Email 988 questions to:

**988Team@
samhsa.hhs.gov**



Washington County **BOARD OF EDUCATION**

MS. MELISSA A. WILLIAMS PRESIDENT
MR. STAN E. STOUFFER VICE-PRESIDENT
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