

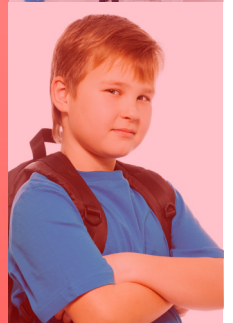
# Washington County Public Schools

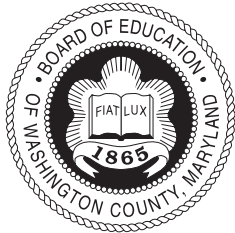
Antietam Academy Middle • Antietam Academy High •  
Barbara Ingram School for the Arts • Bester Elementary  
• Boonsboro Elementary • Boonsboro Middle • Boonsboro High  
• Cascade Elementary • Clear Spring Elementary • Clear Spring  
Middle • Clear Spring High • Conococheague Elementary •  
E. Russell Hicks Middle • Eastern Elementary • Emma K.  
Doubt Elementary • Claud E. Kitchens Outdoor School at  
Fairview • Fountain Rock Elementary • Fountaindale School  
for the Arts • Funkstown Elementary • Greenbrier Elementary  
• Hancock Elementary • Hancock Middle-Senior High •  
Hickory Elementary • Lincolnshire Elementary • Marshall  
Street School • Maugansville Elementary • North Hagerstown  
High • Northern Middle • Old Forge Elementary • Pangborn  
Elementary • Paramount Elementary • Pleasant Valley  
Elementary • Potomac Heights Elementary • Robinwood Early  
Childhood Center • Rockland Woods Elementary • Ruth Ann  
Monroe Primary • Salem Avenue Elementary • Sharpsburg  
Elementary • Smithsburg Elementary • Smithsburg Middle •  
Smithsburg High • South Hagerstown High •  
Springfield Middle • Wash. Co. Job Development  
Center • Washington County Technical  
High • Western Heights Middle •  
Williamsport Elementary • Williamsport High •  
Winter Street  
Elementary

**WCPS**  
Washington County  
Public Schools

## 2014-2015 Handbook & Guide

*Building a Community That Inspires Curiosity, Creativity & Achievement.*





# Washington County **BOARD OF EDUCATION**

JUSTIN M. HARTINGS, PH.D., PRESIDENT  
MS. DONNA L. BRIGHTMAN, VICE PRESIDENT

#### MEMBERS

MR. PAUL W. BAILEY  
MS. JACQUELINE B. FISCHER  
MS. KAREN J. HARSHMAN  
MR. WAYNE D. RIDENOUR  
MS. MELISSA A. WILLIAMS



CLAYTON M. WILCOX, ED.D., SUPERINTENDENT OF SCHOOLS

To contact Members of the Washington County Board of Education,  
e-mail [BOE@wcps.k12.md.us](mailto:BOE@wcps.k12.md.us) or call 301-766-2994.

*The Board of Education of Washington County does not discriminate on the basis of race, color, sex, age, national origin, religion, disability, or sexual orientation in matters affecting employment or in providing access to programs to Washington County Public School's students.*

August 2014

Dear Parents and Guardians:

The 2014-2015 Washington County Public Schools (WCPS) Handbook and Guide contains important information which will help ensure that your family enjoys a successful school year. We ask you to read through the handbook with your child(ren) and then complete and return the designated forms, located in the center of the book, to your child's school.

As a parent or guardian, your involvement is critical to your child's success in school, and WCPS provides many avenues for you to be engaged in the educational process. First and foremost, we hope you will spend time talking with your student about the school day, classroom work, and homework, as many of the assignments your child will be asked to complete will benefit from your experience and expertise. We know from experience that interest in your child's success in school is a positive motivational force and sends a clear message to children that you value their education.

Additionally, we hope you will consider volunteering at your child's school, which will allow the school staff to know you better and is another way of showing children that you care about their academic success. Volunteering in schools and supporting the work of teachers and administrators can provide an extra boost that is proven to turn good schools into great schools. Also, we invite you to become involved in your school's PTA, PTO, School Improvement Team, or the Citizen's Advisory Council, which is another great way to affect change in the community and school system.

Finally, the Washington County Board of Education maintains advisory committees which welcome parent membership. Throughout the year additional system-wide committees and study groups also seek parent participation. The process to apply and learn more about these committees and groups is posted on the school system website and will be shared through local media outlets and schools throughout the year.

On behalf of the dedicated and committed WCPS team members, I am honored to say thank you for allowing us the privilege of serving your family and the community.

Respectfully,



Clayton M. Wilcox, Ed.D.  
Superintendent of Schools

This guidebook contains information about the many schools and programs available to students attending Washington County Public Schools. This information is very important. If you are unable to read it, please have someone explain it to you in a language you can understand, or call 301-766-2977.

**ALBANIAN**

Kjo broshurë përmban informacion në lidhje me shkollat dhe programet e shumta të mundshme për nxënësit që ndjekin Shkollat Publike të Kontesë së Washington-it. Ky informacion është shumë i rëndësishëm. Nëse nuk keni mundësi ta lexoni, ju lutem kërkojini dikujt që t'ua shpjegojë në një gjuhë që mund ta kuptoni ose merrni në telefonin 301-766-2977.

**AMHARIC**

የዚህ guidebook (የመምሪያ መስህፍ) ይዘታ፡ በ Washington County Public Schools (የዋሽንግተን አከባቢ የሕዝብ ትምህርት ቤቶች) ለሚገኙ ተማሪዎች፣ ሰላሳት የተለያዩ ትምህርት ቤቶችና ፕሮግራሞች መረጃ የሚያቀርብ ነው። ይህን መረጃ በጣም አስፈላጊ ነው። ለማንበብ የሚችሉዎት ከሆነ፡ አባታዎትን በሚገባዎትን ቋንቋ የሚገልጽሎትን ሰው ማግኘት ይገባል። ወይም በሚተገለጹ ስልክ ቁጥር ይደውሉ። 301-766-2977

**ARABIC**

يحتوي هذا الدليل على معلومات عن المدارس والبرامج العديدة المتوفرة للتلاميذ الملتحقين بمدارس واشنطن كاونتي العامة. هذه المعلومات هامة جدا. إذا لم تستطع قراءتها، رجاء أن تطلب من شخص آخر أن يشرحها لك بلغة تفهمها، أو اتصل بالرقم 301-766-2977.

**BOSNIAN**

Ovaj priručnik sadržava informacije o mnogim školama i programima, ponuđenim učenicima koji pohađaju javne škole na području Washingtona. Ove informacije su vrlo važne. Ukoliko niste u mogućnosti da ih pročitate, molimo Vas da zamolite nekoga da Vam ih objasni na jeziku koji Vi razumijete, ili nazovite 301-766-2977.

**CAMBODIAN**

សៀវភៅនេះផ្តល់ព័ត៌មានអំពីសាលារៀន និងកម្មវិធីសិក្សាជាច្រើនដែលមានសម្រាប់សិស្សានុសិស្សានៅក្នុងសាលាសាធារណៈក្នុងខេត្តវ៉ាស៊ីនតោន ។ ព័ត៌មាននេះ គឺមានសារៈសំខាន់ណាស់ ។ បើសិនជាអ្នកមិនអាចអានសៀវភៅនេះ សូមសួរមនុស្សម្នាក់ឲ្យប្រាប់អ្នកអំពីព័ត៌មានសាលាសាធារណៈរបស់ខេត្តវ៉ាស៊ីនតោន ។ ឬទូរស័ព្ទតាមលេខ 301-766-2977 ។

**CHINESE**

本指南冊介紹了為華盛頓縣公立學校學生開設的許多學校和課程計畫。這一資訊很重要。如果您無法閱讀上述資訊，可請他人用您能理解的語言為您解讀。也可以打電話請求幫助，電話號碼是 301-766-2977。

**FRENCH**

Ce guide contient de l'information au sujet des nombreux programmes et écoles disponibles pour les étudiants et étudiantes des écoles publiques du comté de Washington. Cette information est très importante. Si vous êtes incapable de la lire, veuillez demander à quelqu'un de vous l'expliquer dans une langue que vous comprenez ou vous pouvez aussi appeler le 301-766-2977.

**HINDI**

इस गाइडबुक में वाशिंगटन काउंटी पब्लिक स्कूलों में पढ़ने वाले विद्यार्थियों के लिए उपलब्ध बहुत से स्कूलों और कार्यक्रमों के बारे में जानकारी दी गई है। यह जानकारी बहुत महत्वपूर्ण है। यदि आप इसे नहीं पढ़ सकते, तो कृपया किसी से कहें कि वह इसे किसी ऐसी भाषा, जो आप समझ सकते हैं, में आपको समझा दे अथवा 301-766-2977 पर फोन करें।

**HMONG**

Phau ntawv qhia no muaj cov lus qhia txog cov tsev kawm ntawv thiab cov kev pab uas muaj rau cov menyua kawm ntawv uas kawm hauv Washington County Cov Tsev Kawm Ntawv Uas Tsis Tau Them Nyiaj. Cov lus no tseem ceeb heev. Yog tias koj nyeem tsis tau, thov kom ib tug neeg pab txhais rau koj uas yog koj hom lus kom koj to taub, los sis hu 301-766-2977.

**KOREAN**

본 안내서에는 워싱턴 카운티 공립학교 (Washington County Public Schools) 에 다니는 학생들이 이용할 수 있는 여러 학교와 프로그램에 관한 정보가 들어 있습니다. 본 안내서에 들어 있는 정보는 대단히 중요합니다. 이 안내서를 읽는 데 문제가 있으면 다른 사람에게 알아 들으실 수 있는 언어로 설명을 부탁하시거나 301-766-2977로 전화주시기 바랍니다.

**ROMANIAN**

Acest ghid conține informații despre numeroasele școli și programe pentru școlarii de la școlile județului Washington. Aceste informații sunt foarte importante. Dacă nu îl puteți citi, rugați pe cineva să îl explice în limba dumneavoastră, sau sunați la numărul 301-766-2977.

**RUSSIAN**

В этом справочном пособии вы найдете информацию о многих школах и программах, доступных для учащихся государственных школ округа Вашингтон. Это очень важная информация. Если вы не можете прочитать ее, пожалуйста, попросите, чтобы вам ее разъяснили на понятном вам языке, или позвоните по телефону 301-766-2977.

**SERBO-CROATIAN**

Ovaj vodič sadrži informacije o mnogim školama & programima dostupnim studentima koji pohađaju Washington County Public Schools. Ova informacija je veoma važna. Ako ne možete da je pročitate, molimo Vas da nadjete nekog ko može da Vam objasni na jeziku koji razumete, ili pozovite 301-766-2977

**SPANISH**

Este manual contiene información sobre la variedad de escuelas y programas a disposición de los estudiantes que asisten a las Escuelas Públicas del Condado de Washington. Esta información es muy importante. Si no puede leerla, pídale a alguien que se la explique en un idioma que pueda comprender, o llame al 301-766-2977.

**TAGALOG**

Ang aklat-patnubay na ito ay naglalaman ng impormasyon tungkol sa maraming paaralan at programang makukuha ng mga estudyanteng pumapasok sa Washington County Public Schools (Mga Pampublikong Paaralan ng County ng Washington). Ang impormasyong ito ay napakahalaga. Kung hindi mo ito mabasa, mangyaring humanap ng maaaring magpaliwanag nito sa iyo sa isang wikang maaintindihan mo, o tumawag sa 301-766-2977.

**URDU**

اس ہدایت نامے میں بہت سے اسکولوں اور واشنگٹن کاؤنٹی پبلک اسکول میں پڑھنے والے طلباء کے لیے دستیاب پروگراموں کے متعلق معلومات شامل ہیں۔ یہ معلومات بہت اہم ہیں۔ اگر آپ اسے پڑھ نہیں سکتے تو براہ کرم کسی سے کہیں کہ اسے پڑھ کر آپ کو اس زبان میں سمجھا دے جو آپ سمجھ سکتے ہوں یا 301-766-2977 پر کال کریں۔

**VIETNAMESE**

Tập sách này bao gồm những tin tức về rất nhiều trường học và các chương trình hiện có dành cho học sinh học tại những Trường Công Lập Hạt Washington. Những tin tức này rất quan trọng. Nếu quý vị không thể đọc được tài liệu này, hãy nhờ một người nào đó giải thích cho quý vị bằng ngôn ngữ mà quý vị có thể hiểu được, hoặc gọi số 301-766-2977.



# Table of Contents

## GENERAL INFORMATION

Introduction and Scope of Handbook and Guide ....	1
Parent Involvement and Parents Helping Students .....	1
Accessing the WCPS Student Information System .....	1
Visiting Schools .....	2
Food and Nutrition Services .....	2
Media and Internet Permission .....	2
Overview of Information Resources .....	3
School Bus Transportation .....	3
School Closings and Delays .....	5
E-mail Guidelines .....	6
Web Page Guidelines.....	6
Acceptable Use Policy (AUP) for Telecommunication .....	7
Social Media Guidelines.....	10
Academic Integrity.....	10
Homework Policy.....	12
Code of Conduct .....	12
Dress Code .....	13
Bullying, Harassment, or Intimidation.....	13
Rights to Education Records.....	16
Safe and Drug-Free Schools.....	17
School Attendance .....	19
Student Counseling Services .....	20
Student Discipline .....	21
Student Enrollment.....	26
McKinney-Vento Homeless Assistance .....	27
Student Health .....	27
Accident Insurance for Students .....	29
Promotion and Retention .....	29
Special Education and Related Services .....	29
Destruction of Documents Related to Special Education .....	30
Special Education Citizens Advisory Committee (SECAC).....	30
Family Support Resource Center.....	30
State and Federal Testing Requirements.....	31
Athletics - Interscholastic Standards .....	32
Extracurricular Activities Eligibility .....	32

## INSTRUCTION AND SCHOOL ACTIVITIES INFORMATION

Title I Programs .....	33
Advanced-Level Learners and Magnet Programs.....	34
English Language Learners .....	35
Unified Arts/Related Arts and Health .....	36
Elementary Overview .....	36
Elementary Reading/Language Arts .....	37
Elementary Math .....	37
Elementary Science .....	38
Elementary Social Studies .....	38
Middle School Overview.....	40
High School Overview .....	42
WCPS High School Grades and Honors .....	42
WCPS High School Diploma.....	43
Multi-Tier Prevention System .....	44
Additional High School Learning Opportunities.....	44
Overview of Pre-K-12 Programming .....	46
Health Education Pre-K-12 .....	46
Physical Education Pre-K-12 .....	46
School Library Media Program .....	46
Visual and Performing Arts Programs Pre-K-12.....	47



## APPENDIX

Students' Rights and Responsibilities
Bullying, Harassment, or Intimidation Reporting Form
Bullying, Harassment, or Intimidation Incident School Investigation Form
Physician's Medication Order Form
Student Health/Family Information Form
Grievance Procedure for Students Alleging Discrimination
Washington County Community Agencies



Notice: The contents of this guide reflect procedures, policies, and information as of July 2014. Updates, changes, or revisions may occur during the year.

# General Information

## Introduction and Scope of Handbook and Guide

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



## 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).
- **Community**—all other people involved in supporting the child, i.e., neighbors, schools, businesses, etc.
- **Parent Involvement**—any action or behavior which directly or indirectly enhances or encourages a child's education, i.e., providing breakfast for the child prior to going to school, reviewing homework with the child each night, being active in a PTA/PTO, communicating often with teachers, serving on committees, attending school functions, etc.

### Belief Statement

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

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

### Goals

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

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

### Title I Schools

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

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



## Accessing the WCPS Student Information System

Parents are encouraged to take advantage of the opportunity to view student educational information on-line 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, grades and schedule. In fact,

a single log-in 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 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.

**VISITORS**—Parents and visitors must check in at the school office and request a Visitor Pass. This practice supports a safer school. Without a pass, access will be denied.

**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.

**MARYLAND LAW**—“A person may not willfully disturb or otherwise willfully prevent the orderly conduct of activities, administration, or classes of any institution of elementary, secondary, or higher education.” (§ 26-101 of the Annotated Code of Maryland) The school administration is responsible for the enforcement of this law.

### Video Surveillance Cameras

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



## Food and Nutrition Services

The Food and Nutrition Services Department is a self supporting enterprise that sponsors the National School Lunch and School Breakfast programs. The primary source of funding is from the federal government. The only local funds received by this department come from students at the point of sale or in the form of kitchen equipment during capital improvement projects. More than 225 professionals take pride in serving over 20,000 meals daily in 49 school sites. Breakfast and lunch is available daily in every cafeteria.

It is the mission of the food services team to prepare and serve nutritious and appealing meals that meet the Dietary Guidelines for Americans for students, staff, and the community in a positive, 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 the Food and Nutrition Services web page.  
([www.wcps.k12.md.us/our\\_schools/nutrition\\_menus/index.html](http://www.wcps.k12.md.us/our_schools/nutrition_menus/index.html).)

### Meal Prices

The price for lunch is \$2.15 for elementary students and \$2.40 for secondary students, and \$0.40 for students approved for reduced priced meals. Lunch for staff is \$3.55. Breakfast is available for

\$1.35 and is free to any student eligible for free or reduced priced meals. Parents are encouraged to enjoy a meal when visiting the school; the visitor's lunch price is \$3.90 per meal.

### Student Accounts

All students have a debit account which is accessed with their student identification number. Parents have the ability to deposit money in their child's account for meals, milk, or a la carte purchases. Student account activity can be monitored, low balance alert e-mails can be sent, and online deposits may be paid at [www.myschoolbucks.com](http://www.myschoolbucks.com). Parents can also limit their child's a la carte purchases by contacting the Food and Nutrition Services office at 301-766-2890.

Parents/guardians are encouraged to ensure that their child has money on a daily basis to purchase meals. Students may lose the ability to choose their meal if their account maintains a negative balance. Any charges incurred by students are the responsibility of the parent/guardian.

### Free and Reduced Priced Meals

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

A new application must be completed every year. The Food and Nutrition Services Department mails applications to each household in August. Additional applications are available by contacting your child's school or the Food and Nutrition Services department at 301-766-2890. Applications may be returned to your child's school or the Food and Nutrition Services office, 10435 Downsview Pike, Hagerstown, MD 21740.

Applications may be completed online at [www.schoolunchapp.com](http://www.schoolunchapp.com).

### 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 to complete the necessary paperwork and the Food and Nutrition Services office at 301-766-2890 as soon as a special dietary need is identified. The need for special diets should be updated at least annually to ensure that the most up to date information is provided to the school for the safety of your child.

### Contact Us

Suggestions and questions about the food services program are welcome. Please call 301-766-2890 for more information.



## Media Permission

WCPS works cooperatively with representatives of the news media to disseminate information concerning programs and activities. With approval of the school principal and/or the communications officer, news media representatives and school system employees

may videotape or photograph students participating in school programs and activities for publications or broadcasts, including the Internet and Antietam Cable Channel 99.

In order to streamline parent/guardian completion of various student information, the following notice is provided on the Student Health/Family Information form, 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.



## Overview of Information Resources

### WCPS on the Web

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

### Antietam Cable Channel 99

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

### E-mail Communication

WCPS administration and individual schools routinely use e-mail as another form of communication about events, emergencies and other school system news. Parents and guardians are encouraged to submit an e-mail address when filling out student information cards, or call the home school to add an e-mail address so that the school system can contact families with important information, including school closures, emergency notifications and specific school news.

### WJEJ "Lunchtime Live" Radio Show

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

### Podcasts - antPod.com

Podcast interviews of WCPS staff and others regarding education and the Washington County Public Schools are posted regularly at antPod.com.

### Board Advisory Committees

Advisory committees are valuable resources in the Washington County Public School 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 Cechovich at 301-766-2994 or [cechodeb@wcps.k12.md.us](mailto:cechodeb@wcps.k12.md.us).



## School Bus Transportation

### Provision of Service to and From School

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

1. **Changes to your student's transportation, due to residential relocation or change of a consistent care provider, can be made only by submitting a Transportation Location Change Form (TLC).** The form is available on the WCPS website in the Quick Links column. It is a "fill-in" form that can be completed and either emailed to [DOTFax@wcps.k12.md.us](mailto:DOTFax@wcps.k12.md.us) or faxed to 301-766-2911.
2. Parents must complete a TLC Form (See Exhibit EEA-E) to request student transportation **to and/or from any location other than the student's home address.** Any such request is subject to the approval of the Transportation Supervisor or designee. A TLC Form **must be submitted annually** or when a student's transportation change becomes necessary.
3. To promote safety, consistency, and accountability, submitting a TLC Form will allow, within the student's assigned school zone, two consistent a.m. stop locations and two consistent p.m. stop locations per student for the school year. Exceptions will be made only in case of an emergency, as determined by the Transportation Supervisor or designee. A maximum of ten working days may be required to process and implement a TLC request.
4. Consistent stop locations mean that a student must maintain the same schedule from week-to-week. Alternation of days or weeks is not permissible.

### Transportation of Students with Special Permission Approval

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

1. A parent or guardian who is requesting transportation for a student with special permission must submit a TLC Form to the Transportation Department.
2. The TLC Form is subject to the approval of the Transportation Department. Available seating on the bus is one of the considerations in the approval process.



3. Students, for whom transportation is approved, will be dropped off at a pre-designated location which, in most cases, will not be in proximity to the student's home. It is the obligation of the parent or guardian to be present at the designated drop-off location at all times.
4. The TLC Form must also provide an alternate adult and a dwelling in the immediate area of the designated bus drop-off location. This information is important in the event the parent or guardian is unable to meet the student at the designated stop at the designated time.

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

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

### **School Bus Riders Rules and Regulations**

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

#### **I. SCHOOL BUS RIDING RULES**

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

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

#### **II. AFTER LEAVING THE BUS**

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

#### **III. EXTRACURRICULAR TRIPS**

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

### **School Bus Stop Laws**

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

#### **§ 21-706. Overtaking and Passing School Vehicle**

The driver must stop on meeting or overtaking any stopped school vehicle. If a school vehicle has stopped on a roadway and is operating the alternately flashing red warning lights specified in §22-228 of this article, the driver of any other vehicle meeting or overtaking the school vehicle:

- Shall stop at least 20 feet from the rear of the school vehicle, if approaching the school vehicle from its rear, or at least 20 feet from the front of the school vehicle, if approaching the school vehicle from its front.
- May not proceed until the school vehicle resumes motion or the alternately flashing warning lights are deactivated.

#### **§ 22-228. Special Equipment on School Vehicles**

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

### **Parental Responsibilities**

**Riding the school bus is a privilege.** Student behavior directly affects the safety of all passengers. School buses are an extension of the school day and all school rules and regulations apply accordingly. All elementary students will be assigned to a seat. The bus driver is authorized to assign seats to middle and high school students at any time. Parents or guardians must ensure that their student(s) understands the rules and regulations for riding the bus.

1. Parents should notify their student's school immediately of a change of address or to request a change in transportation. Complete a Transportation Location Change Form (TLC) for bus stop location changes other than your student's home address.
2. It is the responsibility of the parent or guardian to provide supervision for their student(s) while walking to, from, or waiting at the designated bus stop, or while walking to and from school if they reside in the designated non-transported area. Parents are responsible for identifying the appropriate walk route from home to school or to the bus stop.
3. Parents are expected to have students at the assigned bus stop five (5) minutes before the scheduled arrival time of the bus in the morning. Traffic volume or accidents, beyond the control of the Transportation Department, may affect the bus schedule. Please allow a window of time for the bus to arrive. For information regarding a late bus, please call 301-766-2903.
4. **Pre-K and Kindergarten students must be met at the bus stop at the end of the school day by a parent, guardian, or care provider who has been identified on the student's emergency contact list.** In the event that an authorized adult

or appropriately aged sibling is not at the bus stop, the Pre-K or Kindergarten student will be returned to the school. Repeated occurrences of no one meeting a Pre-K or Kindergarten student at the bus stop may result in suspension of bus services, pending a meeting with the parent, school administrator, Assistant Supervisor of Transportation, and bus driver.

5. Parents or guardians are liable for damage caused by their student(s) to the property of others, including the school bus.
6. Parents are not authorized to board the bus at the bus stop. If a parent has a concern regarding their student's transportation, they should contact their school or the Transportation Department.
7. Parents should learn their student's bus number for safety and security purposes, and to expedite assistance when contacting the school or Transportation Department.

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

**Student Bus Discipline**

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

If a student chooses to break a rule, the following consequences may be applied:

Step 1 – The driver will give a verbal warning, describing the action for which the student is being warned.

Step 2 – The driver has the right to select and implement one or more of the following actions:

- Consult with school staff who have knowledge of the student for guidance and support.
- Provide a written discipline report to the parent.
- Place student on probation for one week with the expectation that the behavior will be corrected.
- 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 dealing with the referred student and for administering appropriate disciplinary action.
- 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 24 of this handbook.**

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

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

**Audio and Video Surveillance Cameras**

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

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

See also Policy EFGH.

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



**School Closings and Delays**

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

**Inclement Weather**

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

**Zone Closing Options**

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

**Other Emergencies**

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

**Notification**

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

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

**E-mail Guidelines****Recommendations for Staff, Students, and the Community**

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

Staff using e-mail to correspond with parents and students should adhere to the following guidelines:

1. The staff members should respond to student and parent e-mails in a timely manner (recommended within a day of receipt).
2. Staff members should use only the system's e-mail system to receive or send e-mail and avoid using home e-mail accounts for professional correspondence.
3. ***E-mail should never be used to discuss contentious, emotional, or confidential issues.*** These issues should be dealt with face-to-face or by phone. At a parent's request, teachers may send academic progress reports (such as those generated by the Integrate Pro system) or updates following prior conversations with parents.
4. As the employer, the administration and Board have the right to access and disclose the contents of staff e-mail messages as required for legal, audit, and legitimate operational purposes.
5. Since staff members are responsible for all e-mail sent from their accounts, they should take care to protect access to the account by keeping their password secret and by logging off when they leave the workstation.
6. E-mail messages to parents should be consistent with professional practices for other correspondence. This includes grammar, format, and salutation.

**Staff Member to Parent/Guardian or Other Staff E-mail Communication Recommendations****Appropriate**

- General information about class/system activities - curriculum, homework, tests, special events.
- Arrangements for meetings/telephone calls regarding a student/system issue including a general description of the issue, e.g., "I would like to arrange a meeting to discuss your daughter's attendance."
- Follow-up on an issue that has previously been discussed.
- Brief exchange of information/updates.

**Inappropriate**

- Any discussion related to other students.
- Personal information about other students.
- Specifics about sensitive student issues.
- Any discussion about other staff.
- Any discussion related to the staff member's performance.
- Any sensitive student/system information that would normally be discussed face-to-face or by phone.
- Lengthy information. (Send attachments and/or printed documents.)

**Staff Member to Student E-mail Communication Recommendations****Appropriate**

- Discussions specifically related to class activities - curriculum, homework, tests, special events.

**Inappropriate**

- Any discussion related to other students.
- Personal information about other students.
- Discussion about personal life of staff member or student (home life, vacations, relationships).
- Sensitive information regarding the student's performance.

**Web Page Guidelines**

This section describes the WCPS guidelines for publishing on the Internet. Official WCPS system websites are hosted on the school system's Web server(s). These websites must comply with these guidelines and all other relevant Washington County Board of Education (WCBOE) policies. Failure to do so could result in the loss of website privileges. The Communications Officer or designee can revoke website privileges for web pages that do not meet these guidelines and policies.

**General Guidelines**

- Schools, departments, and divisions of WCPS are encouraged to participate in publishing student and community focused information on the Web. School-related groups should work with their schools to publish information on the schools' custom Web pages or have a link off these pages to their own page/Web servers.
- 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.
- Website managers and content contributors must ensure that content on their sites follow these guidelines and all relevant BOE policies.
- Contents must be school, curriculum, or school system related.
- 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.
- Home addresses and phone numbers of students and staff shall NOT be published on any system/school website.
- WCPS employee's full name and e-mail is considered public information and may be posted on the Web page.
- Personal pages of students or teachers will NOT be posted on, or have links from, WCPS Web server(s).



- No advertisements for or from private businesses are allowed on school system Web server(s). Acknowledgement of sponsors for school or system events with links to a sponsor's Web page is permissible.

#### **Links to External Sites**

- In all cases where a link to an external website is used on a WCPS site, the following disclaimer statement must be present near the link: "WCPS is not responsible for content on external sites."
- 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.
- Links to downloadable audio, graphic, and movie files should indicate the type (e.g., audio, graphic, or video), format (ex., wav, jpeg, mpeg, QuickTime, etc.) and size of file.

For information, call 301-766-2809 or e-mail [info@wcps.k12.md.us](mailto:info@wcps.k12.md.us).



## **Acceptable Use Policy (AUP) for Telecommunication**

### **Purpose**

The Washington County Board of Education is providing employees and students with access to the Washington County Public School System's ("School System") electronic communication network and technological resources, which includes Internet access.

The school system's voice, video, and data network is established for the administrative and educational purpose of preparing students for success in life and work by providing electronic access to a wide range of information and the opportunity to communicate with people throughout the world. Additionally, the network may be utilized to increase intra-communication, enhance productivity, and to assist school system employees in upgrading professional skills through a greater exchange of information with peers. The network will also assist in the sharing of information with the local community, including parents, service agencies, government agencies, and businesses.

The term "educational purpose" includes use of the network for classroom activities and projects, actions relevant to the application of learner outcomes and curriculum, instructional methodologies, research, communications, professional or career development, and self-directed educational activities.

The term "network" refers to 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.

The terms "user" or "users" refer to school system employees, students, parents, organizations, or guests accessing and/or utilizing school system computers and telecommunication services.

### **A. General Guidelines**

1. The Board of Education's Acceptable Use Policy (AUP) as set forth herein shall govern the use of all technology equipment, software, and related materials, communications,

and network systems. Violation of the AUP may result in disciplinary action up to and including termination (employee) or expulsion from school (student).

2. Users shall not use the network for commercial purposes, defined as offering or providing goods or services or purchasing goods or services for personal use. School system acquisition policies will be followed when purchasing goods or services.
3. Users may not employ the network for lobbying or other personal political activities. School system employees and students may use the network to communicate with their elected representatives for educational purposes.
4. Users may be granted access to the Internet through the school system's networked computers.
5. Users, including school-related organizations (PTA, athletic support groups, booster organizations, etc.) may be granted e-mail accounts upon the request of the appropriate central office or school building administrator to the Technology Department. Such access is granted for instructional, educational, or school-related purposes only. A signed agreement will be required. All e-mail accounts belong to the school system and can be reviewed at any time without the consent of the user.
6. A copy of this AUP shall be included in the school system's handbook.

### **B. Due Process**

1. The school system shall cooperate fully with local, state, federal, or other authorized officials in any investigation concerning or relating to any illegal activity conducted through the network.
2. The school system will comply with due process policy and procedures when students violate the student discipline policy.
3. User violations of the school system's AUP will be addressed in accordance with Board of Education policy.
4. A school system Administrator may request the termination of the account of a user by providing the necessary documentation to the Technology Department. Accounts that remain inactive for more than 60 days may be removed without notice to the user.

### **C. Privacy Issues**

1. Users shall have no expectation of privacy in the contents of their personal files on the network. Users shall comply with laws, regulations, and policies covered by the Family Education Rights and Privacy Act (FERPA) in handling student educational records.
2. All computer files on school system-owned computers belong to the school district. Therefore, accessing these computer files is not considered surveillance and privacy laws do not apply.
3. Routine maintenance and monitoring of the network or audits may lead to the discovery that a user has or is violating the law or the Board of Education's Acceptable Use Policy. If this occurs, an investigation into the violations will be conducted.



4. An individual search of computer files will be conducted if there is reasonable suspicion that a user has violated the law or Board of Education's Acceptable Use Policy. The nature of the investigation will be reasonable and in the context of the nature of the alleged violation.
5. Users should be aware that their personal computer files may be available under state public records laws and are discoverable in litigation. Information written or transmitted on the network may be read or viewed by any properly authorized individual, organization, or agency.

**D. Selection of Material Used in Schools**

1. School system employees will preview and select Internet materials that are appropriate to grade level, course content, age, and developmental level. The material accessed at a web site must be relevant to the course objectives and consistent with the curricula adopted by the school system.
2. Teachers will provide guidelines and lists of resources to assist the students in directing research activities in an effective and appropriate manner. Teachers will assist students to learn and apply the skills necessary to determine the truthfulness of information, distinguish fact from opinion, and engage in discussions about controversial issues while demonstrating tolerance and respect for those who hold divergent views.
3. Users must respect the copyright, trademarks, and patent laws concerning the work products or intellectual property of others. Such products include but are not limited to ideas, concepts, and written, audio, or visual media. The Board of Education policies, procedures, and regulations governing compliance with copyright laws apply to all written or electronic communications and media produced and published on the school system's network.
4. The school system strictly forbids any unlicensed or unauthorized software to be installed.
5. The purchase and installation of educational software, or any software that will be made available to students, must meet federal, state, and local regulations and guidelines on accessibility (i.e.: 508 compliant). The Software Review Committee must approve the purchase of this software.
6. The Microsoft Office suite is the standard set of software applications to be used for administrative and productivity functions within the school system's network.

**E. Security Regulations**

1. Users shall only access information, computer systems, and network devices to which they are authorized and need for educational and/or job related purposes.
2. Users are expressly prohibited from sharing information related to network accounts or passwords.
3. Users shall log off before leaving a computer workstation or allowing someone else access to it.
4. Users shall not disable or modify security settings or software such as anti-virus software or permission access rights.

5. Computers, software, and related network components may not be removed from schools without the proper authorization from the school principal or his/her designee.
6. Computers, software, and related network components may not be removed from the Central Office or other administrative or operational buildings without the proper authorization from the director or his/her designee.
7. Users are responsible for ensuring the network is used for educational or administrative purposes only.
8. The school system is not responsible for, nor does it control, information and content found on outside networks including the Internet. The school system shall utilize filters to prevent or minimize access to inappropriate information and content.

**F. Rules and Regulations**

1. Users shall operate the network only for legitimate, approved, and appropriate educational, administrative or professional development activities.
2. Users are responsible for the use of their individual accounts and shall take all reasonable precautions to prevent others from being able to access or use their accounts.
3. Users shall not post personal contact information about themselves or other persons on the network. Personal contact information includes, but is not limited to, home address, home telephone number, personal e-mail addresses, parent names, and names and addresses of others. Online applications for other educational institutions may be completed under the direction of the guidance counselor.
4. Users shall promptly disclose to appropriate school personnel any communication or materials that are or may be inappropriate, or make them feel uncomfortable.
5. Users shall not alter, tamper with, interfere with, or disrupt computer systems, network infrastructure components (including, but not limited to, routers and switches), network accounts, services, or equipment of others by, but not limited to, the propagation of computer "worms," "viruses," or by changing permissions, access rights, or configurations.
6. Users shall not post or send via e-mail, chain letters or other unsolicited messages, also known as sending spam. Spam is strictly prohibited. Broadcasted e-mail, or messages to a large number of individuals or groups; through the network must be administrative, educational, or instructional related. Solicitation e-mail for fundraisers or other non-educational events are considered spam.
7. Users shall comply with requests from appropriate school system employees to cease activities that threaten the operation or integrity of any component of the network.
8. Users shall not scan the network to examine or determine security or monitoring measures.
9. No person may install wiring, wireless connections, or any extension or retransmission of network services unless properly authorized by the Hardware Technology Department.

10. Users may not gain unauthorized access to the school system network or to any other computer network through the school system's. This includes attempting to log in through another person's account, accessing another person's files, or impersonating another user. These actions are strictly prohibited at all times.
11. Users shall not damage, destroy, or tamper with the integrity of electronic information or content.
12. Users must conform to guidelines as established by the Department of Technology concerning access, length of use, size of files downloaded, and the proper use of all telecommunication connections, networks, and applications.
13. Users shall not engage or participate in any illegal act, such as arranging for the purchase of drugs, alcohol, or other controlled substances, engaging in criminal gang activity, threatening the safety of any person, or participating in any activity that may be improper, unethical, or inappropriate.
14. Users will not use the school system network to access, write, or publish material that is profane or obscene, that advocates illegal acts, or that advocates violence or discrimination towards other people.
15. Users shall not communicate using obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language, pictures, or gestures.
16. Users shall not engage in personal attacks, including the writing and/or posting of any defamatory, prejudicial, or discriminatory media.
17. Users will not use the network to make statements that are libelous, slanderous, or that harass another person. In general, harassment is acting in a manner that distresses or annoys another person. For more detailed information regarding harassment, see the Board of Education policies on harassment (Files: JFH-R and GBCC-R).
18. Users shall not copy or transfer copyrighted materials and software without proper authorization. (Reference Policy 11BCA – Reproduction of Copyrighted Materials)
19. Users are prohibited from using unauthorized e-mail, instant messaging, and chat rooms.
20. Anyone who becomes aware of suspicious or inappropriate use of network resources including abuse and possible breaches of security, should alert his or her immediate supervisor or the school principal.

**G. Additional Guidelines for PDAs, Cell Phones, and other Personal Communication Devices**

1. Users shall operate school system cell phones and PDAs for legitimate, approved, and appropriate educational, administrative, or operational activities.
2. Students may only use portable communication devices, as tools of instruction, during the school day when under the supervision of a teacher.

3. Visitors', parents', and staff's electronic communication devices should be silenced during the normal instructional school day unless these devices are needed for student instruction.
4. PDA, cell phones, video, and audio recording devices are not allowed in testing facilities unless turned off and stored in a bag, purse, or pocket. Storage on "belt clips" is not acceptable.
5. Picture or video recording of students, staff, facilities, or sensitive papers (e.g., tests) is prohibited unless approved by the principal or other supervisory level school system employee.
6. Audio recording of students is prohibited unless approved by the principal or other supervisory level school system employee.
7. While on school property, using a personal device to access the Internet is forbidden. Internet access is only allowed through Board of Education equipment.
8. Using a personal communication device in an unethical manner, including, but not limited to, harassing or bullying other individuals, and violating academic integrity and copyright infringement is forbidden.
9. Using a personal communication device to violate confidentiality or privacy rights of another individual is forbidden.
10. Violation of these personal communication device policies will result in disciplinary action.

**H. Disclaimer of Liability**

1. The school system cannot guarantee the availability of or access to the Internet and other telecommunication services. Further, the school system will not be responsible for any information or data that may be lost, damaged or become unavailable due to technical, hardware, software, or power difficulties and failures.
2. The school system cannot guarantee the accuracy and quality of information acquired via any component of the network.
3. The school system provides no assurance or guarantee that information, e-mail, or any other communications transmitted via the network is or will remain private and confidential.
4. Even though the network employs blocking and restriction devices, the school system cannot guarantee comprehensive control of, or censor, illegal, defamatory, inaccurate, obscene, or potentially offensive materials that may be transmitted via the Internet or through the network.



**Social Media Guidelines**

Social media are powerful communications tools that have a significant impact on organizational, personal, and professional reputations. WCPS has crafted the following policy to help clarify how best to enhance and protect personal and professional reputations

when participating in social media. Social media are defined as media designed to be disseminated through social interaction, created using highly accessible and scalable publishing techniques.

Examples include but are not limited to Twitter, Facebook, YouTube, LinkedIn, and MyBigCampus. Both 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. Employees and students are liable for anything they post to social media sites.

### Section 1: Guidelines for all Social Media Sites, Including Personal Sites

- **Protect confidential and proprietary information:**  
Post only non-confidential or non-proprietary information about WCPS, students, employees, or alumni. Employees and students must still follow the applicable federal requirements such as FERPA, HIPA and CIPA, and, adhere to all applicable WCPS privacy and confidentiality policies.
- **Respect copyright and fair use:**  
When posting, be mindful of the copyright and intellectual property rights of others and of WCPS.
- **Use of WCPS logos for endorsements:**  
The WCPS logo or any other school system images or iconography may only be used on WCPS supervisor approved social media sites. The use of WCPS's name to promote a product, cause, or political party or candidate is prohibited.
- **Respect WCPS time and property:**  
WCPS computers and time on the job are reserved for WCPS related business as approved by supervisors and in accordance with the WCPS Appropriate Use Policy.
- **Terms of Service:**  
Obey the Terms of Service of any social media platform employed.

### Section 2: Best Practices

This section applies to those posting on social media in any capacity. The same guidelines should be followed whether you are posting for yourself or on behalf of an official WCPS department or school.

- **Protect the institutional voice:**  
Posts on social media sites should protect the WCPS/school voice by remaining professional in tone and in good taste. Consider this when naming pages or accounts, selecting a profile picture or icon, and selecting content to post.
- **Think twice before posting:**  
Privacy does not exist in the world of social media. Consider what could happen if a post becomes widely known and how that may reflect on both the poster and WCPS/School. If you wouldn't say it in person or to a member of the media, consider whether you should post it online. If you are unsure about posting, err on the side of caution.
- **Strive for accuracy:**  
Get the facts straight and remember to credit your sources before posting them on social media. Review content for grammatical and spelling errors. This is especially important if posting on behalf of WCPS in any capacity.

- **Be respectful:**  
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.
- **Remember your audience:**  
Be aware that a presence in the social media world is or easily can be made available to the public at large. This includes all students, parents, employees, members of the community, and world. Consider this before publishing to ensure the post will not alienate, harm, or be disrespectful to any individual or group.
- **On personal sites:**  
Identify your views as your own. If you identify yourself as a WCPS student or employee online, it should be clear that the views expressed are not necessarily those of WCPS.
- **Photography:**  
Photographs posted on social media sites easily can be appropriated by visitors. Consider adding a watermark and/or posting images at 72 dpi with a resolution of approximately 800x600 to protect your intellectual property. Images at that size are sufficient for viewing on the Web, but not suitable for printing. Consult Student Health/Family Information Form for parental permission when posting student images, interviews, videos, student generated work or when publishing names.

### Section 3: Process for Posting WCPS Social Media

When establishing a WCPS social media site representing a school or department, the following guidelines must be adhered to in addition to all policies and best practices listed above:

- **Notification:**  
Departments or schools that have a social media page or would like to start one should notify their Principal/Supervisor and the Public Information Office. All WCPS school and department pages must have a designated WCPS employee who is responsible for content.
- **Acknowledge who you are:**  
When posting on behalf of a WCPS school or department on a social media platform, state your name and position.
- **Have a plan:**  
Consider your message, audience, and goal, as well as a strategy for keeping information on social media sites up-to-date.



## Academic Integrity

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

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

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

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

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

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

Student \_\_\_\_\_ Parent \_\_\_\_\_ Date \_\_\_\_\_

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

## **Academic Integrity Process and Procedures**

### **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:
  - Using or accepting unauthorized sources of information, aids, or materials.

Examples of cheating include, but are not limited to:

  - Dishonestly obtaining, using, or possessing copies of an exam, or providing or receiving information about an exam;
  - Exchanging information during an exam or copying from another person's paper;
  - Completing an exam in the name of someone else;
  - 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:

  - Falsifying data;
  - Faking sources;
  - 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:

  - Using a direct quotation word-for-word;
  - Submitting rephrased ideas of another person;
  - Submitting as your own, papers or sections of texts accessed from the Internet;
  - Copying material from an encyclopedia, dictionary, or other source;
  - Using data that you did not derive by yourself;
  - 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.

### **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.

### **First Offense**

#### **Consequences for Cheating, Fabrication, Plagiarism, or Facilitating Academic Dishonesty:**

- The student will be given a grade of "0" for the assignment.
- Written notification will be sent to the parent.
- A written copy of the incident will be forwarded to the school administrator for placement in the student's discipline file.

### **Subsequent Offenses**

#### **Consequences for Cheating, Fabrication, Plagiarism, or Facilitating Academic Dishonesty:**

- For any subsequent violation of academic integrity, the student will be given a grade of "0" on the assignment.
- Written notification will be sent to the parent.
- The student will be referred to the proper school authority for a conference and discipline consistent with school policy.
- A written copy of the incident will be forwarded to the school administrator for placement in the student's discipline file.

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 7-306 – Each county board shall adopt regulations designed to create and maintain within the schools under its jurisdiction the atmosphere of order and discipline necessary for effective learning.





## 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

### RESPECT, RESPONSIBILITY, AND CIVIL BEHAVIOR

#### Rationale:

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

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

#### Code of Conduct:

The WCPS code of conduct is guided by six standards. These standards are based on the Josephson Institute of Ethics Character Counts pillars: trustworthiness, respect, responsibility, fairness,

caring, and citizenship. **All members of our school community – students, parents, educators, administrators, and support staff – are to be aware of the requirements of the Code of Conduct and are to align their behavior with these standards while they are in school or while engaged in school-related activities.**

#### Respect

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

#### Responsibility

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

#### Trustworthiness

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

#### Fairness

- I will treat all people fairly, equitably, and justly.
- I will consider others' perspectives.
- I will be understanding of different opinions.
- I will make decisions without favoritism or prejudice.

#### Caring

- I will be sensitive to the needs of others.
- I will be kind and considerate.
- I will help people in need.
- I will show compassion, concern, and caring.

#### Citizenship

- I will comply with authority and the law.
- I will serve as a model for high standards of behavior.
- I will cooperate to make my school a safe place to learn.
- I will make choices that will improve my school and community.
- I will help create a school atmosphere free from bullying, intimidation, and harassment.

Legal Reference: Annotated Code of Maryland Education Article 7-306 – Each county board shall adopt regulations designed to create and maintain within the schools under its jurisdiction the atmosphere of order and discipline necessary for effective learning.



## Dress Code

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

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

### Head Coverings

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

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

- hats
- visors
- sunglasses

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

### Clothing

Tops must be worn in such a manner so as to:

- cover the entire back
- cover the midriff area
- not be see-through
- fit modestly and cover cleavage and chest
- cover undergarments

Sleeveless tops must have two shoulder straps worn on the top of the shoulders and cover all undergarments. Tops must also be worn to:

- cover the entire torso of the body, where torso is defined as the area of the body from hips to underarms
- cover cleavage and chest, fit modestly
- cover the back so as to go no lower than the area where a conventional bra is worn on a female or the mid-point on the shoulder blades of a male
- traditional sleeveless undershirts, muscle shirts, or T-back shirts are not acceptable tops under this policy

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

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

All other pants (bottoms) must be worn in such a manner as to:

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

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

Coats and heavy jackets are not to be worn during the school day and should be stored appropriately.

- Light, form-fitting jackets such as: sweat jackets, hoodies, and windbreakers are not considered coats or heavy jackets and are, therefore, acceptable.

### Jewelry and Accessories

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

### Language, Symbols, and Messages

Words or symbols deemed to be inappropriate for the school setting such as: rude, disrespectful, or discourteous expressions which are inconsistent with civil discourse and behavior, or which may substantially disrupt or materially interfere with the educational setting are expressly prohibited on student apparel and person. Student appearance and apparel must not show any reference to or inference to:

- profanity
- drugs, alcohol, or tobacco
- violence
- suggestive, sexual messages
- language or symbols that offend, demean, or promote hatred toward an identifiable person or group

Section D also applies to body art, whether permanent or temporary. Body art which violates the regulation must be completely covered during the traditional school day or at any district sponsored or sanctioned event.

### Consequences for Violation of the Dress Code

First Offense – Discussion of violation(s) and review of student handbook will take place with student. Student will be required to adjust or change clothes. It is expected that the first offense conference will prevent any further infractions.

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



## Bullying, Harassment or Intimidation

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

Four anti-bullying school rules:

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

Bullying, harassment, or intimidation of any individual, by any person or group of people, will not be tolerated in Washington County Public Schools. Bullying, harassment, or intimidation of any per

son on school property or at school-sponsored functions, or by the use of electronic technology, at a public school is prohibited. The Board of Education prohibits reprisal or retaliation against students who report acts of bullying, harassment, or intimidation, or those who are victims, witnesses, or bystanders, with reliable information about an act of bullying, harassment, or intimidation.

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

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

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

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

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

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

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

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

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

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

- Physical aggression such as hitting, kicking, shoving, spitting, hair pulling, or throwing things resulting from bullying, harassment, or intimidation
- Encouraging or influencing another person to hit or harm a student
- Teasing, name-calling, making critical remarks, or threatening, in person or by other means

- Demeaning or derogatory jokes
- Making rude and/or threatening gestures
- Excluding or rejecting a student by another student or group of students as a means of creating a hostile environment that is verified or documented through investigation
- Intimidating (bullying), extorting, or exploiting
- Spreading harmful rumors or gossip

### **Sexual Harassment**

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

"Sexual harassment" is defined as: (1) unwelcomed, inappropriate sexual advances or requests for sexual favors, (2) verbal or physical conduct/behavior of a sexual nature, (3) verbal or physical conduct/behavior of a sexual nature that is a form of intimidation, hostile or offensive to the educational environment, and (4) adverse actions against a student as a result of the rejection of, reaction to, or filing of a harassment complaint.

Some examples of sexual conduct may include, but are not limited to, the following:

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

### **Reporting acts of bullying, harassment, or intimidation**

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

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

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

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

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

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

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

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

Bullying, Harassment, or Intimidation Reporting Forms may also be obtained electronically from the school system's website and may be submitted by a student, parent or guardian, close relative, or staff member to school administration.

Direct communication with school administrators, school counselors, or teachers remains an appropriate avenue for parents or children to report incidences of harassment and intimidation, in addition to use of the reporting form.

WCPS considers harassment and bullying a serious offense and will not tolerate such conduct. Parent and student involvement in reporting incidences of harassment and bullying will support the efforts of the WCPS staff to address this intolerable behavior. For additional information concerning this matter, please contact your child's school counselor, school administrator, or the Department of Student Services at 301-766-2961.

**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 or on the WCPS website. After receipt of a reporting form, the principal or the principal's designee will promptly investigate the allegation, consistent with due process rights, using the Bullying, Harassment, or Intimidation Incident Investigation Form within two school days or as timely as possible for school administration. Based on the school administrator's findings, appropriate actions will be taken to address the allegations.

The principal or the principal's designee will determine whether bullying, harassment, or intimidation actually occurred by taking steps to verify who committed the alleged act and whether others played a role in perpetuating this act. Other related complaints, if any, will be reviewed in making this determination.

Neither a victim(s) nor a witness(es) should be assured of confidentiality at the onset of an investigation. It cannot be predicted what will be discovered or if a hearing may result from the ultimate outcome of the investigation. Any information discussed and recorded will be confined to a need-to-know status.

The principal or the principal's designee will immediately notify parents of the victim and offender of the incident.

The principal or the principal's designee will apply consequences and/or remedial actions consistent with due process rights. The offender will be informed that retaliation against a victim or bystander is strictly prohibited and that progressive consequences will occur if the activity continues.

Separate conferences with the victim and offender will occur within two weeks after the investigation to determine whether the bullying, harassment, or intimidation has continued and whether additional consequences need to be implemented. These conferences may occur as part of the counseling intervention. Another follow-up conference or conversation will be held with the victim four weeks after the initial follow-up conference to determine if the bullying, harassment, or intimidation has ceased. The principal or the principal's designee will determine which school staff will conduct the conferences.

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

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

**Gangs and Gang-Related Activities**

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

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

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

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

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



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

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



## **Rights to Education Records**

Family Educational Rights and Privacy Act (FERPA) and Maryland Student Records Regulations protect the privacy of student records and also give parents, legal guardians, or eligible students the right to inspect and review the student's education records and 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.

WCPS provides parents and/or an eligible student (18 years of age or older) access to the education records of the student. Explanation and interpretation of the educational records will be provided to the parents in their native languages. A request to access educational records must be submitted 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 or the eligible students with the exception of those reasons listed below.

### **Directory Information**

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

“Directory information” includes:

- student's name,
- address,
- telephone number,
- date and place of birth,
- major field of study,
- participation in officially recognized activities and sports,
- weight and height of members of athletic teams,
- dates of attendance,
- degrees and awards received,
- the most recent school attended by the student.

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

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

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

### **Release of Personally-Identifiable Information**

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

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

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

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

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

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

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

**Military Recruiters**

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

**Rights Of Non-Custodial Parents**

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

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

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

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

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



**Safe and Drug-Free Schools**

**Drugs/Alcohol**

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

**K-9 Drug Scans**

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

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 shall be deemed to have violated this Student Possession/Use through "Constructive Possession."
4. Students who violate this procedure face disciplinary action, as well as possible legal penalties.
5. Students who use or possess drugs/alcohol in any WCPS schools will be referred to the Student Assistance Program.

**Parents—Drugs and Alcohol**

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

**Where to Call for Information**

Department of Student Services – 301-766-2960

**Staff—Drugs and Alcohol**

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

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

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

Employees must understand that these standards are mandatory.

**Firearms**

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

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.)

**Asbestos Management**

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

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

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

On December 14, 1987, the Asbestos Hazard Emergency Response Act (AHERA) went into effect requiring school districts in the United States to inspect each building used for educational purposes. These inspections are to be conducted using persons who have been trained and annually re-certified by the Environmental Protection Agency and the State Department of Health.

This law compels the Board of Education to locate and identify all asbestos-containing material (ACM) in the schools. Not all schools in Washington County contain asbestos. Regarding those that do contain asbestos, the inspections identified ACM in floor tile, ceiling tile, sprayed-on surfacing material, thermal system insulation, and miscellaneous materials. The law also requires the Board of Education to assess each area of ACM and determine what plans of action will be taken to insure that no asbestos fibers are released into the environment, repair any damaged ACM, and remove any material that cannot be controlled using conventional engineering techniques.

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

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

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

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

**Integrated Pest Management Program**

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

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

Director of Maintenance and Operations  
Washington County Public Schools  
820 Commonwealth Avenue  
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
MCP	2-4-D	sulfur
piperonyl butoxide	propoxur	cyfluthrin
orthoboric acid	pyridine	dichlorprop
phrethrin	allethrin	dimethyl
phenothrin	triclopyr	quinclorac
hydroprene	deltamethrin	indoxacarb
perfluoractanesulfonamide	Methyl Anthranilate	

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

**Vision and Hearing Screening 2014-2015**

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

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

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

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

**Suspected Child Abuse and Neglect**

Maryland law requires every educator who has reason to believe that a child has been subjected to physical or sexual abuse to immediately report the information to the Department of Social Services and 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 personnel may not attempt to conduct an internal investigation or inform parents/guardians about the report or investigation of suspected abuse.



- All records and reports concerning protective service investigations of child abuse and neglect and their outcomes are protected by the confidentiality statute Article 88A-Section 6 (B). School personnel only become involved if requested to assist in providing services to the child or family.

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

**Washington County Community Agencies**

For a complete list of community support agencies, please see the Appendix.



## School Attendance

Maryland law requires that every child in Maryland five years old (by September) and up to the age of sixteen must attend school daily unless the child is lawfully absent or registered and participating in a certified home teaching program.

The following attendance guidelines apply to all WCPS students:

- **Students Scheduled For a Full Day:** A student is counted present for a full day if the student is in attendance four hours or more of the school day. A student is counted present for a half day if in attendance for at least two hours of the school day, but less than four hours.
- **Students Scheduled for a Partial Day:** A student scheduled for less than a full day is to be counted present based on the amount of time he/she is scheduled. For example, a student scheduled for a two hour block of time will be counted present for a half day if the student is in attendance for one hour.
- All school absences are recorded. Absences are coded as **lawful (excused)** or **unlawful (unexcused)**.

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

- **Lawful absences include:** 1) Illness of student (written parent note required upon return. Three or more days may require medical verification); 2) Death in the immediate family, 3) Court summons, 4) Suspension, and 5) Other special circumstances.

**NOTE:** Failure to provide a parent note may result in the absence being coded as unexcused.

- **Religious absence:** Student and staff absences from school to observe religious holidays are excused. School personnel should be aware of religious holidays and should make every effort to avoid scheduling major examinations and events on those dates. Students will be permitted to complete make-up work, within a reasonable time period.
- **Family vacation absences:** Vacations or trips during the school year are strongly discouraged, as the loss of class time may have a negative impact on the student's academic progress and record. It is also recognized that on some occasions, working parents have little control over the time of year when vacations may be taken.

Family vacation absences are considered lawful only if they have **prior** written approval of the principal and do not exceed **three days** per school year. Written requests must be made at least ten 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 days' notice for preparation of student materials.

- **Approved college visitations:** A college visit for students in grades 11 and 12 who pre-schedule the visitation with the principal's approval shall be considered an extension of the student's program and the student shall be recorded as present. No more than three 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.
- **Unlawful absences:** If a student is absent for any portion of the day, for any reason other than those identified as lawful, such as an absence from school without the knowledge of the parent/guardian, shopping, babysitting, providing care for other adults, running errands, etc., the absence will be considered unlawful/unexcused. **Unlawful absences may be defined as truancy.**
- **Truancy:** Any time a student between the ages of five and sixteen is absent without lawful cause, the student is considered truant.
- **Habitual truant** refers to a student who is absent from school in excess of 20 percent of the school days in any marking period, semester, or school year.

Habitual truancy will require a school conference between school personnel, parents, and students. Students who are unlawfully absent five days in any semester will be referred to the appropriate WCPS Pupil Personnel Worker.

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

Excessive tardiness will 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 who have lawful absences, 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 motivational programs for students.

Should absences continue, parents will be contacted in writing no later than immediately after the **tenth day** of absence. The principal or designee will invite the parent to conference with school personnel to advise what action may be taken if the absence continues beyond **twelve days**.



- **WCPS attendance standards:** *The Washington County Board of Education has established minimal standards for attendance and absences for students.* When absences, **lawful or unlawful, accumulate to six days**, parents/students will be notified by mail. By WCPS standards, absences beyond twelve days in a school year are unacceptable. If deemed necessary by the principal, cases involving excessive absence will be referred to the student support team. Parents may be requested to conference with school personnel to discuss excessive absence.

- **Period Attendance:** In many WCPS middle or high schools, parents will be notified by letter after a student has missed any three periods.

- **Possible actions:**

- Establishment of a probationary attendance period
- Request for additional documentation
- Retention in grades 1 through 8
- Denial of high school credit or credits
- Referral to the courts for appropriate action against parent and/or student
- Assignment of additional days of attendance (not included in the regular school year, i.e., Saturday School)

- **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 ten (10) days may contact the office of the Supervisor of Student Services in writing following the Step I decision.

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

Step IV - If the problem is not brought to resolution after conferencing with the appropriate Director, the parent may contact the Superintendent in writing, within ten (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 **lawfully** absent.



## Student Counseling Services and Pupil Personnel Support

School counselors provide the academic, career, and personal/emotional skills that enable students to receive a high quality education through targeted developmental school counseling.

School counselors provide support and direction to help students focus on academic, personal/social and career development. Their efforts help students achieve academic success in school and prepare them to successfully navigate throughout their school career, in addition to preparing them to lead fulfilling lives as responsible members of our ever-changing global society. School counselors employ strategic data driven processes to integrate targeted developmental school counseling services into school counseling programs for students kindergarten through high school. School counselors are involved in the implementation of both proactive and responsive services for students and maintain the underlying core beliefs of leadership, advocacy, collaboration, and systemic change.

School counselors are trained at the graduate level and certified to deliver comprehensive services for students in the following areas:

- Human growth and development,
- Core components for helping relationships,
- Cultural diversity,
- Societal change and trends,
- Student learning and academic success,
- Evaluation of student needs,
- Group and individual counseling techniques,
- Career development,
- Use of data,
- Use of technology,
- Role of the school counselor in leadership, advocacy, and systemic change,
- Legal and ethical guidelines,
- Collaboration with internal and external stakeholders,
- Research and program evaluation,
- School culture and mission, and
- Interaction with other educational professionals.

School counselors provide developmentally appropriate services to students.

Counselors at all levels:

- Provide integrated services for students that include counseling, coordinating, and consultation.

Elementary and middle school counselors:

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

High school counselors:

- Meet with students individually to provide personal/social, academic, and career advising,
- Provide classroom lessons for students in the area of academics, personal/social issues, and careers,

- Provide students with academic, college, and career advisory,
- Coordinate full school initiatives for programs such as PBIS, Character Counts, along with other targeted needs,
- Meet with students and parents for college coaching,
- Support students in transitioning to and from various levels,
- 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, and
- Provide scholarship and career counseling information.

Student services are also provided by Pupil Personnel Workers (PPWs). PPWs are consultants to the schools and assist students and families 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. In addition to school counselors and PPWs, certified school social workers have been assigned to several schools to further support the needs of students and their families.

Parents are encouraged to contact their child’s school counselor to discuss any concern. Questions, concerns, and/or comments regarding the school counseling program should be directed to the Supervisor of School Counseling 301-766-2963 or the appropriate school Principal. Concerns regarding school attendance or the Pupil Personnel Workers should be directed to the Supervisor 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. BOE recently adopted a new Student Discipline Policy.

### **Suspensions and Expulsions**

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

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

Students should be aware that the school has the authority to take disciplinary action, even when the misbehavior occurs off school property or when schools are closed, if the behavior affects the good order and discipline of the school. For example, schools

may take disciplinary action when students are misbehaving on the way to or from school or misbehaving while participating in school-related activities such as field trips and other school-sponsored activities.

*See page 32 for information on Conduct Ineligibility.*

### **Extracurricular Activities**

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

### **In-school Suspension**

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

### **Out-of-School Suspension**

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

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

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

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

appeal that decision, in writing, within ten (10) days, to the Director of Elementary and Middle Schools or the Director of High Schools.

4. If the parents/guardians wish to appeal the decision of the Director, this may be made in writing within ten (10) days to the Superintendent of Schools, in accordance with Washington County Public Schools 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 removal for disciplinary reasons of a student from school for a period of more than ten days. An extended suspension can result in a student being out of school for several weeks or, in some cases, for several months. Examples of unacceptable behavior for which a student may be recommended for extended suspension and/or alternative placement include the following: fighting, showing disrespect to school staff, stealing, vandalism, or possession or use of drugs or alcohol.

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

Important notes in reference to weapons violations:

- The type of weapon or the reason the weapon is in the student’s possession is not relevant. The following will be treated as weapons: a penknife, a large knife, brass knuckles, a chain, a pipe, nunchaku, a BB gun, a pellet gun, a starter pistol, a revolver or automatic pistol—loaded or unloaded, operable or inoperable.
- If a student is asked to hold a weapon, the student should refuse. The student may be expelled because the weapon is in his or her possession. The person who brings the weapon to school may also be expelled.
- A student **of any age** may receive an extended suspension, alternative placement, or may be expelled.
- These regulations apply to all activities that are connected with school. For example, students may be disciplined if they have weapons at school football games, dances, and while traveling to and from school.
- Violations of Maryland law will result in arrest and prosecution.

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

If a principal finds that an extended suspension, alternative placement, or expulsion is warranted, due to a serious offense, the principal will immediately summarize the situation and request additional consequences, in writing, to the Superintendent.

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

The 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 Supervisor of Student Services 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 Supervisor of Student Services, they may file an appeal within ten (10) days of such a decision with the Office of Student Services. The Director of Secondary Education or a designated Hearing Officer will schedule a hearing with the parents/guardians and student to hear the appeal and will render a decision, in writing to the parents/guardians.
2. If the parents/guardians are not satisfied with the decision of the Director, the parents/guardians may file an appeal, in writing, within ten (10) days of such a decision, with the Superintendent of Schools, in accordance with Board of Education policies BEE and BEE-R(1).
3. If the parents/guardians are not satisfied with the decision of the Superintendent of Schools, the parents/guardians may file an appeal, in writing, within ten (10) days of such a decision, with the Board of Education in accordance with Board of Education policies BEE and BEE-R(1).
4. The decision of the Board of Education is final.

**Students with Disabilities**

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

**School Work Missed Due to Suspension**

Students who receive out-of-school suspension are considered “lawfully” absent and will be provided with school work to complete during the period of suspension. Students will be provided the opportunity to make up class work missed during the suspension period, within a reasonable time period. Parents/guardians will be provided with the name and contact information for a designated school liaison who will assist in obtaining and exchanging school work during the period of suspension.



Suspended students should not be on school property unless permission is granted by the school administrator. Students will be given the number of days equal to the number of days absent to submit completed make-up work.

**Restitution**

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

**Vandalism**

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

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

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

**Hazing**

Hazing is any action or activity that inflicts physical or mental harm or anxiety, or which 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 Director of Curriculum and Instruction.

**Loaned Instructional Materials**

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

**Corporal Punishment**

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

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

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

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





## Violations of School Regulations & Consequences

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

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

Key Code		
VW = Verbal Warning	DET = Detention	S# = Suspension (number of days)
LP = Loss of Privilege	ISS = In-School Suspension	EX = Extended Suspension
TO = Time Out	SPPC = Suspension Pending Parent Conf.	EP = Expulsion
PC = Parent Contact	LEN = Law Enforcement Notification	AP= Alternative Placement
	SAP = Referral to Student Assistance Program	

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

Student Offense	Definition	High		Middle		Elementary		
		Min.	Max.	Min.	Max.	Min.	Max.	
<b>Academic Dishonesty/Cheating</b>	Academic dishonesty through cheating, copying, forging signature of teacher and/or parent/guardian, plagiarizing, or altering records, or assisting another in such actions.	<b>See Academic Integrity Policy</b>						
<b>*Alcohol</b>	Possession, use, or showing evidence of use, sale, or distribution of any alcoholic substances.	S3 SAP	EX/ AP LEN SAP	S3 SAP	EX/AP LEN SAP	PC SAP	EX/AP SAP	
<b>Arson/Fire</b>	Attempting to set, aiding in setting, or setting fire to a building or other property.	S4	EP LEN	S4	EP LEN	S1	EP LEN	
<b>Bullying</b>	Purposeful conduct, including verbal, physical, or written conduct or intentional electronic communication that creates a hostile educational environment by interfering with a student's educational benefits, opportunities, performance, or with a student's physical or psychological well-being.	VW	EX/AP	VW	EX/AP	VW	S3	
<b>Class Cutting</b>	Unlawfully absent from a class or a school activity.	DET	SPPC	DET	ISS	VW	ISS	
<b>Classroom Disruption</b>	Behavior that interferes with the learning of others in a classroom or other learning environment.	VW	S4	VW	S4	VW	S3	
<b>Disrespect</b>	Inappropriate comments or physical gestures to teachers, staff members, or others.	VW	S4	VW	S4	VW	S3	
<b>*Drugs</b>	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).	S3 SAP	EX/AP LEN SAP	S3 SAP	EX/AP LEN SAP	PC SAP	EX/AP LEN SAP	
<b>Explosives (Does not include lighters or matches)</b>	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.	EX/AP	EP LEN	EX/AP	EP LEN	S1	EP LEN	
<b>Extortion</b>	The process of obtaining property from another, with or without that person's consent, by a wrongful use of force, fear or threat.	ISS	EX/AP LEN	DET	S3 LEN	VW	S3	
<b>False Alarm/ Bomb Threat</b>	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.	S4	EP LEN	S4	EP LEN	S1	EP LEN	
<b>Fighting.</b>	A physical confrontation involving two or more students.	ISS	EX/AP	ISS	EX/AP	VW	S4	
<b>Firearms</b>	Possession of a firearm as defined in 18 U.S.C. §921. Examples include handguns, rifles, shotguns, and bombs.	EX/AP	EP LEN	EP	EX/AP LEN	S1	EP LEN	
<b>Gang/Gang-Related Activity</b>	"Criminal gang" is as a group or association of three or more persons whose members: (a) individually or collectively engage in a pattern of criminal gang activity; (b) have as one of their primary objectives or activities the commission of one or more underlying crimes, including acts by juveniles that would be underlying crimes if committed by adults; and (c) have in common an overt or covert organizational or command structure. All gang-related activity should be reported utilizing a Gang-Related Incident Reporting Form.	SPPC	EP LEN	SPPC	EP LEN	SPPC	EP LEN	

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

Student Offense	Definition	High		Middle		Elementary	
		Min.	Max.	Min.	Max.	Min.	Max.
<b>Harassment</b>	Intentional negative actions on the part of one or more students that cause discomfort with identity issues in regard to race, color, national origin, gender, disability, sexual orientation, religion, or other identifying characteristics, and that interfere with a student's ability to participate in or benefit from the school's educational programs.	SPPC	EX/AP	VW	S4	VW	S4
<b>Inciting and/or Participating in Disturbance</b>	Preventing orderly conduct, or otherwise causing a disruption to the atmosphere of order and discipline in the school necessary for effective learning, other than classroom disruption.	ISS	EX/AP LEN	ISS	EX/AP LEN	TO	S3
<b>*Inhalants</b>	Possession, use, or showing evidence of use, sale, or distribution of any inhalants or other intoxicants.	S4 SAP	EX/AP LEN SAP	S3 SAP	EX/AP LEN SAP	PC SAP	EX/AP LEN SAP
<b>Insubordination</b>	Refusing to follow directions of teachers, staff, or administrators.	DET	S4	DET	S4	VW	S3
<b>Other Guns</b>	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)	S4	EP LEN	S4	EP LEN	PC	EP LEN
<b>Other Weapons</b>	Possession of any implement that could cause or is intended to cause bodily harm, other than a firearm or other gun.	S4 LEN	EP LEN	ISS LEN	EP LEN	PC	EP LEN
<b>Physical Attack – Student</b>	Physically pushing, hitting or otherwise attacking another student.	ISS	EX/AP	ISS	EX/AP	VW	EX/AP
<b>Physical Attack – Teacher/Staff</b>	Physically attacking an employee of the school system or other adult, including striking a staff member who is intervening in a fight or other disruptive activity.	S4	EX/AP	S4	EX/AP	VW	EX/AP
<b>Portable Communication Devices</b>	Inappropriate use of any electronic device carried, worn, or transported by a student to receive or communicate messages.	Min: VW Max: ISS					
<b>Refusal to Obey School Policies</b>	Failure to comply with school rules, regulations, policies, and/or procedures, not otherwise defined in the suspension codes.	VW	EX/AP	VW	S4	VW	S3
<b>Sexual Activity</b>	Inappropriate behavior of a sexual nature, including indecent exposure, consensual sex, and other sexual activity not identified as sexual assault or harassment.	ISS	S4	SPPC	S4	PC	S4
<b>Sexual Assault</b>	Physical sexual attack on school system staff or another student.	S4 LEN	EX/AP LEN	S4 LEN	EX/AP LEN	EX/AP	EP LEN
<b>Serious Bodily Injury</b>	(IDEA at 20 U.S.C. § 1415 (k)(7)(D) references the definition for "serious bodily injury" from 18 U.S.C. § 1365 (h)(3) means 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.	EX	EX/AP	EX	EX/AP	EX	EX/AP
<b>Sexual Harassment</b>	Unwelcome sexual advances, requests for sexual favors, and/or other inappropriate verbal, written, or physical conduct of a sexual nature, directed toward others.	ISS	EX/AP	DET	EX/AP	PC	S4
<b>Tardiness</b>	Late to school or class.	VW	ISS	VW	ISS	VW	ISS
<b>Theft</b>	Taking or obtaining property of another without permission and/or knowledge of the owner.	S1	EX/AP LEN	PC	SP3 LEN	VW	S3
<b>Tobacco</b>	Possession, use, sale, or distribution of tobacco or tobacco products.	ISS	S3 LEN	ISS	S3 LEN	PC	S1
<b>Trespassing</b>	Unauthorized presence on school property, including while on suspension.	LEN	LEN	LEN	LEN	LEN	LEN
<b>Truancy</b>	Unlawfully absent from school or classes for a school day or a portion of the school day.	DET	SPPC	DET	SPPC	VW	ISS
<b>Unauthorized Sale or Distribution</b>	Unapproved sale or distribution of items not otherwise defined in the suspension codes.	VW	S4	VW	S4	VW	ISS
<b>Vandalism and Destruction of Property</b>	Damage, destruction, or defacement of property belonging to the school or others.	ISS	EX/AP LEN	ISS	EX/AP LEN	LP	S4
<b>Verbal or Physical Threat to Student</b>	Threatening, or aggressive language, or gestures directed toward another student.	ISS	EX/AP	ISS	EX/AP	VW	S4
<b>Verbal or Physical Threat to Teacher, Staff, or Others</b>	Threatening or aggressive language or gestures directed toward a staff member or anyone other than a student.	ISS	EX/AP	S3	EX/AP	VW	S4

\*Distribution of identified items warrants maximum consequences.

Updated 05/29/14

# Student Enrollment

## Enrollment and Transfer

The Department of Student Services oversees student enrollment. The following sections provide details about the enrollment process.

**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 at registration and/or Title I screening one of the following to establish proof of age: birth certificate, hospital certificate, physician certificate, passport/visa or birth registration.

**Age Requirements:** 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.

See page 37 for information on Early Admission.

According to Maryland State Board 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 301-766-2955.

**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).

**Custody:** 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 application for legal custody is filed with the Circuit Court for Washington County. 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:** Current proof of address, current within three months, where the student and custodial parent reside in Washington County must include at least **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.

**Special Permission:** Washington County Public Schools' (WCPS) regulation for student enrollment stipulates that each student shall attend the appropriate school in his or her district. However, a custodial parent/guardian may request permission for a student to attend a school in another WCPS attendance area for reasons including: childcare; the need for a specific academic program; hardship; or other extenuating circumstances. Each request for a student to attend a school outside his/her designated attendance area will be reviewed and decided on its own merit and school capacity. Requests may be recommended to the Supervisor of Student Services by the principal 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 circumstance is deemed to exist.

To request permission for a student to attend school out of the home school attendance area:

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

## Students in Magnet and Signature-Theme Programs

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

### Academic Commitment

Magnet/signature program students demonstrate a strong work ethic, take coursework seriously, and possess a willingness to be challenged. Magnet/signature program teachers hold high, yet attainable, expectations for their students. Should a student struggle academically, the school team will work with the parent(s) and student to determine specific areas of need and create a plan. Progress according to the plan will be evaluated after a time period that

is determined by the parent, student, and teacher. If the student fails to make adequate progress toward a predetermined benchmark, then he/she will no longer continue in the magnet/signature program at that site. The student would then return to the school in the attendance area of current residence.

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



## **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.

In accordance with the McKinney-Vento Act, 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.

- The placement determination should 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.
- 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.
- To the extent feasible, a homeless student should be allowed to remain enrolled in his/her school of origin, unless doing so is contrary to the wishes of the custodial parent(s)/guardian(s).
- 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 school must assist in placement/enrollment decisions, consider the youth's wishes, and provide notice to the youth of the right to appeal under the enrollment disputed provisions.
- A decision regarding 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 district coordinator of homeless services, currently the Supervisor of Student Services.
- Students who are awaiting foster care placement are entitled to all rights specified in the McKinney - Vento Homeless Assistance Act.

Students who are homeless have a right to access all school-related services (i.e., ELL services, vocational programs, field trips, athletic programs, before-and after-school programs, school nutrition programs, etc.). 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 Department of Student Services (301-766-2961) is also available to assist parents with any issues regarding enrollment and transfer.

Reference: Board Policy JFA and Board Regulation JFA-R



## **Student Health**

### **School Health Services/Program Overview**

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

Comprehensive school health services are provided in each of Washington County's public schools. Registered Nurses (RN), Licensed Practical Nurses (LPN), and Certified Nursing Assistants (CNA)/Certified Medication Technician (CMT) work together in the delivery of health services. The RN maintains overall responsibility for each assigned school or cluster of schools. Health services include medication and treatment administration, first aid, illness appraisal, immunization compliance monitoring, health teaching and screenings, 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 must obtain a pass from their teacher and report to the Health Office. In some cases, parents or emergency contacts will be notified. If a student needs to go home, it is the responsibility of the parent or guardian to make these arrangements. Students will be released by the School Health Staff only with permission of the parent, guardian, or friend/relative as indicated on the Student Health/Family Information Card. Students must sign out with the attendance secretary. If a student does not sign out, it may be counted as an unexcused absence.

### **Treatments**

If a student is to receive treatments during school hours, the parent must provide the school health staff with all necessary equipment, supplies, formula, and medication. All treatments must have a completed Authorization for Treatment form, or specifically for a



tube feeding - a Tube Feeding Authorization form, completed by a healthcare provider and signed by parent/guardian. The forms are available on the WCPS website under School Health Program, the School Health office, or at the healthcare provider office.

#### **Medication/Tx administration procedures:**

- The parent must give the first dose of any new medication/Tx at home before it will be administered by school health staff.
- The appropriate order forms must be complete before health care staff will administer any medications or treatments to students.
- Students are expected to report to the health office at the appropriate time to receive the prescribed medication/tx.
- School health staff will notify parents if their child fails to report for a medication dose or prescribed treatment.
- School Health staff will make every attempt possible to locate students who do not report for their medication or treatment.
- Students may not carry over-the-counter medications. A completed Physician's Medication Order Form is required with signatures by the health care provider and the parent/guardian. Over-the-counter medications must be received in an unopened container or kept in the health office and administered by school health staff.

Students may be allowed to self carry inhalers for asthma or Epipens for severe life-threatening allergic reactions. The nurse will assess the student's knowledge and ability to self medicate the inhaler and/or Epipen after the Physician's Medication Order form is received in the School Health Office. The Physician's Medication Order form section on self carry (M-I) must be completed and filed in the School Health Office.

#### **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. As a safety measure, to prevent unnecessary shocks, the AED automatically analyzes the heart rhythm to determine if an abnormal rhythm is detected. Trained individuals are designated to use the AED on school system premises per the policy implemented by WCPS.

#### **Guide for Managing Students at Risk for Anaphylactic Reaction**

##### **Parent Responsibilities:**

- Provide the school with emergency contact information that is accurate and updated as needed.
- Provide the school with complete and accurate medical information related to the student's allergic condition. This information includes, but is not limited to:
  - Up-to-date and accurate history of allergic conditions.
  - Types of allergens and triggers.
  - Written health care provider documentation of the student's allergic condition.
  - A written list of food or other allergies.
- Work with the school nurse to develop the plan of care for the student with allergies and risk of anaphylaxis to the best of their ability.

- Supply and maintain at least one non-expired auto-injector epinephrine device, annually at the beginning of the school year, along with the appropriately completed written medication order.
- Work with the school nurse and health care provider to obtain additional epinephrine auto-injectors based on need.
- Monitor the proper storage and routinely check the expiration dates of epinephrine auto-injectors (for students who self-carry).
- Provide the recommended and preferred medical identification bracelet/necklace indicating allergic condition.

#### **Students/individuals with an unknown history of anaphylaxis**

The Emergency Management Protocol for individuals in schools with an unknown history of anaphylaxis or severe allergic reactions will be instituted per WCPS policy which provides the use of WCPS stock epinephrine auto injectors in schools.

#### **School and Staff Responsibilities:**

##### *Principal or Designee:*

- Support the school nurse's training, education and awareness activities, which include, but are not limited to:
  - Providing staff training in allergen exposure risk reduction, recognition of signs and symptoms of an anaphylactic reaction, and the use of epinephrine auto-injectors.
  - Planning for implementation of student emergency care plans.
  - Providing outreach and education for parents, other caregivers, and the general school community.
  - Making auto-injector epinephrine as accessible as possible to avoid treatment delay.
- Develop a plan for the event that a student does not have his/her epinephrine auto-injector.
- Support the school nurse in regards to adherence to the parent/guardian responsibilities.

##### *Teachers:*

- Respond to an emergency as instructed and trained.
- Communicate problems or concerns with school nurse and school administrator.

##### *Food Services Staff:*

- Make meal substitutions or modifications in school meals according to USDA requirements.
- Assist with dietary accommodations as necessary.
- Share food ingredient lists with the school nurse and other school personnel.

##### *Bus Drivers:*

- Respond to an emergency as instructed and trained.
- Communicate problems or concerns with the transportation department, school nurse, and school administrator.

##### *Coaches/Advisors for School-Sponsored Events:*

- Respond to an emergency during athletic or other activities as instructed and trained.
- Communicate problems or concerns with the school nurse and school administrator.

##### *School Counselor and School Social Worker:*

- Assist with disability awareness.
- Create support groups and counsel as needed.

#### **Student Responsibilities:**

- Avoid known allergens.
- Immediately inform school staff in the event of an exposure.
- Act responsibly when possessing and self-administering medications, specifically not to misuse medication.
- Participate in care planning.

#### **Student Health/Family Information Forms**

Parents or guardians must complete the Student Health/Family Information Form for each student. This information is extremely im

portant and is kept on file in the Health Room and the Attendance Office should an emergency occur or the need arise to make contact with the home. Contact persons listed should be those who will be accessible to the school as well as persons to whom temporary care or supervision may be entrusted if the school is unable to reach the parent(s) or guardian(s). Parents and students are advised to update this information when changes occur.

**New Students**

A physical examination is required for all students entering a Maryland Public School for the first time. A physical examination form designated by the Maryland State Department of Education and Department of Health & Mental Hygiene shall be used to meet this requirement. Contact your school for more information.

**Immunization Requirements**

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

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

**Maryland Children’s Health Program (MCHP)**

Children up to the age of 19 without health insurance may qualify for the Maryland Children’s Health Program MCHP or the MCHP Premium Program. The MCHP program provides free health care and the MCHP Premium Program provides low-cost health care to children in families with low to average incomes. For detailed information on MCHP or MCHP Premium, call the Washington County Health Department at 240-313-3330 or visit [www.washhealth.org](http://www.washhealth.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.



**Promotion and Retention**

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

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

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

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



**Special Education and Related Services**

“Special Education” is **specially designed instruction** to meet the unique needs of a student with a disability.

Prior to a referral to special education child find, students experiencing difficulty in the general education classroom should be considered for all support services available to all students, such as Response to Intervention (RTI). If the student continues to experience difficulty and does not show increased progress in the general classroom after the provision of interventions, district personnel must refer the student for consideration of an individualized educational program (IEP).

Upon receipt of a parent’s evaluation request for an IEP, a school must schedule an IEP meeting to review the parent’s request for an evaluation. The IEP team is not required to wait until the completion of RTI activities before responding to the parent’s request.

**Typical Steps in the Learning Support Process for Parents/ Guardians**

- Step 1** - If parents/guardians have concerns regarding their child’s educational progress, they should call the home school and set up the appropriate meeting. Schools may schedule a Student Support Team (SST) meeting or hold a Classroom-Focused Improvement Plan (C-FIP) meeting to discuss the child’s academic progress.
- Step 2** - Classroom-based interventions and/or accommodations are to be put into place and monitored on an on-going basis to determine if progress is being made in any area of potential deficit.
- Step 3** - The SST or C-FIP team is to reconvene and realign interventions if they are not being successful.

- Step 4** - After general education interventions and accommodations have been implemented with fidelity and data indicates that limited progress is being made, a referral for special education may be made from your school's SST.
- Step 5** - If it is determined that a disability is suspected and assessments are needed, the Individualized Educational Program (IEP) team has 60 days from the date of written consent to complete the assessments. The evaluation timeline is 90 days from receipt of written referral to determination of eligibility for special education services.
- Step 6** - If the IEP team determines that a disability exists based on assessment results and the need for "specially designed instruction," an appropriate IEP will be developed.
- Step 7** - Parent/guardian written consent is required for the initiation of services.
- Step 8** - Services are delivered in the least restrictive environment. Progress is reported as required by regulations and the IEP is reviewed annually or as needed depending upon the circumstances.

#### Commonly asked questions:

**What is Child Find?** Child find is the process in which students with disabilities are identified.

**How do I refer my child for special education services?** You can refer your child in writing to the special education case manager, at your child's home school before or after exhausting the steps listed above.

**What if my child is too young to be enrolled in school?** You may make a child find referral to the Coordinator of Itinerant and Special Education Programs at 301-766-2964.

**What if I home school or my child is not enrolled in a public school?** You would contact the special education case manager at your child's residence area school and make a written request for consideration of whether your child was a student with a disability. If the child is educated in a Maryland accredited private school located in Washington County, the student would be afforded services as stated within the current Washington County Public School (WCPS) Service Plan Agreement.

#### Section 504 of the Rehabilitation Act of 1973

Section 504 ensures that no qualified person with a disability shall be denied the benefits of or be excluded from participation in any program or activity.

**Who is eligible for a 504?** A person with a physical or mental impairment, which substantially limits one or more major life activities.

Questions pertaining to 504 eligibility may be referred to your school counselor.



## 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)

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

Exact meeting times and locations for the 2014-2015 school year are subject to change but are currently scheduled for the following dates at the Center for Educational Services from 11:30-1:00:

September 16, 2014  
November 18, 2014  
January 27, 2015  
March 17, 2015  
May 19, 2015

For additional information on SECAC or meeting times and locations, please contact: 301-766-8221 or [secac@wcps.k12.md.us](mailto:secac@wcps.k12.md.us)



## Family Support Resource Center

- Works to provide answers to parents' questions about special education and their child(ren).
- Is a resource, referral, and training center established to assist families of children and young adults with special needs. The center serves as a link between family, school, and community.
- Offers a full range of support for families of children with special needs, from birth to 21 years.
- Is sponsored by Washington County Public Schools, in collaboration with the Maryland State Department of Education to provide the following supports:
  - ▶ Meet with families to help them understand the special education process, which includes but is not limited to: explaining IEPs in detail, assisting families with meetings, and explaining the laws that govern special education.
  - ▶ Provide support for transitions from the Birth through Five program to Special Education Preschool services, and from school to work, or transitional youth programs where services will be funded through different public agencies.
  - ▶ Offer trainings to agencies that support families with children with special needs.
  - ▶ Provide disability awareness trainings to WCPS staff, churches, community groups, childcare centers, etc.
  - ▶ Offer sensitivity trainings in the schools for staff and students.



**Workshops**

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

For additional information on times and locations of activities, please contact Family Support Resource Center at 301-766-8221 or [nelsoton@wcps.k12.md.us](mailto:nelsoton@wcps.k12.md.us) & [powelmar@wcps.k12.md.us](mailto:powelmar@wcps.k12.md.us)

**Lending Library**

Publications and videos on a variety of topics are available for loan.

**Phone “Hot-Line”**

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

**“Successful Times”**

Family Support Resource Center publishes a newsletter several times a year.

**Resources**

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

**School/Community Needs**

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



## **State and Federal Testing Requirements**

Federal law requires that all students be assessed and receive an individual score in reading and mathematics in grades 3 through 8 and a high school grade.

Maryland measures academic progress each year by administering the Partnership for Assessment of Readiness for College and Careers Assessment (PARCC), Maryland School Assessment (MSA), the Maryland High School Assessments (HSA), and the Alternate Maryland School Assessment for students with disabilities (Alt-MSA). Scores from state assessments are posted on [www.mdreportcard.org](http://www.mdreportcard.org). This site contains test results, school progress, demographic information, and other facts and figures for every school and school system in Maryland.

Instructional information on MSA and HSA, including sample test items, is available on [www.mdk12.org](http://www.mdk12.org). Parent Resources can be found at [www.marylandpublicschools.org](http://www.marylandpublicschools.org), including information on the MSA, PARCC, and the HSA.

**Elementary and Middle School Assessments**

Students in grades 3 through 8 participate in the PARCC assessments. The PARCC assessment is a test of reading and math achievement that meets the testing requirements of the federal Elementary and Secondary Education Act (NCLB). This test is given in two sections during the school year. The Performance Based Assessment (PBA) is administered in March and the End of Year

Assessment (EOY) is administered in May and June. The PARCC assessment is designed to be administered online, containing multiple-choice questions and questions requiring written responses. The PARCC assessment scores show how well students have learned the reading and mathematics skills in the Maryland’s College and Career-Ready Standards (developed from the Common Core State Standards). Sample questions can be found at [www.parcconline.org](http://www.parcconline.org).

In April, the science MSA assesses science achievement for students in grades 5 and 8. These scores reflect the science skills learned during the current and preceding two years. Students take the tests for approximately 60 minutes each day for two days. To view sample MSA test questions, visit the MSA section of the School Improvement in Maryland website at [www.mdk12.org](http://www.mdk12.org).

**High School Assessments**

Students in high school will take a combination of assessments to demonstrate their academic proficiency and meet graduation requirements. The Maryland HSAs are tests in Biology and Government that measure school and individual student progress toward Maryland’s High School Core Learning Goals. Beginning in 2014-15, high school students will also take PARCC assessments in English and math aligned with the courses in which they are enrolled. Students take each test after they complete the content-related course. This includes middle school students taking high school level courses.

Students who are unable to pass all of the required assessments can meet the graduation requirement by reaching a combined score based on the minimum passing scores on these assessments. Finally, those students who are unable to pass all tests or reach a combined score can satisfy this requirement by participating in the Bridge Plan for Academic Validation. Students who have taken the Government HSA test, which was a requirement prior to the 2011-2012 school year, may use the Government score to meet a combined score if it is not a requirement.

Students entering ninth grade from 2013-14 and beyond must include the Government HSA as a graduation requirement. The website, [www.HSAexam.org](http://www.HSAexam.org), answers the most commonly asked questions about the HSAs and provides links to numerous resources, including the Core Learning Goals, publicly released test forms with answer keys and scoring rubrics, online HSA courses, and a testing calendar. Resources for students taking the PARCC assessment can be found at [www.parcconline.org](http://www.parcconline.org).

**Bridge Plan for Academic Validation**

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

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



Students qualifying for the Bridge Plan will be assigned appropriate project modules that are meaningful, rigorous, and clearly tied to state standards. They will be given an opportunity to complete the project modules assigned and be subject to a careful review of his/her work based on detailed state guidelines and scoring rubrics. In some cases, it may be to a student's advantage to make an oral presentation about the work done to complete the project modules.

### Alternate Maryland School Assessment

The Individuals with Disabilities Education Act (IDEA) of 1997 also requires that states provide an "alternate assessment" when implementing statewide accountability systems. Students with significant cognitive disabilities who cannot participate in the PARCC, MSA, and HSA assessments, even with accommodations, participate in Alt-MSA. The Alt-MSA assesses 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.wcps.k12.md.us](http://www.wcps.k12.md.us). Information about the MPSSAA can be obtained on the website: [www.mpssaa.org](http://www.mpssaa.org). High School Athletic schedules are online at [www.washingtoncountymval.org](http://www.washingtoncountymval.org).



## Extracurricular Activities Eligibility

### Student Conduct Ineligibility

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

### Student Activities—Eligibility (High Schools)

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

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

3. In order for students to fully participate in extracurricular activities, including high school athletics, they must attain the following academic standards:
  - a. A student who fails two 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 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. Students will be declared ineligible or eligible effective the next school day following distribution of report cards. 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.
7. 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.
8. 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.

9. 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 “No Child Left Behind Act of 2001.”*

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

Title I schools:

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

Title I school programs generally offer:

- Smaller classes.
- Additional teachers.
- Additional professional development for school staff.
- Extra time for instruction, before or after school.
- A variety of teaching methods and materials.
- Counseling and mentoring.

**“No Child Left Behind” Notification Requirements**

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

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

- Whether the Maryland State Department of Education has licensed or qualified the teacher for the grades and subjects he or she teaches.
- Whether the Maryland State Department of Education has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.
- 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.

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**

Name of Student (Please Print) \_\_\_\_\_  
(Last) (First) (M.I.)

Name of Parent/Guardian (Please Print) \_\_\_\_\_  
(Last) (First) (M.I.)

\_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_ Homeroom/Teacher

# IMPORTANT!

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

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

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

**Thank You!**

# WCPS Parent and Student Agreement, K-12

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

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

_____	_____
Parent/Guardian Signature	Date
_____	_____
Student Signature	Date

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

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

_____	_____
Student Signature	Date

## Academic Integrity Promise (For Pre-K, K, 1<sup>st</sup> & 2<sup>nd</sup> Grades)

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

_____	_____
Parent/Guardian Signature	Date



# Acceptable Use Policy (AUP) for Telecommunication

(Adopted by Washington County Board of Education, March 15, 2005)

## USER AGREEMENT

I have read and agreed to the terms and conditions of the AUP for Telecommunications. In addition, I give permission for my child to access the Internet while at school. Failure to follow this agreement may result in my privileges to use the WCPS system to be revoked or suspended. I further understand that disciplinary action and/or criminal charges may be brought against me for any violation of the AUP that is governed by existing Board policies.

(For internet access to be granted, parents/guardians and students must sign this form.)

_____	_____	_____
School Year	School or Location	Student's Grade (K-12)
_____	_____	_____
	Student Signature	Date
_____	_____	_____
	Parent/Guardian Signature	Date

## Important Medical Information

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

_____	_____
Parent/Guardian Signature	Date

**THANK YOU!**

**End of Section for Elementary and Middle School Students**

**(HIGH SCHOOL STUDENTS CONTINUE ON BACK)**

**PLEASE REMOVE THIS SECTION, SIGN, AND RETURN IT TO SCHOOL.**

# High School Students: Guidelines for School Sponsored Activities

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

Name of Student (Please Print) \_\_\_\_\_  
(Last) (First) (M.I.)

Name of Parent/Guardian (Please Print) \_\_\_\_\_  
(Last) (First) (M.I.)

\_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_ Homeroom

### A. Complaint to be Submitted to the Superintendent

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

### B. Procedures

#### 1. Definitions

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

*Resolution* - The final decision as to whether or not the violation alleged in the complaint has occurred and any actions deemed necessary to remedy a violation will rest with Washington County Public Schools.

#### 2. Filing a Complaint

a. An organization or an individual may file a complaint with the Superintendent or his/her designee.

b. The complaint shall be in writing, addressed to the Superintendent, signed by the individual complainant or by an official of the complaining organization, and delivered to the Superintendent and the Office of the Washington County Public Schools' Ombudsman.

c. Each complaint shall contain:

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

#### 3. Receipt of Complaint by Washington County Public Schools

a. Complaints against Washington County Public Schools shall be filed with the Superintendent and the Washington County Public Schools' Ombudsman, who may assign the complaint to the supervisor of a department not named in the complaint for investigation.

b. Initial processing by the investigating supervisor:

- i. All complaints shall be logged in writing with the Superintendent or his/her designee, with information:
  - Identifying the complaint;
  - Supplying the date upon which the complaint was filed; and
- ii. The complainant will be notified by the investigating supervisor or designee that the complaint is being investigated. Notification will include:
  - The date of receipt of the complaint;
  - The name of staff assigned to the complaint; and
  - Washington County Public Schools' intent to fully investigate the complaint, and to respond, if possible, within thirty (30) business days of receipt.
- iii. Each Washington County Public Schools' department named in a complaint shall receive a copy of this acknowledgement letter as well as a copy of the complaint.

#### 4. Investigation of Complaint

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

#### 5. Resolution of Complaint

- a. The Superintendent or his/her designee shall inform the parties in writing, if possible, within thirty (30) business days of receiving the complaint of Washington County Public Schools' resolution of the complaint and include:
  - i. Washington County Public Schools' final decision as to the action that will be taken, if any, in response to the complaint.
  - ii. Notice of the right of either party to request that the Board review the final decision.
  - iii. Procedures for filing an appeal of the decision to the appropriate officials at the Maryland State Department of Education and federal agency.
- b. After the resolution letter is sent, the Superintendent or his/her designee shall note on the complaint log the date of the letter and whether or not any further action is required.

Administrative Regulations adopted:

March 20, 2007 Washington County Board of Education



## Advanced-Level Learners and Magnet Programs

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

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

Currently WCPS offer two options for advanced-level learners at the elementary level: the Elementary School-Based Gifted and Talented Program (GATE) and WCPS Magnet Programs for highly gifted students. Placement in both programs involves a comprehensive review of multiple data sources. The WCPS Elementary GATE program extends and accelerates county curricula in math, reading, science, and social studies through interdisciplinary instruction for identified highly able and gifted students in grades Pre-K through 5.

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

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

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

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

- Boonsboro Middle School Magnet Program for Global Literacy.
- E.R. Hicks Middle School Magnet Program for Media Technology, Humanities, and Digital Writing.
- Springfield Middle School Magnet Program for Math, Science, and Technology (STEM).

Since the elementary magnet program begins at grade two, and the middle school magnet program begins at grade six, all fifth-grade students in the regular education program are screened for their potential to apply to a magnet program. Eligible students are then invited to apply. Please consult the document *Magnet Program Identification Processes*, available on [www.wcpscollegeandcareer.weebly.com](http://www.wcpscollegeandcareer.weebly.com) for more information regarding the extensive assessment process for magnet program applicants.

To be considered for placement in a magnet program during the 2015-2016 school year, applications must be submitted online or postmarked to the WCPS Center for Educational Services (Downsville Pike) by December 1, 2014.

WCPS high schools offer Honors-level and Advanced Placement courses at each school site. More information about specific course offerings may be found in the *2014-2015 High School Program of Studies*. Depending on their aptitudes and interests, students may also consider applying to an academy or magnet program. Academy programs include the following.

- ▶ The Academy of Biomedical Sciences at Washington County Technical High School (Career Technology Completer)
- ▶ Environmental Agricultural Science Academy at Clear Spring High School (Career Technology Education Completer)

- ▶ The Academy of Finance at South Hagerstown High School (Career Technology Education Completer)
- ▶ Fire and Rescue Academy (Career Technology Completer)
- ▶ The Academy of Medical Careers at North Hagerstown High School (University of Maryland Completer)
- ▶ The Oracle Academy at South Hagerstown High School
- ▶ Pre-Civil Engineering and Architecture Academy at Washington County Technical High School (Career Technology Education Completer)
- ▶ The Academy of Science, Technology, Engineering, and Mathematics (STEM) at Williamsport High School (Career Technology Completer)
- ▶ Academy of Teaching Professions at North Hagerstown High School and South Hagerstown High School (Career Technology Completer)
  - For more information about WCPS Academies, please call 301-766-2956 or 301-766-2954. Additional information may also be found in the *High School Overview* section of this publication.

WCPS High School Specialized Program options include the following:

- ▶ Academic Leadership Academy (ALA) at South Hagerstown High School
  - Contact the ALA Coordinator at 301-766-8369 for more information.
- ▶ Barbara Ingram School for the Arts (BISFA)
  - More information on BISFA is located in the *Overview of Pre-K-12 Programming* section of this handbook.
- ▶ International Baccalaureate (I.B.) Diploma Programme at North Hagerstown High School
  - Contact the I.B. Coordinator at 301-766-8249 for more information regarding the application process and program expectations.
- ▶ Washington County Technical High School

WCPS Magnet Programs are open to all eligible applicants who reside in Washington County. There is no cost to participate; however, parents/guardians may need to provide transportation for elementary and middle school students living outside the magnet school attendance area. A general information session that provides an overview of all WCPS Magnet and Specialized Programs and selection processes will be held during the fall. This date will be posted online and in the schools.

For more information about specific advanced-level learner program options at an individual school, please contact the school's principal. For additional information about county-wide Advanced Programs such as Advanced Placement, Honors, Magnet, Merit, and International Baccalaureate, please call 301-766-2992 or visit [www.yourfuturestartsnowwcp.com](http://www.yourfuturestartsnowwcp.com).



## **English Language Learners (ELL)**

### **The Law**

Title III of the No Child Left Behind Act of 2001 provides Federal financial support to state and local educational agencies to offer English language instruction to ensure that all English Language Learners (ELLs), including immigrant children and youth, attain



English proficiency, develop high levels of academic language proficiency, and meet the same challenging state academic achievement standards as all Maryland students.

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.

#### Identification and Eligibility

To identify ELL students and measure ELL program qualifications, WCPS is mandated:

1. To ask every student if a language other than English is spoken.
2. To have parents complete a Home Language Survey (HLS).
3. To have highly qualified ELL staff members administer ACCESS, an English Language Proficiency Test.

#### Instructional Programs

English language development programs adjust 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 ELLs are to transition fully into mainstream classes, meet appropriate academic achievement standards for grade promotion, and graduate from high school at the same rate as mainstream students. Based on individual student need, a highly qualified ELL staff member develops an individual ELL plan using one or more of the instructional models:

- **Structured Immersion**

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

- **Pull-out ELL**

A program, outside of the regular classroom, of techniques, methodology and special curriculum designed to teach ELL students academic English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation.

- **Push-in ELL**

The ELL teacher accompanies and assists ELL students in the general education classroom.

- **After School Tutoring Support**

- **ELL Summer School**

#### Parent and Community Outreach Services

WCPS provides community participation programs, family literacy services, parent outreach and training activities to ELL children and their families. The WCPS ELL department also provides interpretation, translation, and transportation services upon request.

#### Information/Información

For more information on the ELL program, please refer to the ELL Handbook of Guidelines and Procedures or call 301-766-2977.

Esta información es importante. Si no puede leerla, pídala a alguien que se la explique en un idioma que pueda comprender, o llame al 301-766-2962.



## Unified Arts/Related Arts and Health

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

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

## Elementary Overview

The WCPS elementary instructional program aligns with the Maryland College and Career Readiness Standards in both language arts and mathematics. The Maryland College and Career Readiness Standards identify the knowledge and skills that all elementary students should master by the end of each grade-level and prepare students to be college-and-career-ready by graduation. The language arts program focuses on the development of literacy skills (reading, writing, speaking, and listening) through content integration across all subject areas, including social studies, science, and mathematics using informational and literary text. Students learn mathematics through the development of conceptual and procedural understanding to empower effective problem solving connected to real-world application. Math fact fluency is an effective component of effective problem solving. Elementary students also receive regular instruction in social studies, science, the arts, and health to become informed and critical thinkers. STEM (science, technology, engineering, and math), financial literacy, and environmental literacy are also embedded in the curriculum throughout the year. Through the use of the Maryland College and Career Readiness Standards and content integration, elementary students develop the ability to work independently and collaboratively to become global problem-solvers.

#### Admission for Pre-kindergarten, Kindergarten, and First Grade

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

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

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

#### Pre-kindergarten Eligibility Guidelines

Washington County Public Schools pre-kindergarten program is a state-funded program for four-year-old children who demonstrate school readiness needs. The primary focus of pre-kindergarten is de

signed 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 experiences focus on seven domains which include personal and social development, language and literacy, scientific thinking, mathematical thinking, social studies, fine arts, physical development, and health education.

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

**Early Admission Process for Kindergarten**

To be eligible for consideration for early admission to kindergarten, the child must be five years of age by October 31. To begin the early admission assessment process, parents/guardians must send a written request to the Office of Student Services by July 15. The request should include the child’s name, birth date, address, school attendance area, and telephone number. Early admission assessments will be scheduled with parents/guardians, and will be completed during the summer.

**Pre-Kindergarten Regional Sites**

- Bester Elementary School - Judy Center
- Clear Spring Elementary School
- Funkstown Primary School
- Hancock Elementary School
- Hickory Elementary School
- Lincolnshire Elementary School
- Ruth Ann Monroe Primary School
- Salem Avenue Elementary School
- Sharpsburg Elementary School
- Smithsburg Elementary School
- Winter Street Elementary School – Judy Center Partner

**Elementary Reading/  
English Language Arts**

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

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

Students work to master the following literacy skills:

**Pre-kindergarten**

- Follow directions to perform a task.
- Recognize, discuss, and retell elements of stories and poems.
- Recall information, make predictions, and answer questions.
- Identify and recognize most uppercase and lower case letters, and associate sounds to letters.

**Kindergarten**

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

**Grade One**

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

**Grade Two**

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

**Grade Three**

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

**Grade Four**

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

**Grade Five**

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

**Elementary Math**

For the 2014-2015 school year, WCPS will use the Maryland Career College Readiness Standards (CCRS) for mathematics as the primary curricular resource for instruction. The CCRS are based on the Common Core State Standards, which is a state-led initiative coordinated by the National Governor’s Association and the Council of Chief State School Officers. Maryland, along with representatives from 48 other states and two territories, became involved in the initiative in June 2009. In June 2010, the Maryland State Board of Education adopted the Common Core State Standards in Mathematics and English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects by unanimous vote. The Core Standards:

- Are aligned with college and work expectations.
- Are clear, understandable, and consistent.
- Include rigorous content and application of knowledge through high-order skills.
- Build on strengths and lessons of current state standards.

- Are informed by other top-performing countries, so that all students are prepared to succeed in a global economy and society.
- Are evidence-based (CCSSO & NGA, 2010).

The Common Core State Standards for Mathematics include 8 Standards for Mathematical Practice. The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with long-standing importance in mathematics education.

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

Washington County Public Schools fully implemented the CCRS in grades PK-5 during the 2013-2014 school year.

The Common Core domains for mathematics are:

- Counting and Cardinality (PK & K)
- Operations & Algebraic Thinking
- Number & Operations in Base Ten
- Number & Operations: Fractions
- Measurement & Data
- Geometry

Number sense is fundamental to all mathematical learning, and teachers begin to build number sense concepts in pre-kindergarten and kindergarten. Number sense is strengthened and reinforced in all grades. Teaching number sense provides many opportunities for students to recognize relationships between numbers, identify questions, and learn about operations. Conceptual understanding is built through concrete experience in which children use manipulatives. Students must first develop a concrete understanding of number by building, exploring, and making discoveries.

Emphasis on computational fluency is also an essential component of math instruction. Computational fluency is defined as having and using efficient and accurate methods for computing. Students should be able to perform computations in different ways, including mental calculations, estimation, and paper-and-pencil calculations using mathematically sound algorithms. All students should use calculators at appropriate times (after they have developed their concrete understanding and are learning to use the algorithms). Computational fluency develops in tandem with understanding at all grade levels

## Elementary Science

The Washington County Public Schools science framework incorporates disciplinary core ideas in four areas: physical sciences; life sciences; earth and space sciences; and engineering, technology, and applications of science. In the earlier grades, students begin by recognizing patterns and formulating answers to questions about the world around them. By the end of fifth grade, students are able to demonstrate grade-appropriate proficiency in gathering, describing, and using information about the natural and designed world(s). Students will be asked to develop and apply an understanding of:

### Grade Pre-K

- patterns and variations in weather.
- what plants and animals need to survive.
- how plants and animals survive in their environment.
- the effects of pushes and pulls.

### Grade K

- patterns and variations in weather used to forecast and prepare for weather changes.
- what plants, animals, and humans need to survive.
- how plants, animals and humans survive in their environment.
- effects of different forces and motion.

### Grade 1

- patterns of movement of objects in the sky.
- properties and light and sound.
- structures and functions of plants and animals.
- how structures and behaviors help plants and animals to survive.

### Grade 2

- structures and properties of materials.
- physical characteristics of Earth.
- how the shape of the land changes.
- how plants depend on water, light, and other animals for survival.
- characteristics of plants and animals in different habitats.

### Grade 3

- relationships between sound and vibration.
- characteristics of Earth’s features and materials.
- properties of water on Earth and explain how it can change form.
- structures and functions of microscopic life.

### Grade 4

- causes of repeating patterns of the sun, moon, and stars.
- effects of weathering and erosion.
- structures and functions of plants and animals that support survival and growth.
- cause and effect relationship of electric and magnetic interactions.

### Grade 5

- how changes to Earth can impact plants, animals, and humans.
- how energy is transformed from one form and place to another (motion and light).
- structures and properties of matter and substances.
- relationships between plants and animals and their environment.

## Elementary Social Studies

The Washington County Public Schools elementary social studies program supports the development of responsible citizenship through the study of the social, economic, and political systems that support and shape the democratic way of life. Through hands-on activities and cooperative learning groups, students are engaged in critical thinking and problem solving techniques to explore past events and history that has shaped the present world around them. Students learn the fundamental values and rights of society and the democratic process that leads to a better understanding of the similarities and differences that make up the diversity of the United States.

Students will be able to:

### Kindergarten

- Identify the importance of rules
- Identify symbols and practices associated with the United States of America



- Describe the roles, rights, and responsibilities of being a member of the family and school
- Distinguish among past, present, and future time
- Identify similarities and differences in people's characteristics, habits, and living patterns to describe how they meet the same human needs
- Identify and describe how a globe and maps can be used to help people locate places
- Describe places in the immediate environment using natural/physical and human-made features
- Describe how transportation and communication link people and places
- Describe choices people make because of unlimited economic wants
- Explain how technology affects the way people live, work, and play
- Describe how goods are acquired

**Grade 1**

- Explain the importance of rules
- Identify and describe people important to the American political system
- Examine differences between past and present time
- Compare people and objects of today and long ago
- Observe and describe ways that people of different cultural backgrounds meet human needs and contribute to the community
- Recognize that individuals and groups share and borrow from other cultures
- Use geographic tools to locate and describe places on Earth
- Describe places in the environment using geographic characteristics
- Explain how people modify, protect, and adapt to their environment
- Describe economic choices people make about goods and services
- Describe the production process
- Explain how technology affects the way people live, work, and play
- Describe how goods and services are acquired

**Grade 2**

- Explain how rules and laws are made and necessary to maintain order and protect citizens
- Explain how democratic skills and attitudes are associated with being a responsible citizen
- Describe the rights and responsibilities of being a participating member of the school and the community
- Examine differences between past and present time
- Describe people, places and artifacts of today and long ago
- Analyze elements of two different cultures and how each meets their human needs and contributes to the community
- Use geographic tools to locate and describe places on Earth
- Classify places and regions in an environment using geographic characteristics
- Explain how people modify, protect, and adapt to their environment
- Explain why people have to make economic choices about goods and services
- Examine how technology affects the way people live, work and play
- Describe how consumers acquire goods and services

**Grade 3**

- Explain the role of individuals and groups in creating rules and laws to maintain order, protect citizens, and provide services
- Explain how certain practices are connected with the democratic principles (skills, attitudes, and dispositions) of being a citizen
- Explain how people and events have contributed to the American political system
- Explain the rights and responsibilities of being a member of the school and the community
- Investigate how people lived in the past using a variety of primary and secondary sources
- Identify and describe how individuals and groups share and borrow from other cultures
- Use geographic tools to locate and construct meaning about places on Earth
- Describe how transportation and communication networks link places through the movement of people, goods, and ideas
- Explain that people must make choices because resources are limited relative to unlimited wants for goods and services
- Examine the production process
- Examine how technology affects the way people live, work, and play
- Describe different types of markets
- Describe how consumers acquire goods and services

**Grade 4**

- Explain the role of individuals and groups in creating rules and laws to maintain order, protect citizens, and provide services
- Explain how certain practices are connected with the democratic principles (skills, attitudes, and dispositions) of being a citizen
- Explain how people and events have contributed to the American political system
- Explain the rights and responsibilities of being a member of the school and the community
- Examine differences between past and present time
- Analyze and describe elements of a multicultural setting
- Use geographic tools to locate and construct meaning about places on Earth
- Describe how transportation and communication networks link places through the movement of people, goods, and ideas
- Explain how people modify, protect and adapt to their environment
- Examine how technology affects the way people live, work, and play
- Describe different types of markets
- Identify goods and services provided by the government and paid for by taxes

**Grade 5**

- Examine the early foundations, functions and purposes of government
- Analyze historic events, documents and practices that are the foundations of our political system
- Describe individual rights and responsibilities in the United States
- Evaluate how the United States government protects the rights of individuals and groups
- Describe the various cultures of colonial societies and how the environment influenced them
- Use geographic tools to locate places and describe human and physical characteristics of Colonial America
- Examine the similarities and differences of regions in Colonial America
- Understand that people of different cultures can influence and effect change each other lives



- Understand how a culture can define and impact the roles of people, community networks and political systems
- Understand how exploration influence and changed the lives of Native Americans
- Analyze the growth and development of Colonial America
- Understand that people of all regions depend upon, utilize and impact the natural environment
- Analyze how limited economic resources affected production and consumption in Maryland
- Understand opportunity costs drives both economic and political decision making

## Middle School Overview

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

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

## Middle School Reading/English Language Arts

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

## Mathematics

For the 2014-2015 school year, WCPS will use the Maryland Career College Readiness Standards (CCRS) for mathematics as the primary curricular resource for instruction. The CCRS are based on the Common Core State Standards, which is a state-led initiative coordinated by the National Governor's Association and

the Council of Chief State School Officers. Maryland, along with representatives from 48 other states and two territories, became involved in the initiative in June 2009. In June 2010, the Maryland State Board of Education adopted the Common Core State Standards in Mathematics and English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects by unanimous vote. The Core Standards:

- Are aligned with college and work expectations.
- Are clear, understandable, and consistent.
- Include rigorous content and application of knowledge through high-order skills.
- Build on strengths and lessons of current state standards.
- Are informed by other top-performing countries, so that all students are prepared to succeed in a global economy and society.
- Are evidence-based (CCSSO & NGA, 2010).

The Common Core State Standards for Mathematics include 8 Standards for Mathematical Practice. The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with long-standing importance in mathematics education.

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

The middle school mathematics curriculum extends topics students studied in elementary school and introduces new concepts and skills that they need for success in high school and beyond. The CCRS for mathematics are significantly different than the Maryland State Curriculum. Therefore, WCPS began to include CCRS mathematical content, along with the Maryland Curriculum, in grades 3-8 in 2012-13 and is now fully implementing the CCRS.

In sixth grade, students apply the skills to real-world applications, learn reading strategies needed in math, and describe how they solved problems. Accelerated students are enrolled in Enriched Math 6 complete the sixth grade program with enriched content through the use of different projects and task.

The major topics for Common Core grade 6 are:

- Connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems.
- Completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers.
- Compute fluently with multi-digit numbers.
- Writing, interpreting, and using expressions and equations.
- Represent and analyze quantitative relationships between dependent and independent variables.
- Working with real-world problems involving area, surface area, and volume.
- Developing understanding of statistical thinking.

In seventh grade, students are expected to know and be able to do everything required in earlier grades and master new topics. Accelerated students are enrolled in accelerated and enriched math

7 and use the seventh-grade state curriculum and some of the grade 7 and 8 Common Core State Standards. The major topics for Common Core grade 7 are:

- Developing understanding of and applying proportional relationships.
- Developing understanding of operations with rational numbers and working with expressions and linear equations.
- Solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume.
- Working with real-world problems involving angle measure, area, surface area, and volume.
- Drawing inferences about populations based on samples.
- Investigating, developing, using, and evaluating probability models.

In eighth grade, students are expected to know and be able to do everything required in earlier grades and master new topics. Accelerated students are enrolled in Honors Common Core Algebra 8 (which includes Common Core grade 8 and Common Core Algebra content). These students will take the Algebra I PARCC Assessment. The major topics for Common Core grade 8 are:

- Gain understanding of the difference between rational and irrational numbers.
- Working with radicals and integer exponents.
- Formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations.
- Grasping the concept of a function and using functions to describe quantitative relationships.
- Analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

## Social Studies

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

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

- Rise of Civilizations
- Ancient Egypt and the Near East
- Ancient India
- Ancient China

- The Greeks
- The Roman Empire
- Islam and the Islamic Empire
- European Middle Ages
- Early African Civilizations
- The Ancient Americas

In seventh grade, students study World Geography and Cultures. Students learn about cultures around the world through a regional approach that considers geographic, political, historical, social, and economic issues as well as the customs, traditions, and other unique characteristics of people within their cultures. Students continue to build and extend their skills by drawing and interpreting maps, constructing timelines, reading primary and secondary sources, using atlases and globes, and interpreting cultural artifacts. Units of study include:

- Geography-physical, human, resources, and skills
- Canada and the United States
- Latin America
- Europe and Russia
- Africa
- Southwest and Central Asia
- Monsoon Asia
- Oceania and Antarctica

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

In eighth grade, students study American History. Students learn about the important people, ideas, and events that brought about the formation of the American nation and shaped the culture and the political and economic institutions through the Civil War and Reconstruction. Students develop their understanding of the history of their country through the reading of historical narrative and biography, discussion, and writing. They further develop their historical thinking skills, critical thinking skills, and social studies skills by constructing timelines, reading primary and secondary sources, drawing and interpreting maps, using atlases and globes, interpreting political cartoons, gathering historical data, and formulating historical interpretations. Students learn to apply historical understanding to current issues and events. Units of study include:

- Colonial Experience
- The American Revolution
- The Establishment of the Republic
- The Growth of the United States
- Westward Expansion
- The Civil War and Reconstruction
- Reshaping the Nation and the Progressive Era

## Science

The middle school science curriculum enables students to use science, mathematics, and technology to solve problems and to make informed decisions in the areas of life, earth, and physical science. Students should regularly describe objects and events, ask questions, construct explanations, test those explanations against scientific knowledge, and communicate their ideas to others.

Grade six students participate in units on:

- Astronomy
- Earth Forces and Formation
- Environmental Science

Grade seven students participate in units on:

- Cells
- Micro-organisms and classification
- Motion, Forces, and Energy

Grade eight students participate in units on:

- Light & Sound
- Electricity & Magnetism
- Chemistry
- Weather, Climate, and Atmosphere

# High School Overview

## WCPS High School Grades and Honors

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

### Grading System for Secondary Schools

#### I. Purpose

The purpose of Policy IKA is to establish the process to be followed to calculate a secondary school student's grades, grade point average, and class ranking.

#### II. Background

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

#### III. Policy Statement/Procedures

##### A. High School and Middle Schools

Grade reports (grades included in the determination of final grades) will be issued four times during the school year at approximately nine weeks, eighteen weeks, twenty-seven weeks and thirty-six weeks. Final grades will be based on the average of the four grade reports for year-long courses, two grade reports for semester-long courses, and one grade report for partial-semester courses. Interim reports (grades that are not included in the determination of final grades) will be issued at the approximate mid-point of each of the four grading periods.

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

Academic achievement will be reported as percentages with the following meanings:

- 90-100% indicates performance that consistently exceeds Washington County standards and requirements
- 80-89% indicates performance that consistently meets and occasionally exceeds Washington County standards and requirements
- 70-79% indicates performance that meets Washington County standards and requirements
- 60-69% indicates performance that minimally meets Washington County standards and requirements
- 0-59% indicates failure to meet Washington County standards and requirements

Additionally, student effort will be reported each marking period.

#### B. High School: Grade Point Average

1. High school students take all the courses required to earn a 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 or not the student passes the course. Students are awarded quality points, ranging from 0.0 to 5.0 for each course attempted. Quality point values are based on the rigor of the course and the final grade earned in the course. Quality points are used to calculate Grade Point Averages (G.P.A.'s) 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 G.P.A.
2. Any student-requested course change after the fifth class period of the course, will be recorded as a "W" (withdrew from the course) on the student's transcript, resulting in no credit and the assignment of 0.0 quality points to be calculated into the student's G.P.A. In extenuating circumstances, the principal has the final authority on class changes and grading issues.
3. Accelerated weighted courses are those courses approved through the Curriculum Development, Adoption, and Review process for additional quality points reflecting the greater rigor of course requirements.
4. Advanced Placement (AP) weighted courses are those courses that Washington County Public Schools offers that have been identified by the College Board as Advanced Placement (AP) weighted courses.
5. Grade point averages will be computed using the following quality point values:

Percentage	Non-Weighted Quality Point Value	Accelerated Quality Point Value	Advanced Placement Quality Point Value
90-100	4.0	4.72	5.0
80-89	3.0	3.54	4.0
70-79	2.0	2.36	3.0
60-69	1.0	1.18	2.0
0-59	0.0	0.00	0.0

**C. High School: Class Ranking**

1. Only Maryland High School Diploma students' grade point averages will be used to determine class rank. Maryland High School Certificate students' grade point averages will not be included in ranking. Certificate students are eligible for school honors and graduation honors.
2. Class rank will be determined by calculating G.P.A.'s to the thousandths of a percent and rounding to the nearest hundredth. Based on this computation, student rank in class will be recorded on the transcript following the final marking period of the student's senior year.
3. For purposes of designation of class and student honors, with the exception of valedictorian and salutatorian, and for college admission information, the cut-off date for computation of class honors will be the end of the third marking period. The process for designation of valedictorian and salutatorian is set forth in Policy IKD, entitled "Honor Rolls and Graduation Honors."

**Honor Rolls and Graduation Honors**

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

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

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

**Honors:** minimum 3.5 GPA

**Maryland Scholars Program**

The Maryland Scholars Program is designed to encourage students to complete a rigorous course of study in high school to ensure that they are well prepared to succeed in college, the workplace, and in life. Students who participate in this course of study will contribute to a more highly skilled and productive workforce and a stronger, more prosperous economy. The course of study is:

- 4 credits of English
- 3 credits of Math (Algebra I, Geometry, Algebra II)
- 3 credits of Science (Biology, Chemistry, and one additional lab Science—Physics preferred)
- 3 credits of Social Studies (from among: U.S. History, World History, Government and Economics)
- 2 credits of the same World Language
- minimum 2.5 GPA.



**WCPS High School Diploma**

**Graduation Requirements**

The minimum requirements for graduation from Washington County Public Schools 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
    - 1 Algebraic Concepts
    - 1 Geometric Concepts
    - 2 Additional Mathematics Credits
  - Science, laboratory-based—3 credits
    - 1 Biology
    - 2 Additional Science Credits
  - Fine Arts—1 credit
  - Technology Education—1 credit
  - Physical Education—1 credit
  - Health/Life Skills—1 credit
  - Electives—6 credits
- ✓ Meet the Maryland High School Assessment requirement
- ✓ Complete a minimum 75 hours of Student Service Learning
- ✓ Earn credits to satisfy the requirements of the University System of Maryland Completer Program and/or a Career and Technology Education Completer Program (requirements follow)

**Maryland High School Assessment Requirement**

Students who entered the ninth grade during or before the 2012-13 school year are required to pass the HSA in English 10, Algebra, and Biology. Most students who entered the ninth grade during the 2013-14 school-year are required to pass the PARCC assessment in English 10 and the HSA in Algebra, Biology and Government. Students who entered the ninth grade during or after the 2014-15 school-year are required to pass the PARCC assessments in English 10 and Algebra as well as passing the HSA in Biology and Government.

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

**Completer Programs**

Students are required to complete requirements in at least one of the following two programs: University System of Maryland or Career Technology Education.

**University System of Maryland**

The Washington County Board of Education certifies that the following courses meet the minimum requirements for students seeking admission to institutions in the University System of Maryland. Additional advanced courses are recommended.

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



- World Languages - 2 credits
  - Chinese I, II, III, and IV
  - French I, II, III, IV, and Advanced Placement/IB
  - German I, II, III, IV, and Advanced Placement/IB
  - Japanese I, II, III, and IV
  - Latin I, II, III, IV, and Advanced Placement
  - Russian I, II, III, and IV
  - Spanish I, II, III, IV, and Advanced Placement/IB
- Mathematics - 3 credits
  - Algebra I
  - Algebra II
  - Geometry

### Career Technology Education

The Career Technology Education 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

Washington County Public Schools 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/ELL 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 Personal Learning Plan (PLP) will be developed by the appropriate school-based team.
- Implemented in or out of the general education setting.
- Instructional Practices:
  - ▶ Small group work in addition to core instruction provided by teachers of core content who are “highly qualified” and knowledgeable in all aspects of the curriculum
  - ▶ Universally designed teaching and learning practices

- ▶ Re-teaching and pre-teaching of core skills in small, needs-based groups
- ▶ Differentiated Instruction
- A referral to the appropriate school-based team for additional supports may be necessary if student is not making progress.
- Progress monitoring and frequent communication with parents

### Tier 3 Intervention:

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



## 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 Advanced Placement course are expected to take the AP exam offered for the course. Advanced Placement exams are administered nationwide in May. WCPS pays half the cost of the exam with the balance charged to the student. Other financial support may be available. Students may receive college credit from participating colleges and universities by taking and earning a proficient score on the Advanced Placement exam. For more specific information on Advanced Placement courses and examinations, consult a school guidance counselor.

### School-based Course Offerings

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

### Evening High School

WCPS Evening High School program provides course offerings and follows standards established for all WCPS high schools. Students may earn up to two credits toward graduation requirements each semester. Generally, students who attend Evening High School remain enrolled at their home school, while some are enrolled only at Evening High. Evening High School classes are held at Washington County Technical High School, Monday through Thursday from 4:30 p.m. to 7:30 p.m. For more information, call 301-766-8776 or 301-766-8460.

### Student Internship/Mentorship Program

The Washington County Student Internship/Mentorship Program is a direct product of the Maryland Career Connections Initiative and strives to link workplace skills to classroom knowledge. Internships with mentors enable students to:

1. Clarify personal interest in their chosen career cluster and determine if a career is compatible with their personal interests, skills/apertitudes and life goals;

2. Observe and participate in real-world work activities within their chosen career cluster;
3. Apply classroom knowledge to real-world problems;
4. Apply work experience to classroom endeavors;
5. Develop positive work ethics;
6. Create a network of contacts within the local business community; and
7. Experience “All Aspects of Industry.”

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

### **“ESSENCE” - “Early Support for Students to Enter College Education”**

#### **“ESSENCE”/Dual Enrollment Program with Hagerstown Community College**

The “ESSENCE”/dual enrollment program establishes the procedures for Washington County Public Schools high school students to enroll in Hagerstown Community College courses. It is a collaborative program that establishes a procedure for high school students from the Washington County Public Schools to enroll in Hagerstown Community College courses in order to receive both high school and college credits for courses successfully completed. Only courses taught in WCPS high schools are included in the student’s high school grade point average (GPA). College credits earned appear only on their transcript at Hagerstown Community College. Additional information about the ESSENCE program is available from the high school guidance department and is detailed in the WCPS High School Program of Studies booklet.

### **Student Service Learning: A Graduation Requirement**

#### **What is the service graduation requirement?**

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

#### **Why is it called service-learning instead of community service or volunteering?**

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

### **What will my child get out of fulfilling the student service-learning requirement?**

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

### **Won’t this requirement take class time away from the basics?**

Teaching students how to be involved citizens is a basic and has traditionally been one of the primary purposes of public schools. The State Board of Education passed the requirement in support of the “book learning” that occurs daily in our schools.

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

#### **Student Service Learning Approved County Plan**

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

### **How many credits should a new student to the county be required to complete?**

If a student enters from another state or private school and has never been in the Washington County Public Schools, they are required to complete: 75 hours when entering as a ninth grader, 55 hours when entering as a tenth grader, 35 hours when entering as an eleventh grader, 15 hours when entering as a twelfth grader in first semester, 5 hours when entering as a twelfth grader in the second semester. If a student enters WCPS from a school system outside Maryland, public or private, that has a service-learning requirement, they may apply to the county service-learning coordinator for the hours to be credited. The transferred hours must meet the Maryland Best Practice Standard. If a student enters from another Maryland county and they have documentation that they have completed the requirement, WCPS accepts this documentation to fulfill the requirement. If they enter without this documentation, then the student must complete all 75 hours, prior to graduation. If a student is entering from another state or private school and has previously been enrolled in a Washington County high school, they are required

to complete according to the above, and 20 hours for every year that they were previously enrolled - even if only for one month. For example if a student is enrolling as a first semester senior and was previously in a Washington County high school for 1 year of ninth grade, 3 months of tenth grade, and 5 months of eleventh grade, they would be required to perform  $15+20+20+20=75$  hours.

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

## Overview of Pre-K-12 Programming

### Health Education Pre-K-12

In Washington County Public Schools, Comprehensive Health Education includes instruction in the following seven content areas:

- Alcohol, Tobacco, and Other Drug Use Prevention;
- Disease Prevention and Control;
- Family Life and Human Development;
- Mental Health;
- Nutrition and Fitness;
- Personal and Consumer Health;
- Safety and Injury Prevention.

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

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

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

Family life is taught in grades 5-10. The topics include physical and emotional maturation, 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 Washington County Public Schools physical education curriculum provides opportunities for students to mature physically through activities designed to develop fitness, skill, concern for safety, knowledge of key facts, and positive attitudes toward personal health and physical activity. The physical education program designs activities, instruction, and resources to help students develop physically from early childhood to young adulthood. The basic activities in kindergarten through grade nine include the develop-

ment of skills in sport activities and strategies in game situations relating to fitness and exercise, soccer, basketball, volleyball, dance and rhythm, softball, and track and field. At various checkpoints in elementary, middle, and high school, each student's progress is measured to help teachers better help students grow. These results are used to target areas needing further development. Success in physical activities stimulates a lifelong interest in maintaining health and fitness. Physically educated students will continue to promote these competencies through a lifetime of activities.

#### Elementary School

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

#### Middle School

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

#### High School

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

### School Library Media Program

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

The library media center resources are selected to not only support instruction and achievement in all content areas but also to foster curiosity and creativity by appealing to students' informational and pleasure reading interests. Through the county's online library catalog and an active interlibrary loan program, students are not limited to just the items housed in their individual library media center, but benefit from access to thousands of resources available countywide.



Library media specialists model and teach information literacy skills through their work with students and staff across all grade levels and all content areas to build a community of 21<sup>st</sup> century lifelong learners. At the same time, librarians continue to instill the traditional values of literature appreciation and the joy of reading.

In addition to print resources and in-school services, the library media program provides 24/7 access to the library catalog and a vast array of digital resources such as online databases, ebooks, and other internet-based services through an online information portal. Students should check with their library media specialist for the web address of the portal and to obtain the user IDs and passwords required to access many of the valuable resources found there.

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

## **Visual and Performing Arts Programs Pre-K-12**

### **Elementary**

Visual art instruction is available to all students in Grades 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, as well as through the Youth Art Month Show at the Valley Mall, the Washington County Public Schools Art Exhibit at the Washington County Museum of Fine Arts, and on the WCPS website.

WCPS has established a cooperative program with the Washington County Museum of Fine Arts in conjunction with the WCPS Literacy Initiative. The program provides grade level themes and trips for all third, fourth, and fifth grade students to the Washington County Museum of Fine Arts, and students write about their experiences related to the artworks viewed at the museum when they return to their schools.

Music instruction also is available to students in Grades 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 attend Kinder Konzerts. These concerts are made available through a partnership with the Maryland Symphony Orchestra and Hagerstown Community College. Citicorp sponsors the Maryland Symphony Youth Concerts for fourth grade students. These concerts are hosted and performed by the Maryland Symphony Orchestra and the Maryland Theatre.

Large Choral Ensemble experiences are available for interested students in many schools. Instrumental programs are offered in every school. A pilot 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 visu-

al problem solving. Student art works are displayed within schools, as well as at the Youth Art Month Show at the Valley Mall and the Washington County Public Schools Art Exhibit at the Washington County Museum of Fine Arts, and on the WCPS website.

At the high school level, course offerings begin with Art 1 and progress through Art 4. Photography classes also are available. Studio Art classes may be offered in specialty areas of art with opportunities to earn advanced placement in either portfolio or art history. Student art work is on display at the Youth Art Month Show at the Valley Mall, the Washington County Public Schools Art Exhibit at the Washington County Museum of Fine Arts, and on the WCPS website.

### **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 studio 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 the following: All-County and All-State groups; Swingin' in the Park (Jazz); special request performances; the Western Maryland Large Ensemble Festivals, and the Western Maryland Solo and Ensemble Festival.

### **Barbara Ingram School for the Arts**

Washington County Public Schools officially opened Barbara Ingram School for the Arts in the fall of 2009. This school is a four-year program, grades 9 through 12, for up to 300 students. The academic program for the 300 students is provided in a separate facility, located within the downtown Hagerstown area. 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 will ultimately result in the development of an individualized artistic skill that will assist students in a professional or college bound career. The physical building design devotes one floor for each instructional subject. Through its design, the school will serve 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: (Reference: <u>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 sixteen years of age who resides in the state is required to attend public school regularly during the entire period of each school year unless the child is elsewhere receiving regular, thorough instruction or the superintendent or designee excuses cases of necessary absence.</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><b>A. Inquiry and Expression</b></p> <p><b>1. Freedom of Press</b></p> <p>a. <b>Student publications</b> – 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. <b>Source of materials</b> – 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. <b>Access to WCPS materials</b> – Students shall have access to WCPS printed materials or other forms of communication available to the general public.</p> <p>d. <b>Non-school sponsored publications</b> – 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><b>2. Student Expression</b></p> <p>a. <b>Petition and appeal</b> – 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><b>A. Inquiry and Expression</b></p> <p><b>1. Freedom of Press</b></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. <b>Student publications</b> – 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. <b>Source of materials</b> – 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. <b>Access to Materials</b> – 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. <b>Non-school sponsored publications</b> – Distribution of materials shall be in accordance with Washington County Public Schools Policy KHC.</p> <p><b>2. Student Expression</b></p> <p>a. <b>Petition and appeal</b> – Students have the responsibility to respect the rights of others while moving through the petitioning process and to utilize the appropriate steps.</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.

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

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

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

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

### **B. Student Organizations and Extracurricular Activities**

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

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

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

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

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

### **B. Student Organizations and Extracurricular Activities**

1. Students desiring to form organizations and conduct activities must be authorized by the school administration. (Reference: Bylaw 13A.08.01.09 of the Public School Laws of Maryland)

2. Students shall not interfere with the normal and orderly operation of the school. (Reference: Annotated Code of Maryland, Education Article, Sub-Section 26-101)

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><b>C. Assembly and Petition</b> Students have the right to organize and assemble peacefully.</p>	<p><b>C. Assembly and Petition</b> 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><b>D. Religion</b> Students shall be free to express their religious views, concepts, and/or beliefs in an orderly and respectful manner.</p>	<p><b>D. Religion</b> Students expressing their religious views may not interfere with the rights of others, or disturb the educational process.</p>
<p><b>E. Hair and Dress</b> Students have the right to choose their manner of dress and grooming in accordance with the established school policy.</p>	<p><b>E. Hair and Dress</b> 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: <u>Washington County Public Schools Handbook and Guide – Dress Code</u>)</p>
<p><b>F. Ceremonies and Oaths</b> 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: <u>Annotated Code of Maryland, Education Article, Sub-Section 7-105</u>)</p>	<p><b>F. Ceremonies and Oaths</b> 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: <u>Bylaw 13A.08.01.08 of the Public School Laws of Maryland</u>)</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**

<b>RIGHTS</b>	<b>RESPONSIBILITIES</b>
<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><b><i>Bullying, Harassment, or Intimidation</i></b>  <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"> <li>1. Students are entitled to a safe and secure learning environment.</li> <li>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)</li> </ol>	<p><b><i>Bullying, Harassment, or Intimidation</i></b></p> <ol style="list-style-type: none"> <li>1. Students have the responsibility to abide by school rules which aid in providing a safe and secure learning environment.</li> <li>2. Students have the responsibility to report any situations and circumstances which would create an unsafe learning environment.</li> <li>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.</li> <li>4. Students have the responsibility to report any situations of bullying, harassment, or intimidation using the appropriate procedures.</li> </ol>

**V. STUDENT REPRESENTATION**

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

**VI. RIGHT TO PRIVACY**

<b>RIGHTS</b>	<b>RESPONSIBILITIES</b>
<p><b>Student Records</b></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: <a href="#">Family Educational Rights and Privacy Act, 1975</a>)</p>	<p><b>Student Records</b></p> <p>Students have the responsibility to adhere to established procedures for viewing their official school records.</p>
<p><b>Police in the Schools</b></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><b>Police in the Schools</b></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><b>Search and Seizure</b></p> <p>Students, their personal property, and the school property assigned to them shall not be subjected to unlawful search or seizure.</p> 	<p><b>Search and Seizure</b></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"> <li>a. Authority to search student       <ol style="list-style-type: none"> <li>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.</li> <li>2. The search shall be made in the presence of a third party.</li> </ol> </li> <li>b. Authority to search school       <ol style="list-style-type: none"> <li>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.</li> <li>2. The right of school officials to make searches (including lockers and vehicles) shall be published previously in school literature.</li> </ol> </li> <li>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> </li> </ol>

**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.

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

**VIII. RIGHT TO DUE PROCESS AND APPEALS**

Students shall have the right to due process under the law prior to deprivation of a protected right. Students will be informed of the offense and have the opportunity to respond at the school level prior to any suspension. If disciplinary actions are necessary, written notification of the offense and resulting consequences will be provided to the student and to the parent/guardian.

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

***Short-term Suspensions***

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

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

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

2. In the event the parents or guardians are not satisfied with the principal's decision, they may appeal that decision, in writing, to the Supervisor of Student Services within ten (10) days of the principal's ruling of the appeal. The Supervisor of Student Services shall direct a Pupil Personnel Worker to make a thorough review of the matter. The Supervisor of Student Services, after such review, will render a decision.
3. If parents or guardians are not satisfied with the decision of the Director of Student Services, the parents or guardians may appeal that decision, in writing within ten (10) days, to the Superintendent in accordance with Washington County Public Schools Policies BEE and BEE-R(1).
4. Further appeal of the decision of the Superintendent may be made in writing in accordance with Washington County Public Schools Policies BEE and BEE-R(1) within ten (10) days to the WCPS Board of Education. The decision of the WCPS Board of Education is final.

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

### ***Long-Term Suspension and Expulsion***

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

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

1. If the parents or guardians are not satisfied with the Superintendent or designee's decision, they may file an appeal within ten (10) days of such a decision with the Office of the Supervisor of Students Services. A Hearing Officer will schedule a hearing with the parents or guardians and student to hear the appeal.
2. If the parents or guardians are not satisfied with the decision of the Hearing Officer, the parents or guardians may file an appeal, in writing within ten (10) days of such a decision, with the Superintendent in accordance with Board of Education Policy BEE and BEE-R(1).
3. If the parents or guardians are not satisfied with the decision of the Superintendent or designee, the parent or guardian may file an appeal, in writing, within ten (10) days of such decision with the Board of Education, in accordance with Board of Education Policy BEE and BEE-R(1).
4. The decision of the board of Education is final.

## **IX. REVIEW AND DISTRIBUTION**

1. The Students' Rights and Responsibilities will be printed in the Handbook and Guide and a copy will be provided to each student at the beginning of each school year.
2. This document shall be available to the professional staff in each educational facility, to students, to PTAs, to PTSAs, to school advisory committees, and to elected Board of Education members.
3. Copies shall be available in each school and the WCPS Central Office.
4. Presentation of this document shall be included in orientations for teachers.



## BULLYING, HARASSMENT, OR INTIMIDATION REPORTING FORM

Directions: Bullying, harassment, or intimidation are serious and will not be tolerated. This is a form to report alleged bullying harassment, or intimidation that occurred on school property; at a school-sponsored activity or event off school property; on a school bus; or on the way to and/or from school\*, in the current school year. If you are a student victim, the parent/guardian of a student victim, or a close adult relative of a student victim, or a school staff member and wish to report an incident of alleged bullying harassment, or intimidation, complete this form and return it to the Principal at the student victim's school. Contact the school for additional information or assistance at any time.

**Bullying, harassment, or intimidation means intentional conduct, including verbal, physical, or written conduct, or an intentional electronic communication, that: (I) creates a hostile educational environment by substantially interfering with a student's educational benefits, opportunities, or performance, or with a student's physical or psychological well-being and is: 1. motivated by an actual or a perceived personal characteristic including race, national origin, marital status, sex, sexual orientation, gender identity, religion, ancestry, physical attribute, socioeconomic status, familial status, or physical or mental ability or disability; or 2. threatening or seriously intimidating; and (II) 1. occurs on school property, at a school activity or event, or on a school bus; or 2. substantially disrupts the orderly operation of a school. Electronic communication means a communication transmitted by means of an electronic device, including a telephone, cellular phone, computer, or pager.**

Today's date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
Month Day Year

School: \_\_\_\_\_

School System: \_\_\_\_\_

**PERSON REPORTING INCIDENT**

Name: \_\_\_\_\_

Telephone: \_\_\_\_\_

E-mail: \_\_\_\_\_

Place an **X** in the appropriate box:  Student  Student (Witness/Bystander)  Parent/guardian  Close adult relative  
 School Staff

1. Name of student victim: \_\_\_\_\_ Age: \_\_\_\_\_  
(Please print)

2. Name(s) of alleged offender(s) (If known): <small>(Please print)</small>	Age	School (if known)	Is he/she a student?
_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No
_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No
_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No

3. On what date(s) did the incident happen?:  
 \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_      \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_      \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
Month Day Year                      Month Day Year                      Month Day Year

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

- Any bullying, harassment, or intimidation that involves physical aggression
- Getting another person to hit or harm the student
- Teasing, name-calling, making critical remarks, or threatening, in person or by other means
- Demeaning and making the victim of jokes
- Making rude and/or threatening gestures
- Excluding or rejecting the student
- Intimidating (bullying), extorting, or exploiting
- Spreading harmful rumors or gossip
- Electronic Communication (specify) \_\_\_\_\_
- Other (specify) \_\_\_\_\_

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

- On school property
- At a school-sponsored activity or event off school property
- On a school bus
- On the way to/from school\*

\*Will be collected unless specifically excluded by local board policy

6. What did the alleged offender(s) say or do? \_\_\_\_\_

---

---

---

(Attach a separate sheet if necessary)

7. Why did the bullying, harassment or intimidation occur? \_\_\_\_\_

---

---

---

(Attach a separate sheet if necessary)

8. 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

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

10. 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? \_\_\_\_\_

11. 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

12. Is there any additional information you would like to provide? \_\_\_\_\_

---

---

---

---

---

---

---

---

---

---

(Attach a separate sheet if necessary)

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

# BULLYING, HARASSMENT, OR INTIMIDATION INCIDENT SCHOOL INVESTIGATION FORM

School Personnel Completing Form: \_\_\_\_\_ Position: \_\_\_\_\_

Today's date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
Month Day Year

School: \_\_\_\_\_

School System: \_\_\_\_\_

**Person Reporting Incident** (From reporting form) Name: \_\_\_\_\_

Telephone: \_\_\_\_\_ E-mail: \_\_\_\_\_

Place an **X** in the appropriate box:  Student  Student (Witness/Bystander)  Parent/guardian  Close adult relative  
 School Staff

1. Name of student victim: \_\_\_\_\_ Age: \_\_\_\_\_ Days absent as a result of the incident: \_\_\_\_\_  
(Please print)

2. Name(s) of alleged offender(s) (If known):	Age	School	Is he/she a student?	Days absent due to incident
_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____

(Please print)

Total number of alleged offenders: \_\_\_\_\_

## INVESTIGATION

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

- |   |   |
|---|---|
| <input type="checkbox"/> Interviewed student victim                 | <input type="checkbox"/> Interviewed student victim's parent/guardian   |
| <input type="checkbox"/> Interviewed alleged offender(s)            | <input type="checkbox"/> Interviewed alleged offender's parent/guardian |
| <input type="checkbox"/> Interviewed witnesses                      | <input type="checkbox"/> Examined physical evidence                     |
| <input type="checkbox"/> Witness statements collected in writing    | <input type="checkbox"/> Conducted student record review                |
| <input type="checkbox"/> Interviewed school nurse                   | <input type="checkbox"/> Obtained copy of police report                 |
| <input type="checkbox"/> Reviewed any medical information available | <input type="checkbox"/> Other (specify) _____                          |
| <input type="checkbox"/> Interviewed teachers and/or school staff   |   |

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

- |  |  |
|--|--|
| <input type="checkbox"/> Because of race               | <input type="checkbox"/> Because of disability                     |
| <input type="checkbox"/> Because of national origin    | <input type="checkbox"/> Because of physical appearance            |
| <input type="checkbox"/> Because of marital status     | <input type="checkbox"/> To impress others                         |
| <input type="checkbox"/> Because of sex                | <input type="checkbox"/> Just to be mean                           |
| <input type="checkbox"/> Because of sexual orientation | <input type="checkbox"/> Because of another reason (specify) _____ |
| <input type="checkbox"/> Because of gender identity    |  |
| <input type="checkbox"/> Because of religion           | <input type="checkbox"/> The reason is unknown                     |

5. What corrective actions were taken in this case (choose all that apply)?

- None were required, this was a false allegation
- None, the incident did not warrant any corrective action
- Student conference
- Student warning
- Letter of apology
- Mediation
- Counseling
- Parent letter
- Parent phone call
- Parent conference
- Detention
- In-school suspension
- Out-of-school suspension/expulsion
- Other (specify) \_\_\_\_\_

6. Additional pertinent information gained during the interview : \_\_\_\_\_

---

---

---

(Attach a separate sheet if necessary)

7. Investigator notes: \_\_\_\_\_

---

---

(Attach a separate sheet if necessary)

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



**PHYSICIAN'S MEDICATION ORDER FORM**

Attach Photo

**TO BE COMPLETED BY PARENT/GUARDIAN**

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
School: \_\_\_\_\_ Grade: \_\_\_\_\_ School Year (including Summer School): \_\_\_\_\_

**◆◆◆ PLEASE USE A SEPARATE FORM FOR EACH MEDICATION ◆◆◆  
A NEW FORM MUST BE COMPLETED AT THE BEGINNING OF EACH SCHOOL YEAR!**

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

Name of medication: \_\_\_\_\_ Allergies: \_\_\_\_\_

Reason for medication: \_\_\_\_\_

Form of medication/treatment:

Tablet/Capsule     Liquid     Inhaler     Injection     Nebulizer     Other \_\_\_\_\_

Instructions (Time to be given at school): \_\_\_\_\_

Dose (mg, ml, ml/tsp, # puffs) \_\_\_\_\_ Route \_\_\_\_\_

If PRN, for what symptom(s) \_\_\_\_\_ If PRN, frequency \_\_\_\_\_

Side effects: (Please describe) \_\_\_\_\_

Please check one of the following:

Discontinue:     End of school year     Other (specify): \_\_\_\_\_

**The order must match the prescription label.**

**◆◆◆ Please note: Any deviation from the scheduled time requires a new order. ◆◆◆  
This includes delayed openings, early dismissals or field trips.**

Authorized Prescriber's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Authorized Prescriber's Name/Title: \_\_\_\_\_ Phone: \_\_\_\_\_ Fax: \_\_\_\_\_  
(Type or Print)

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

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

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

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

**TO BE COMPLETED FOR INHALER OR EPI-PEN ONLY**

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

This student may carry this medication:     No     Yes

Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(Authorized Prescriber's Signature)

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

**TO BE COMPLETED BY PARENT/GUARDIAN**

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

Date: \_\_\_\_\_ Signature: \_\_\_\_\_ Relationship: \_\_\_\_\_

Home phone: \_\_\_\_\_ Work phone: \_\_\_\_\_ Emergency phone: \_\_\_\_\_

Order reviewed by the school RN \_\_\_\_\_ Date \_\_\_\_\_

## MEDICATION GUIDELINES

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

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

### SELF CARRY/SELF ADMINISTRATION OF EMERGENCY MEDICATION CONTRACT

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

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

#### For Asthma medication:

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

#### For Epi-Pen:

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

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

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Nurse Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator Signature

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Parents' Signature(s)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parents' Signature(s)

\_\_\_\_\_  
Date

**General Information**

Student Name	Perm ID	Gender	Grade
State ID		Nick Name	
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**

Parent	Employer	<input type="checkbox"/> Lives With <input type="checkbox"/> Contact Allowed <input type="checkbox"/> Mailings Allowed <input type="checkbox"/> Has Custody <input type="checkbox"/> Ed. Rights			
Address		E-Mail			
Phone Type	Phone	Extension	<input type="checkbox"/> Primary <input type="checkbox"/> Not Listed <input type="checkbox"/> Contact Phone		
Phone Type	Phone	Extension	<input type="checkbox"/> Primary <input type="checkbox"/> Not Listed <input type="checkbox"/> Contact Phone		

**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. PLEASE IDENTIFY CHILDCARE PROVIDER. Parents/guardians of elementary students will be asked to provide additional information on a separate form for those adults who may pick up or assume temporary care of the student.

Name	Relationship to Student	Home Number	Work Number	Other Number

**Health Care Information**

Health Care Provider/Physician:	Phone:
Dentist:	Phone:
Health Insurance Company:	

**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.

---

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

**Parent/Guardian Signature** \_\_\_\_\_ **Date:** \_\_\_\_\_

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

**High School Students: Release of Information to Military Recruiters**  
 Under the federal No Child Left Behind Act, public school districts must release the names, addresses, and telephone numbers of 11<sup>th</sup> and 12<sup>th</sup> 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 by September 6, 2014 or within 10 days of enrollment. (See *WCPS Handbook and Guide* for information.)

**Parent/Guardian Signature** \_\_\_\_\_ **Date:** \_\_\_\_\_



**GRIEVANCE PROCEDURE FOR STUDENTS  
ALLEGING DISCRIMINATION**

TO: Superintendent of Schools  
Washington County Public Schools  
10435 Downsville Pike  
Hagerstown, MD 21740

FROM: Name \_\_\_\_\_ School \_\_\_\_\_  
Address \_\_\_\_\_ Home Phone \_\_\_\_\_

I believe that I have been discriminated against by the following procedures. (Please refer to specific violations of laws, regulations, or policies, if possible.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I have discussed this grievance with \_\_\_\_\_  
on (date) \_\_\_\_\_ and received an unsatisfactory response on (date) \_\_\_\_\_.

I then discussed this grievance with \_\_\_\_\_, the WCBOE  
Compliance Officer, on (date) \_\_\_\_\_, and received an unsatisfactory written  
response on (date) \_\_\_\_\_, which is attached.

I appeal to you for a remedy for this discrimination.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

## WASHINGTON COUNTY COMMUNITY AGENCIES

AGENCY	HOURS	SERVICES
American Red Cross, Youth Services 1131 Conrad Court Hagerstown, MD 21740 301-739-0717	8:30 a.m. to 4:30 p.m. Monday thru Thursday 8:30 a.m. to 4:00 p.m. Friday	Provides young people, ages 11-22, with opportunities that will encourage them to become adult leaders of tomorrow  <a href="http://www.redcross.org/washingtonmd">www.redcross.org/washingtonmd</a>
Behavioral Health Services 11116 Medical Campus Road, Suite 2989 Hagerstown, MD 21742 301-766-7600	9:30 a.m. to 6:00 p.m. – Monday thru Thursday; 9:30 a.m. to 4:30 p.m. – Friday	Offers individual and group outpatient counseling to couples and individuals.  <a href="http://www.meritushealth.com/behavior">www.meritushealth.com/behavior</a>
Big Brothers/Big Sisters 1135 Virginia Avenue Hagerstown, MD 21740 301-739-4711 <a href="http://www.bbbswcmd.org">www.bbbswcmd.org</a>	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 <a href="http://www.bgcwc.com">www.bgcwc.com</a>	Hours for children 2:30 p.m. to 8:00 p.m. (Monday thru Friday-during school year) Staff hours 9:00 a.m. to 9:00 p.m. Monday thru Friday (during school year)	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 <a href="http://www.mason-dixon-bsa.org">www.mason-dixon-bsa.org</a>	Memorial Day - Labor Day: 8:30 a.m. to 4:30 p.m. Monday, Tuesday, Wednesday, and Friday; 8:30 a.m. to 6:00 p.m. Thursday. Labor Day - Memorial Day, please call for hours	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 13218 Brook Lane Drive Hagerstown, MD 21742 1-800-342-2992 301-733-0330 <a href="http://www.brooklane.org">www.brooklane.org</a>	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 <a href="http://www.casainc.org">www.casainc.org</a> 301-739-8975 – hotline available 24 hours	8:30 a.m. to 4:30 p.m. Monday & Thursday 8:30 a.m. to 8:00 p.m. Tuesday 8:30 a.m. to 7:30 p.m. Wednesday 8:30 a.m. to 3:00 p.m. 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.
Catholic Charities/Villa Maria 229 North Potomac Street Hagerstown, MD 21740 301-733-5858	9:00 a.m. to 5:00 p.m. - Monday thru Friday; Evenings by appointment	Offers counseling and psychiatric services to individuals and families in need, regardless of faith or belief. Serves people with Medicaid, Pharmacy Assistance, and Maryland Children's Health Program (MCHP).
Children In Need, Inc. 131 West North Avenue Hagerstown, MD 21740 301-671-2014	9:00 a.m. to 12:00 noon Wednesday and Friday  Donations 8:00 a.m. to 12:00 noon Monday through Friday	Provides free clothing, hygiene, and school supplies to school aged children. Eligibility letter for free or reduced lunch is used for registration. <a href="http://www.childreninneedwashingtoncounty.org">www.childreninneedwashingtoncounty.org</a>
Community Action Council, Inc. 101 Summit Avenue Hagerstown, MD 21740 301-797-4161 <a href="http://www.wccac.org">www.wccac.org</a>	8:30 a.m. to 12:00 noon and 1:00 p.m. to 4:30 p.m. Monday thru Friday	Provides information, referrals, and direct assistance for such varied needs as nutrition, housing, employment, counseling, and the Maryland Energy Assistance Program. Provides crisis assistance such as utility termination, eviction and food pantry.
Family Support Resource Center 1350 Marshall Street Hagerstown, MD 21740 301-766-8221	8:00 a.m. to 5:00 p.m. Monday thru Thursday  Closed Friday and when schools are closed, except 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 <a href="http://www.wcps.k12.md.us/depts_programs/">www.wcps.k12.md.us/depts_programs/</a>
Girl Scout Council – Frederick Office 3 Hillcrest Drive, Suite A-103 Frederick, MD 21703 301-662-5106 <a href="http://www.gscnc.org">www.gscnc.org</a>	9:00 a.m. to 5:00 p.m. Monday thru Friday	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>
Girl Scout Council – Martinsburg Office and Girl Scout Shop 153 McMillan Court Martinsburg, WV 25404 Darylle Smoot, Membership Specialist 304-263-8833 <a href="http://www.gscnc.org">www.gscnc.org</a>	Office hours 9:00 a.m. to 5:00 p.m. Monday thru Friday Shop hours 10:00 a.m. to 4:00 p.m. Monday thru Friday 10:00 a.m. to 2:00 p.m. Saturday	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>  Sells numerous Girl Scout related items
Girls' Incorporated 626 Washington Avenue Hagerstown, MD 21740 301-733-5430 <a href="http://www.girlsinc-md.org">www.girlsinc-md.org</a>	Summer Hours: 7:45 a.m. to 5:00 p.m. Monday thru Friday Winter Hours: 8:00 a.m. to 6:45 p.m. Monday thru Thursday, 8:00 a.m. to 5:00 p.m. Friday	Provides educational, recreational, and social programs for girls ages 6 to 18 in an environment that gives girls a choice, a chance, and a challenge on a daily basis.
Hagerstown Area Pregnancy Center 109 West Baltimore Street Hagerstown, MD 21740 301-739-8717 <a href="http://www.hapconline.com">www.hapconline.com</a>	9:00 a.m. to 5:00 p.m. Monday - Thursday 9:00 a.m. to 1:00 p.m. Friday	Provides pregnancy testing, ultrasounds, counseling, education on sexual health, and lifestyle and relationship information.
Hagerstown City Police 50 North Burhans Boulevard Hagerstown, MD 21740 <b>Emergency 911</b>	24 hours, 7 days a week  Non-emergency 301-739-3700 or 240-313-2910	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
Meritus Health/Meritus Medical Center 11116 Medical Campus Road Hagerstown, MD 21742 301-790-8000 <a href="http://www.meritushealth.com">www.meritushealth.com</a>	Hospital - 24 hours a day Other services' hours vary	The largest healthcare provider in Western Md., located at the crossroads of Western Maryland, Southern Pennsylvania, and the Eastern Panhandle of West Virginia in Hagerstown, 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).

AGENCY	HOURS	SERVICES
Hospice of Washington County 747 Northern Avenue Hagerstown, MD 21742 301-791-6360 <a href="http://www.hospiceofwc.org">www.hospiceofwc.org</a>	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.
James Clothing Closet 32 East Avenue Hagerstown, Md. 21740 301-714-4740	By appointment only	Provides clothing for newborn to high school age children in need. A ministry sponsored by Cutting Edge Ministries. Some items are purchased at discounted prices and others are donated from the community. All items are distributed free of charge.
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 301-791-7020	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 Center, Inc. 1180 Professional Court Hagerstown, MD 21740 301-791-3045	8:00 a.m. to 6:00 p.m. Monday, Wednesday and Thursday 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 <a href="http://www.thementalhealthcenter.net">www.thementalhealthcenter.net</a>
Narcotics Task Force of Washington County 301-791-3205	8:00 a.m. to 5:00 p.m. Office	Investigates the improper use of narcotics or drugs. <a href="http://www.washcosheriff.com/p_ntf.shtm">www.washcosheriff.com/p_ntf.shtm</a>
Parent-Child Center, Inc. 998 Potomac Avenue Hagerstown, MD 21742 301-791-2224	8:30 a.m. to 5:30 p.m. Tuesday thru Thursday (24 hour phone service)	Provides volunteer parent aides to families who need parenting skills, as well as community education through parenting classes <a href="http://www.hagerstownparent-childcenter.com">www.hagerstownparent-childcenter.com</a>
Potomac Case Management Services, Inc. 324 East Antietam Street, Suite 301 Hagerstown, MD 21740 301-791-3087 <a href="http://www.pcmsinc.org">www.pcmsinc.org</a>	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	9:00 a.m. to 5:00 p.m. - Monday thru Friday	Provides mental health outpatient and mobile treatment services to children, adolescents and adults. Only those with medical assistance or the ability to self-pay are served.
Robert W. Johnson Community Center 109 West North Avenue Hagerstown, MD 21740 301-790-0203 <a href="http://www.rwjcc.org">www.rwjcc.org</a>	After school program - 2:00 p.m. to 6:00 p.m. Monday thru Friday Summer Camp – 8 week program 8:00 a.m. to 3:00 p.m. 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	9:00 a.m. to 4:00 p.m. Monday thru Friday	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	Patrol and Detention Center services available 24 hours. Administrative staff 8:00 a.m. to 4:00 p.m., Monday thru Friday	Enforces all of the traffic, civil and criminal laws of Maryland and Washington County. <a href="http://www.washcosheriff.com">www.washcosheriff.com</a>
Social Services, Washington County Dept. 122 North Potomac Street Hagerstown, MD 21741 240-420-2100	8:00 a.m. to 4:30 p.m. Monday thru Friday 240-420-2222 (emergency after hours) <a href="http://www.dhr.state.md.us/blog/?p=252">www.dhr.state.md.us/blog/?p=252</a>	Grants financial assistance and provides specific social services to individuals, families, and children who are in need and meet specific eligibility requirements including aid to families with dependent children, disability assistance and loan program, food stamps and medical assistance.
Washington County Community Mediation Center 5 Public Square, Ste. 204 Hagerstown, MD 21740 301-665-9262 <a href="http://www.wccmc.org">www.wccmc.org</a>	9:00 a.m. to 5:00 p.m. Monday thru Friday Mediations also held evenings & weekends	Trained, neutral mediators help disputing parties find "win-win" solutions to their conflicts. Mediators guide the participants through a communication process that helps them to first identify their issues and then generate their own solutions.
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 <a href="http://www.washhealth.org">www.washhealth.org</a>	8:00 a.m. to 5:00 p.m. Monday thru Friday (various evening clinics and support groups)	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 Mental Health Authority 339 East Antietam Street, Suite 5 Hagerstown, MD 21740 301-739-2490	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.
Washington County Public Schools Student Services 820 Commonwealth Avenue Hagerstown, MD 21740 301-766-2800 and 301-766-2960	8:00 a.m. to 4:30 p.m. Monday thru Friday	Provides interpretation of school policies and organization, including policies on attendance, special classes, promotion, exclusion, or exemption from high school, and court referral. <a href="http://www.wcps.k12.md.us/depts_programs/">www.wcps.k12.md.us/depts_programs/</a>

---

Building a

# COMMUNITY

that inspires curiosity, creativity &

# ACHIEVEMENT.

---

**WASHINGTON COUNTY PUBLIC SCHOOLS**

---

# WCPS

Washington County  
Public Schools

*10435 Downville Pike, Hagerstown, MD 21740*  
*301-766-2800 • 301-766-2857 (fax) • [www.wcps.k12.md.us](http://www.wcps.k12.md.us)*

**Maryland Youth Crisis Hotline • 800-422-0009**

*Designed by the WCPS Publications Department*