

**Washington County Alternative School  
Parent-Student Handbook  
2020-2021**



*We Are Golden Hawks*

***Be Safe-Be Respectful-Be Responsible-Be  
Kind***

***Golden:***

***Valuable, Precious, and Excellent***

***Character Attributes***

***Honest and Hopeful***

***Athletic, Artistic, and Awesome***

***Wise and Winner***

***Kind and Knowledgeable***

***Successful and Self-Controlled***

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### **From the Desk of Mrs. Harden**

**Dear Parents and Students:**

**It gives me great pleasure to welcome you to the Washington County Alternative School for the 2020-2021 school year! The faculty, staff, and I are striving to ensure that our students perform at or above grade level on all of their coursework, develop and maintain high character expectations and learn to make appropriate choices, which will ensure their success both in school and in the community. We are dedicated to working with you and your students throughout their placement at the alternative school. I am looking forward to a positive partnership with you to ensure that we have a successful year. Student achievement and providing a safe environment are top priorities. To ensure success, we must all work together as a team. A strong partnership with you will make a huge impact in your child's education. This shared responsibility will help to ensure that we will have a productive year. Our goal is to educate and motivate our students to do their best each day.**

**This handbook contains important information for the students attending the Washington County Alternative School during the 2020-2021 school year. Again, we look forward to having a great year.**

**Sincerely,  
Vickie Harden**

**WASHINGTON COUNTY ALTERNATIVE SCHOOL**  
Daily Schedule  
2020-2021



1 <sup>st</sup> Period/Breakfast	8:00-9:03
2 <sup>nd</sup> Period	9:03-9:54
3 <sup>rd</sup> Period	9:54-10:45
4 <sup>th</sup> Period/Lunch	10:45-11:50
5 <sup>th</sup> Period	11:50-12:41
6 <sup>th</sup> Period	12:41-1:32
7 <sup>th</sup> Period	1:32-2:23
Dismissal/Load Buses	2:23
Teacher Planning Period	2:40-3:30
Teacher Dismissal	3:45

## WASHINGTON COUNTY SCHOOLS CALENDAR

WASHINGTON COUNTY BOARD OF EDUCATION			
2020-2021 Calendar			
ACTIVITY	DATES	DAYS	MONTH ENDS
In-Service Days 1 - 4	Aug 3 - Aug 6, 2020	M, T, W, Th	
School Begins	August 7, 2020	F	September 3, 2020
Labor Day Holiday	September 7, 2020	M	October 2, 2020
End 1st 9 Weeks (44 days)	October 8, 2020	Th	
Fall Break	October 9, 2020	F	
Columbus Day Holiday	October 12, 2020	M	
In-Service Day 5	October 13, 2020	T	
Begin 2nd 9 Weeks	October 14, 2020	W	November 4, 2020
Thanksgiving Holidays	November 23-27, 2020	M, T, W, Th, F	December 9, 2020
End 2nd 9 Weeks (43 days)	December 18, 2020 (Early Release Day)	F	
End 1st Semester (87 days)	December 18, 2020 (Early Release Day)	F	
Christmas Break	December 21-January 1, 2021	M-F and M-F	
Inservice Day 6	January 4, 2021	M	
Begin 2nd Semester	January 5, 2021	T	
MLK, Jr. Holiday	January 18, 2021	M	January 22, 2021
Inservice Day 7	February 12, 2021	F	
Presidents' Day Holiday	February 15, 2021	M	February 23, 2021
End 3rd 9 Weeks (45 days)	March 11, 2021	Th	
Inservice Day 8	March 12, 2021	F	
Begin 4th 9 Weeks	March 15, 2021	M	March 24, 2021
Spring Break	April 5-9, 2021	M, T, W, Th, F	
GA Milestones: EOG	TBD	TBD	
GA Milestones: EOC	TBD	TBD	April 28, 2021
Graduation	May 22, 2021	Sat	
End 4th 9 Weeks (48 days)	May 26, 2021 (Early Release Day)	W	May 26, 2021
End 2nd Semester (93 days)	May 26, 2021 (Early Release Day)	W	
Inservice Day 9 & 10	May 27 - 28, 2021	Th, F	

**WCBOE District Personnel**

<b>Dr. Rickey Edmond.....</b>	<b>Superintendent</b>
<b>Mr. Willie Coneway.....</b>	<b>Director of Facilities &amp; Transportation</b>
<b>Dr. Joann Dunn.....</b>	<b>Director of Pre-K Programs</b>
<b>Mrs. Audra Gilbert.....</b>	<b>Director of Learning and Teaching</b>
<b>Mrs. Emily Johnson.....</b>	<b>Director of Special Programs</b>
<b>Mrs. Sandra McMaster.....</b>	<b>Director of Finance</b>
<b>Ms. Meghan Nugent.....</b>	<b>Director of Public Relations</b>
<b>Mrs. Jennifer Tatum.....</b>	<b>Director of Technology</b>
<b>Mrs. Amy Vickers.....</b>	<b>Director of Federal Programs &amp; School Improvement</b>
<b>Ms. Masha White.....</b>	<b>Director of Human Resources</b>
<b>Mrs. Karen Wright.....</b>	<b>Registrar</b>
<b>Mrs. Karen Yonchak.....</b>	<b>Director of Food Service</b>

**Washington County Board of Education Members:**

**Mr. Chris Hutchings – Chairman**  
**Mr. Sammie Knight - Vice Chairman**  
**Mrs. Gladine Thompson – Board Member**  
**Mr. Paul Turner - Board Member**  
**Mr. Tracy Giddens – Board Member**

**WCBOE Strategic Plan Information**

**Beliefs**

1. All children can learn.
2. All students are unique and valued individuals and learn in different ways.
3. Students learn best in an orderly, safe, and caring environment.
4. A highly qualified staff will promote higher student achievement which leads to a productive citizenry.
5. Collaboration between industry and the Career Technical Agricultural Education program will lead to a well-trained workforce.

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6. Investing in the future of technology facilitates enhanced learning.
7. Prompt and regular attendance by students and teachers lead to improved performance.
8. Honest, effective communication, both internally and externally, is vital.
9. Professional dress for both student and teacher leads to improved performance.
10. Learning is maximized when students' physical, emotional, social, and intellectual needs are met through extracurricular activities.
11. On-going professional development is essential for the enhancement of the learning process.
12. Providing a financially sound school system is essential to success.
13. Students should attend well-maintained facilities.
14. The future of our community depends on the success of our public schools.

### **Mission**

***Our Mission Statement-Expecting all children to excel in Academics, Arts, and Athletics  
Developing the Whole Child***

### **Vision Statement**

Washington County Public Schools – Building the foundation for a thriving community of self-supporting citizens through diverse educational opportunities. Enter our doors as a child; exit our doors as a well-rounded and productive citizen.

### **Goals**

#### **INTERNAL PROCESSES**

- Ensure systematic process for school/system continuous improvement planning.
- Ensure school/system has the resources needed for improvement.
- Manage effective facilities and an excellent bus fleet.
- Develop and retain an exceptional workforce.

#### **TEACHING AND ASSESSING FOR GROWTH:**

- Improve classroom instruction with technology emersion.
- Improve a systems approach to assessing students K-12.

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- Improve process/programs for students who need additional support services.
- Improve the number of students pursuing post-secondary options.

**STUDENT AND STAKEHOLDER ENGAGEMENT**

- Improve parent services.
- Improve student/parent/community relations.
- Improve staff's professional image.

The poster features a central graphic with the word "BIG" in large, bold, black letters with a yellow outline, and a large "6" below it, also in black with a yellow outline. An eagle is flying upwards from the bottom of the "6". The background is white with a yellow border. Text is arranged in columns and boxes around the central graphic.

**Washington County School District**

**Mission:**  
EXPECTING  
all children to  
EXCEL in  
Academics,  
Arts,  
& Athletics

**Our Systemic Process:**  
Product, People, and Processes -  
Communication, Collaboration, and Collecting & Leveraging Data

**Vision:**  
Building the foundation  
for a thriving  
community of  
self-supporting citizens  
through diverse  
educational  
opportunities. Enter  
our doors as a child;  
exit our doors as a  
well-rounded and  
productive citizen.

**GOALS**

Public Relations & Marketing  
"Telling Our Story"

STEAM  
STEAM Certification;  
Cyber Ready Seal; Robotics;  
Specialized Programming

Work Force Development  
21<sup>st</sup> Century Career & College Readiness

**GOALS**

Leadership  
Systems Thinking; Build Capacity

RTI/MTSS & SEL  
Student Services & Parent Engagement

Literacy  
Improve Literacy;  
Bridge Home & School

**WC** **WE WILL RISE HIGHER!** **WC**

### **Purpose**

The purposes of the Washington County Alternative School are:

- to provide disruptive students and adjudicated youth with an educational program separate from the regular classroom;
- to provide students who are eligible to remain in the regular classroom, but who are more likely to succeed in a nontraditional setting, with an educational program that focuses on the critical academic knowledge and skills necessary for success in school;
- to provide students who have reached the age of 19, but who have not met academic probation requirements, the opportunity to pursue a high school diploma; and
- to provide a school environment that is safer and more conducive to learning for public school students by removing chronically disruptive students in grades 6-12 from the regular classrooms of Washington County.

*Disruptive behavior* is characterized as:

- continual, willful, and overt undesirable behaviors that significantly interfere with the teaching and learning process or the orderly school environment and
- behavior that jeopardizes the health and well-being of others in the school setting.

### **Mission**

The mission of the Washington County Alternative School is to enable disruptive students, or students who are more likely to succeed in a nontraditional setting in grades 6-12, to perform at grade level, develop high character, and make appropriate choices for success in school and in the community at large.

### **Goals**

The goals of the Washington County Alternative School are:

- to provide an effective instructional program for disruptive students and students who are more likely to succeed in a nontraditional setting;
- to provide effective delivery of social services to address the needs of disruptive students and students who are more like to succeed in a nontraditional setting;
- to increase the promotion and graduation rates of disruptive students and students who are more likely to succeed in a nontraditional setting; and
- to create an improved climate that is safer and more conducive to learning in the public schools.
- 

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## **Objectives**

The objectives of the Washington County Alternative School are:

- to increase the graduation rate in Washington County by increasing the percentage of Washington County Alternative School students who pass all components of the Georgia Milestone Assessment.
- to increase the percentage of Washington County Alternative School students who meet or exceed expectations on the Georgia Milestone.
- to decrease the drop-out rate for Washington County;
- to decrease the percentage of retained students in grades 6-12 in Washington County; and
- to decrease the number of discipline referrals for students in grades 6-12 in Washington County.

## **Curriculum**

### **Curriculum Materials**

1. The home school shall provide, upon request, copies of student textbooks and accompanying supplementary materials.
2. An interlibrary loan system may be established to provide media center materials, including library books.

### **Curriculum**

1. All students enrolled at WCAS shall receive instruction based upon the Georgia Performance Standards (or the goals and objectives of their IEPs, if applicable) in the areas of English/Language Arts (includes reading for middle school students), mathematics, science, and social studies. All middle school students shall receive a minimum of 5 hours of instruction daily in the academic areas listed above. High school students shall receive instruction daily, based upon their individual graduation requirements.
2. All students enrolled at WCAS shall participate in physical education/health courses and elective courses based on graduation requirements.
3. All instruction (academic and elective) will be tailored toward the goal of student success on all standardized tests mandated by the State Board of Education. In addition, instruction should prepare the student to return successfully to his/her home school environment with improved academic and social skills.

## **Enrollment**

### **Target Population**

- WCAS shall serve students in grades 6-12, or age equivalent (11+).

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### Home School Designations

- The home school designation for students in grades 6-8 shall be T.J. Elder Middle School.
- The home school designation for students in grades 9-12 shall be Washington County High School.

### Eligibility for Enrollment

A student shall be eligible for enrollment at WCAS under any of the following conditions:

1. recommendation of the Washington County Disciplinary Tribunal;
2. request for admission after adjudication of the Juvenile Court System;
3. request for admission after completion of assignment at a DCYS facility;
4. request for admission when transferring from another school system's alternative school program if the student has not completed the assignment;
5. recommendation of a student's IEP or IAP committee that the alternative school program is the least restrictive environment for the student's special needs;
6. request of a parent (or student who is 18 years old) and the recommendation of the home school principal that the alternative school placement would be the most appropriate setting/program for the student;
7. request of the home school principal and consent of the parent/guardian that the alternative school placement would be the most appropriate setting/program for the student;
8. request for continued educational services by a student who is 19 years old and has not met academic probation requirements; or
9. request for readmission after dropping out of school.

Once a determination has been made to place a student at WCAS, the student shall enroll immediately. If a student who is under the age of 16 fails to enroll within 3 school days of placement determination, he/she shall be referred to the school social worker. The enrollment process shall include a conference including the WCAS principal, the student, and the parents/guardians.

### Grades

1. Grades earned at WCAS are reported to the home school as follows:  
Actual averages earned for all courses, including electives are reported for each subject.
2. If a student enters WCAS after the first 9 weeks grading period, grades earned at WCAS are averaged with those earned at the home school to determine semester and yearly averages.
3. WCAS middle and high school teachers will follow the grading procedures outlined by the home school and the Washington County Board of Education

4. Carnegie units are earned if the high school student has a yearly average of 70+ and is compliant with attendance requirements.
5. At the end of the 1<sup>st</sup> semester, students should have at least 50% of their work complete in each GradPoint class. By the end of the 2<sup>nd</sup> semester, students should have 100% of their work complete.

### **Promotion- Retention Policy**

A student will be promoted if he/she:

1. Achieves an average of 70 or above in 5 out of 6 remaining classes (EMS) or 6 out of 7 classes (WCHS)
2. In compliance with the board's attendance policy

A student who does not meet the criteria, may be promoted with exception based on the recommendation of the promotion-retention committee for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade. Factors to be considered include (but are not limited to) the following:

1. Teacher recommendation
2. Classroom performance and academic averages
3. Age
4. Maturity level
5. Work habits
6. Attendance
7. Students IEP's

Students must achieve an average of 70 or above to receive credit for all high school courses.

### **Assessments**

All WCAS students will participate in all components of the assessment program mandated by the Georgia State Board of Education and Washington County Board of Education. Accommodations will be made only in accordance with a student's IEP or IAP.

## **ATTENDANCE POLICY**

Regular attendance at school is an absolute necessity for good student performance. Pursuant to Georgia Law (**O.C.G.A. Section 20-2-690.1**), all students between the age of 6 and 16 are required by law to attend school daily unless they have a lawful reason to be absent. Ages 4 and 5 year old students, if enrolled in a school program for 20 days are automatically covered under the Georgia Compulsory School Attendance Law. Any child subject to compulsory attendance who during the school calendar year has more than five (5) days of unexcused absences is considered truant (**O.C.G.A. Section 20-2-735**), except for school days missed as a result of out of school suspension **shall not count** as unexcused days for the purpose of determining student truancy (**S.B.O.E 160-5-1 .10**).

Parents or guardians who do not provide for the regular attendance of their child/ren are subject to being taken to court and fined as established in State Board Rule (**160-5- 1- .10**) and in accordance with (**O.C.G. A- Section 15-11-67**) the possible denial of a driver's license for a child. The Washington County School District Attendance Policy is written according to Georgia Law to reduce unexcused absences.

Parent/guardian and student (**age 10 and above**) must sign receipt of attendance policy by September 1 of school calendar or within 30 days of student enrollment.

### **EXCUSED ABSENCES**

- Personal illness or attendance in school endangering a student's health or the health of others. With proper verification, a student may be eligible for hospital/homebound instruction (S.B.O.E. Rule 160-4-2-31).
- A serious illness and/or death of immediate family member.
- Students may have an excused absence when attending a funeral of an immediate family.
- A court order or order by a government agency mandating absences from school.
- A **foster care student** who attends court proceeding relating to the student's foster care shall be credited as present by the school and **shall not** be counted as an absence, **either excused or unexcused** for any day, portion of a day or days missed from school as set forth in O.C.G.A 20-2-692.2
- Celebrating religious holidays necessitating reasonable absences from school.
- Conditions rendering attendance impossible or hazardous to student health or safety.
- Visiting with a military parent prior to deployment or during leave from overseas combat zone (up to 5 days per school year).

**PROCEDURE FOR ADDRESSING EXCUSED ABSENCES**

- A statement from a doctor or medical facility; funeral director and/or pastor and court summon. These statements must be received by the school within three (3) days of the student returning to school after absence(s).
- If a student is sent home by school nurse, it will be counted as an excused absence.
- A parent/guardian may submit undocumented excuses for no more than three (3) absences per semester for a total of six (6) per year. These undocumented absences may be used for days the student is ill and does not seek medical attention or illness of an immediate family member and/or extreme family emergency which necessitates student being absent. **The school must receive a written excuse within three (3) days of the absence(s) for it to count as an excused absence.** The following information must be specified on each excuse: 1) The date excuse is written; 2) The date(s) and day(s) of absence(s); 3) The reason for absence(s) and 4) The signature of parent/guardian with a valid contact number. **\*\*These days may not be used for out of town trips or vacation.**
- Absences in excess of six (6) days will only be excused with appropriate medical documentation.
- Student who have received excused absences will be allowed to make up school work.

**PROCEDURE FOR ADDRESSING UNEXCUSED ABSENCES**

- After three (3) unexcused absences the school shall contact parents by telephone or send letter by student requesting a conference to discuss concerns regarding attendance. After two (2) reasonable attempts to reach and notify parent/guardian without response, the school shall send a notice to parent/guardian by certified mail, return receipt requested. The letter is to include a copy of the Compulsory Attendance Law (O.C.G.A. 20-2-690.1)
- After six (6) unexcused absences the school shall send letter to parents/guardian (by certified mail return receipt requested) informing them that student is truant and in violation of compulsory attendance and will be referred to School Social Worker.
- School Social Worker shall contact and work with guardian and student to improve attendance.



- After ten (10) unexcused absences per school calendar, the School Social Worker/Attendance Officer shall refer parent/guardian/student to CHINS committee which consist of members from Judicial Court System, Department of Family and Children Services, Mental Health and school district.

All absences accrued at the home school prior to enrollment at WCAS shall be included when determining total absences.

### **Collaboration**

1. WCAS shall collaborate with other school and community resources to provide additional services such as personal and career counseling, basic health services and screenings, and mental health services.
2. Space shall be provided on-site to facilitate meetings between WCAS students and representatives of Court Services, law enforcement agencies, and Oconee Mental Health, and to provide instruction by teachers from the home schools.
3. Collaboration meetings between WCAS, the home school principals, and the central office administrative staff will occur as needed. The WCAS principal or home school principal will set the time and location of these meetings.

### **Communication**

1. Parents' Afternoons are scheduled at the midpoint of each 9 week grading period to allow parents the opportunity to visit the school and discuss their child's progress.
2. Parents will receive progress reports at the midpoint of each 9 week grading period and report cards will be issued at the end of each 9 weeks.

### **Daily Routine/Schedule**

1. Student drop-offs before 8:15 will be in the back of the building. Student pick-ups will be on the side of the building, not on the back.
2. If students come to school **after 10:00am, they must have a doctor's excuse to enter the building.**

3. Buses and cars will enter from the highway, drive through the gate and drop the student off, and exit through the side gate. This will be a “turn around” “one-way only” thoroughfare each morning 7:00-8:15 a.m. and each afternoon 2:15-3:30.
4. Students will enter through the door at the back of the building and must clear the metal detector before being permitted to enter the school building.
5. Classes will begin each morning by 8:00 a.m. Breakfast is provided daily for all students between 8:30-8:45.
6. Students remain in the same classroom the entire day.
7. Students will be allowed two restroom breaks, one after breakfast and one after lunch. (These will be supervised breaks taken as a group).
8. Students needing another restroom break besides these two will be escorted to the restroom by a faculty, staff or administrative member. **(Students WILL NOT be in the hallways unsupervised).**
9. Lunch will begin between 11:00-11:15 each day and will be given in 10-15 minute intervals. Students will eat with their class in the classroom.
10. Under no circumstances will students be allowed to bring food, candy, gum or drinks of any kind on campus.
11. Late arrivals will enter through the front office door and will sign in before entering the classroom. The sign-in sheet will be in the principal’s office.
12. **No book bags or purses will be allowed at school. Student supplies will be provided by the school.**
13. Students are not allowed to bring in any type of electronic device or electronic accessories. Items will be confiscated and will only be returned to a parent or guardian. It is a discipline offence.
14. All office phones are business phones and will not be used by students to make or receive personal calls. Students must get permission from the administrator before using the phone in the office.
15. Once dismissed, WCAS students must leave campus immediately and are not allowed on any other Washington County public school campus. Any WCAS student found on another Washington County public school campus will be charged with trespassing and may face expulsion from school.
16. Under no circumstances will WCAS students participate in functions or extra-curricular activities sponsored by other Washington County public schools immediately before, during, or after the regular school day, e.g., field trips, assemblies, programs, club meetings, athletic events, contests, recognition or award ceremonies, etc.

## Washington County Schools Discipline/Code of Conduct

Students spend the majority of their time in classroom environments where behavior is expected to meet the high standards set by the Washington County Board of Education. While most discipline matters are managed in the classroom, some student behavior is managed by the office through an office referral that may result in interventions or consequences based on the nature of the violation of Washington County Board policy or the Code of Student Conduct.

### Purpose

The Washington County School System has adopted a code of conduct that requires all students to conduct themselves at all times in a manner that facilitates a learning environment for them and other students. These standards for behavior require students to respect each other and school system employees, to obey student behavior policies adopted by the Board and to obey student behavior rules established by the Washington County School System.

In our efforts to nurture such a positive learning environment, we will embed our various expectations of our student code of conduct into our overall goals. Students, parents, and teachers are expected to become familiar with the code of conduct so they can understand and be knowledgeable of the behaviors that contribute to a safe school and a productive learning environment. Students will help to define what these rules look like in the various settings. We will then be able to support students as they make connections to the common expectations and learn to model appropriate behaviors and take responsibility for their choices in a meaningful way. Our school rules were developed based on the following four goals:

- ❖ **Be Safe. Avoid behaviors that impair their own or other students' educational achievement.** Students should know and avoid the behaviors prohibited by this code, take care of books and other instructional materials, and cooperate with others.
  
- ❖ **Be Responsible. Students are expected to show a high level of self-responsibility by participating fully in the learning process.** Students need to report to school and class on time, attend all regularly scheduled classes, remain in class until excused or dismissed, pay attention to instruction, complete assignments to the best of their ability, and ask for help when needed. In addition, students should display a high level of responsibility at school as well as all school related events and activities.

- ❖ **Be Respectful. Show respect for the knowledge and authority of teachers, administrators, and other school employees.** Students must obey reasonable directions, use acceptable and courteous language, avoid being rude, and follow school rules and procedures. **Students should also recognize and respect the rights of other students.**
- ❖ **Be Kind.** We believe kindness creates conditions which lead to a caring environment for students, teachers, and community members. **Everyone benefits when individuals embrace acts of kindness.**

### Beliefs and Attitudes

In order to successfully manage student behavior and build self – discipline, Washington County School System holds the following beliefs and attitudes:

- ❖ Discipline should be viewed as a set of behaviors to be learned.
- ❖ Positive school discipline combines prevention and response strategies in a well-balanced manner.
- ❖ Prevention of inappropriate behavior is emphasized.
- ❖ Schools that value and integrate belonging, independence, cooperation, and mastery of academic and social skills provide a strong foundation for discipline.
- ❖ The use of prevention / intervention strategies must respect individual differences.
- ❖ Well-disciplined schools have a high level of communication and partnership with the parents and communities they serve.
- ❖ Everyone must be part of the solution.

The System’s primary goal is to educate, not punish; however, when the behavior of an individual student comes in conflict with the rights of others, corrective actions may be necessary for the benefit of that individual and the school as a whole. Accordingly, students shall be governed by the policies, regulations, and rules set forth in this Code of Conduct.

The Code of Conduct is in effect during the following times and in the following places:

- ❖ At school or on school property at any time
- ❖ Off school grounds at any school activity, function, or event, and while traveling to and from such events
- ❖ On vehicles provided for student transportation by the school system and at school bus stops

Also, students may be disciplined for conduct off campus, which could result in the student being criminally charged with a felony and which makes the student's continued presence at school a potential danger to persons or property at the school or which disrupts the educational process.

Major offenses, including, but not limited to drugs and weapon offenses can lead to schools being named an "Unsafe School" according to the provision of State Board Rule 160-4-8-16, Unsafe School Choice Options.

The General Assembly of Georgia requires that this Code of Conduct include language encouraging parents and guardians to inform their children of the consequences, including potential criminal penalties, or underage sexual conduct and crimes for which a minor can be tried as an adult.

Parents are encouraged to become familiar with the Code of Conduct and to be supportive of it in their daily communication with their child and others in the community.

#### **Authority of the Principal**

The principal is the designated leader of the school and, in concert with the staff, is responsible for the orderly operation of the school. In cases of disruptive, disorderly or dangerous conduct not covered in this Code, the principal may undertake corrective measures which he/she believes to be in the best interest of the student and the school provided any such action does not violate school board policy or procedures.

#### **Authority of the Teacher**

The Superintendent fully supports the authority of principals and teachers in the school system to remove a student from the classroom pursuant to provisions of state law.

Each teacher shall comply with the provisions of O.C.G.A. & 20-2-737 which requires the filing of a report by a teacher who has knowledge that a student has exhibited behavior that repeatedly or substantially interferes with the teacher's ability to communicate effectively with the student in his or her class or with the ability of such student's classmates to learn, where such behavior is in violation of the student code of conduct. Such report shall be filed with the principal or designee on the day of the most recent occurrence of such behavior, shall not exceed one page, and shall describe the behavior. The principal or designee shall, within one school day after receiving such report from a teacher, send to the student's parents or guardian a copy of the report and information regarding how the student's parents or guardians may contact the principal or designee.

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### **Progressive Discipline Procedures**

A progressive discipline process is an integral part of an effective school system. It helps correct student behavior and brings it within acceptable standards, ensuring a safe and productive school. The goal of progressive discipline is to reform students and bring their conduct within acceptable standards

1. To deter other students from engaging in similar conduct
2. To maintain control over the school as a whole and maintain school standards

When it is necessary to impose discipline, school administrators and teachers will follow a progressive discipline process. The degree of discipline to be imposed by each school official will be in proportion to the severity of the behavior of a particular student and will take into account the student's discipline history, the age of the student, and other relevant factors.

The Code of Conduct provides a systematic process of behavioral correction in which inappropriate behaviors are followed by consequences. Disciplinary actions are designed to teach students self – discipline and to help them substitute inappropriate behaviors with those that are consistent with the character traits from Georgia's Character Education Program.

Students who are subject to disciplinary action will be afforded due process. The administration of each school will make every effort to administer the discipline code in compliance with all state and local board of education rules and policies and will take in consideration individual plans (i.e. IEP, 504, and MTSS) to ensure appropriate consequences for all students' behaviors.

The following disciplinary actions may be imposed for any violation of this Code of Conduct:

- ❖ Warning
- ❖ Counseling with an Administrator or Counselor
- ❖ Referral to the Student Academic/Behavioral Support Center
- ❖ Loss of Privileges
- ❖ Isolation or Time out
- ❖ Assignment of Special Tasks
- ❖ Temporary Removal from Class or Activity
- ❖ Notification of parents
- ❖ Parent Conference
- ❖ One Hour Intervention

- ❖ Engagement In-School Suspension
- ❖ In-School Suspension
- ❖ Temporary Placement in an Alternative Education Program
- ❖ Short Term Suspension
- ❖ Disciplinary Probation
- ❖ Suspension or Expulsion
- ❖ Referral to Law Enforcement or Juvenile Court Officials: Georgia Law requires that certain acts of misconduct be referred to the appropriate law enforcement officials. The school will refer any act of misconduct to law enforcement officials when school officials determine such referral to be necessary or appropriate.

Parents or students may elect not to contest whether a student has violated the Code of Conduct or the appropriate discipline, and in such cases, an agreement may be negotiated which would include the parents or students waiving a right to a hearing before a disciplinary tribunal. A district administrator must also approve such an agreement and waiver.

Before a student is suspended for ten days or less, the principal or designee will inform the student of the offense for which the student is charged and allow the student to explain his or her behavior. If the student is suspended, the student's parents will be notified as soon as possible. School officials may involve law enforcement officials when evidence surrounding a situation necessitates their involvement or when there is a legal requirement that an incident be reported.

School officials may search a student if there is reasonable suspicion that the student is in possession of an item that is illegal or against school rules. Student book bags, school lockers, desks, and other school properties are subject to inspection and search by school authorities at any time without notice to student or parents. Students are required to cooperate if asked to open book bags and lockers. Metal detectors and drug or weapon sniffing dogs may be utilized at school or at any school function including activities which occur outside normal school hours or off the school campus at the discretion of administrators.

This progressive discipline model is divided into three levels. Each level represents progressively more serious misbehavior and consequences. The level of discipline imposed shall be based on the severity of the misbehavior.

### Level I

Level I Discipline is used for minor acts of misconduct which interfere with orderly school procedures, school functions, extracurricular programs, approved transportation, or a student's own learning process. Students may be disciplined by the professional staff member involved or may be referred directly to the principal.

Professional staff members may utilize any of the discipline management techniques appropriate for the situation, including, but not limited to the following:

1. Loss of recess or other free choice time.
2. Alternate placement during lunch.
3. Alternate temporary placement in different classroom from peers.
4. Student participation in conference with parent/guardian and teacher.
5. Development of a written or graphic representation that reflects understanding of the specific misbehavior, the nature of the expected behavior, and the related character trait(s).

The principal may utilize any of the above discipline management techniques, and/or may employ:

1. Student participation in conference with parent/guardian, teacher, and/or principal.
2. Restriction from school programs and special assemblies.
3. Assignment to Academic/Behavior Support Center for a designated period of time.
4. Partial day suspension.
5. Full day suspension for one day.
6. Participation in the disciplinary technique that positively promotes the student Code of Conduct and desired character trait(s)

### Level II

Level II discipline offenses are intermediate acts of misconduct that require administrative interventions.

Consideration of necessary behavior support services should be given, if not already provided. Students guilty of a Level II offense may receive any of the discipline management techniques appropriate for the situation as determined by the principal or designee, including, but not limited to the following.

1. Student participation in conference with parent/guardian, teacher, and/or principal.
2. Restriction from programs and special assemblies.
3. Assignment to lunchtime detention.



4. Assignment to Academic/Behavior Support Center for a designated period of time.
5. Partial day suspension.
6. Full day suspension.
7. Suspension from school for up to three school days, pending investigation.
8. Participation in the cleaning/repair of any damage caused to the school-related environment.
9. Payment for the repair of any damage caused to the school-related environment.
10. Participation in a school service project which enables the student to be engaged in the desired character trait(s).
11. Any other disciplinary technique that positively promotes the student code of conduct and desired character trait(s).

### Level III

Level III discipline offenses are serious acts of misconduct including, but not limited to, repeated misbehavior that is similar in nature, serious disruption of the school environment, threats to health, safety or property, and other acts of serious misconduct. These offenses must be reported to the principal. Offenses that threaten the health, safety, or well-being of others may result in immediate suspension. Student and parent/guardian participation in a conference has previously occurred. Initiation of necessary behavior support services should be given. Students guilty of a Level III offense may receive any of the discipline management techniques appropriate for the situation as determined by the principal or designee, including, but not limited to the following.

1. Restriction from programs and special assemblies.
2. Suspension from school for five school days or more, which shall include any time during which the student was subject to suspension pending investigation.
3. Participation in the cleaning/repair of any damage caused to the school-related environment.
4. Payment for the repair of any damage caused to the school-related environment.
5. Participation in a school service project which enables the student to be engaged in the desired character trait(s).
6. Placement in separate alternative educational program for no less than ten days.
7. Any other disciplinary technique that positively promotes the Student Code of Conduct and desired character trait(s).

Students in this discipline level have the benefit of due process, such as the process provided by the school Discipline Tribunal or the procedural safeguards and other requirements identified in the 1997 Federal Individuals with Disabilities Education Act.

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Any student who is suspended from school will not be allowed to participate in functions or extra-curricular activities sponsored by any school in Washington County Public School System before, during, or after the regular school day (ex: field trips, assemblies, programs, club meetings, athletic events, contests, recognition or award ceremonies, etc.) Any student that comes on the campus of any school while suspended, is subject to a criminal charge of Trespassing.

### **Definition of Disciplinary Actions**

**Expulsion:** removal of a student from the school system for an extended period of time or permanently by the Disciplinary Tribunal.

**Engagement Out of School Suspension (EOSS):** removal of a student from school for a designated period of time until a parent/guardian returns with that student to school. A student that does not return with a parent or guardian for EOSS will be counted absent until the student returns.

**Out of School Suspension (OSS):** removal of a student from school for a designated period of time not to exceed ten (10) days per suspension.

1. Parents will be notified of the suspension in writing, stating the duration and reasons for the suspensions.
2. The principal will advise parents of their rights to a conference and discussion of said suspension.
3. Students suspended at home must make up all work missed during the suspension in order to get credit. Upon returning to school, the student is responsible for making arrangements with the teacher for make – up work. The work will be submitted according to a schedule arranged by the teacher.
4. Any student that is suspended from school will not be allowed to participate in functions or extra-curricular activities sponsored by any school in Washington County Public School System before, during, or after the regular school day (ex: field trips, assemblies, programs, club meetings, athletic events, contests, recognition or award ceremonies, etc.) Any student that comes on the campus of any school while suspended, is subject to a criminal charge of Trespassing.

**Engagement In School Suspension (EISS):** removal of a student from a regular assigned schedule and assignment to a special self-contained setting for a period of time of 1-5 days. The student will be permitted to continue their regular daily schedule after the student, parent or guardian and administrator meet in an effort to determine the root cause of the behavior.

1. Students placed in EISS will be counted present for school.

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2. Students placed in EISS must report directly to EISS after breakfast if they do not return to school with a parent or guardian. Failing to do so will result in additional consequences.
3. Once a student's parent/guardian has met with the administrator their engagement will be cleared and the student will return to the regular daily schedule.

**In School Suspension (ISS):** removal of student from regularly assigned schedule and assignment to a special self – contained setting for a period of one (1) or more days.

1. Students placed in ISS will be counted present for school.
2. Students placed in ISS must:
  - a. Report directly to the ISS room after breakfast. Students who fail to report will be assigned an additional consequence. Warnings will not be issued;
  - b. Stay the entire day (8:00 – 3:25) or assigned time. A student signing out must make up the time missed. After a student is assigned to ISS, parents will be notified in writing of the offense and the punishment;
3. Obey all rules of the class.
4. Not be allowed to participate in any extracurricular activities during that time.
5. Failure to report or serve ISS will result in OSS. Also, ISS days will be made up upon returning to school.

### **Parental Involvement**

The Washington County School System Code of Conduct is based on the expectation that parents, guardians, teachers, and administrators will work together to improve and enhance student behavior and academic performance. They will communicate freely their concerns and actions in response to student behavior that detracts from the learning environment. School administrators recognize that two – way communication through personal contact is extremely valuable; therefore, they provide information to parents as well as on-going opportunities for school personnel to hear parents' concerns and comments.

Parents and students should contact the principal of the school if specific questions arise related to the Code of Conduct.

The Code of Conduct specifies within its standards of behavior various violations of the Code which may result in a staff member's request that a parent or guardian come to the school for a conference. Parents are encouraged to visit the school regularly and are expected to be actively involved in the behavior support processes designed to promote positive choices and behavior.

Georgia law mandates that any time a teacher or principal identifies a student as a chronic disciplinary problem student, the principal shall notify by telephone call and by mail the student's parent or guardian of the disciplinary

problem, invite the parent or guardian to observe the student in classroom situations, and request at least one parent or guardian to attend a conference to devise a disciplinary and behavioral correction plan.

Georgia law also states that before any chronic disciplinary problem student is permitted to return to school from a suspension or expulsion, the school shall request by telephone call and by mail at least one parent or guardian to schedule and attend a conference to devise a disciplinary and behavioral correction plan.

The law allows the Board of Education to petition the juvenile court to require a parent to attend a school conference. If the court finds that the parent or guardian has willfully and unreasonably failed to attend a conference requested by the principal pursuant to the laws cited above, the court may order the parent or guardian to attend such a conference, order the parent or guardian to participate in such programs or such treatment as the court deems appropriate to improve the student's behavior, or both. After notice and opportunity for a hearing, the court may impose a fine, not to exceed \$500,000, on a parent or guardian who willfully disobeys an order of the court under law.

## **GA's Tiered System of Supports for Student Achievement**

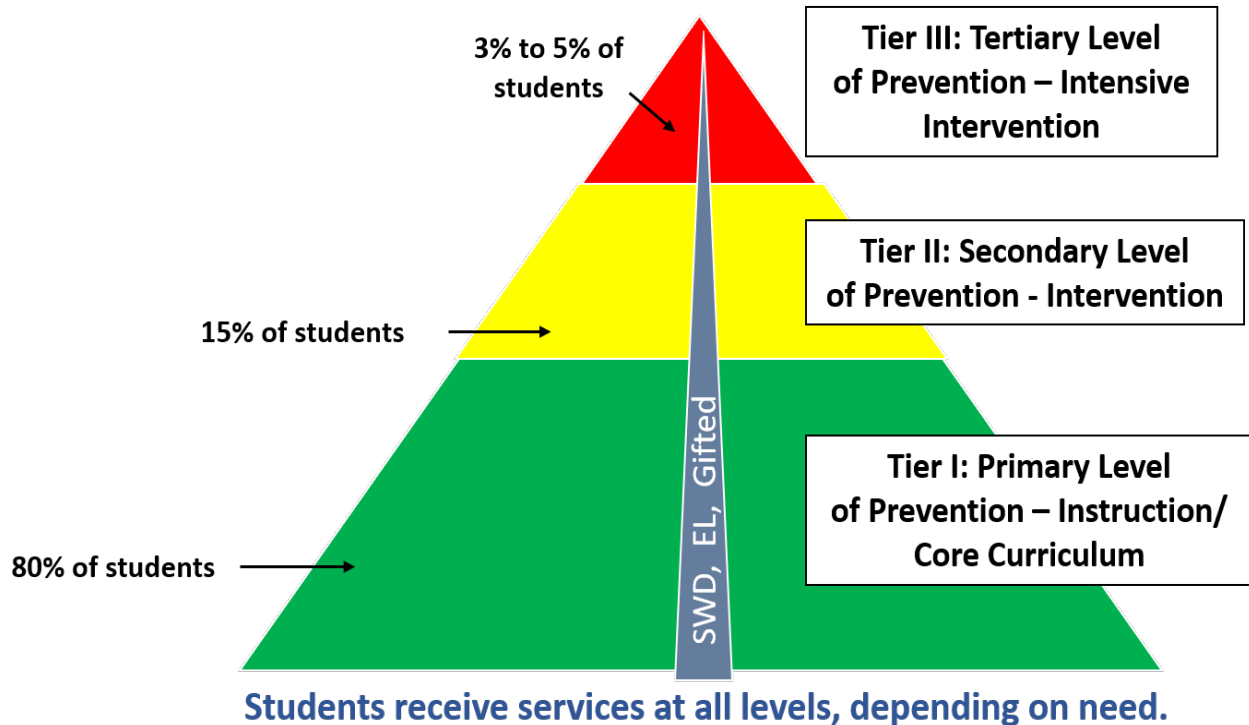
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### **Multi-Tiered System of Supports**

A Multi-Tiered System of Supports (MTSS) is a “tiered system of supports that integrates assessment and intervention within a school-wide, multi-level prevention system to maximize student achievement and reduce behavioral problems. MTSS promotes systems alignment to increase efficiency and effectiveness of resources.”

Georgia's Tiered System of Supports for Students (Georgia's MTSS) framework is a data-driven prevention framework that uses Assessment (Screening and Progress Monitoring) to identify and predict students who may be at risk for poor learning outcomes or who experience social/emotional needs, and/or behavioral concerns that impact learning.. RTI (Response to Intervention) and SST (Student Support Team) is embedded within the [Multi-Level Prevention System](#) to provide support matched to student need to maximize student achievement and to improve behavioral outcomes.

Georgia's MTSS includes schoolwide implementation that focuses on the “what and how of instruction” and the provision of services and supports to students that meet their unique, whole child needs.



A multi-level prevention system is an essential component of Georgia's MTSS. The component includes three levels of intensity or prevention that is designed to improve high-quality core instruction, evidence-based interventions, and supports when used effectively within the framework.

The triangle graphic depicts the progression of support across the multi-level prevention system. The triangle represents three levels of prevention and the percentage of students that are expected to benefit from the levels of prevention in an effective system.

The levels are Tier I: Primary Level – Instruction/Core Curriculum, Tier II: Secondary Level – Intervention and Tier III: Tertiary Level - Intensive Intervention.

For more information, visit [www.gadoe.org/TieredSystemofSupports](http://www.gadoe.org/TieredSystemofSupports) or [www.gadoe.org/PBIS](http://www.gadoe.org/PBIS).

### **Academic-Behavior Student Center**

The ABS Center is a positive proactive strategic intervention Tier II or Tier III option in the RTI/MTSS conceptual framework to help students be successful with academics, behavior, self-efficacy development, and social-emotional wellness using various interventions and strategies to address the student individual needs.

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The student may be assigned by a collective group made-up of at least four members: Principal, assistant principal, counselor, lead teacher, content teacher, social worker, parent, nurse, school psychologist, IEP case manager, outside support persons, district personal, BCBA, OT, PT, and SLP. Principal or designee's signature is required on the compact and final approval of the assignment.

The assignment to the ABS Center can be for one-hour or less, extended hours, one full day, weekly, or monthly during school and after-school as designated by the MTSS or the Student Support Team (SST). The parent/guardian(s) must be notified via a phone call and/or given a written notice.

The parent/guardian should be contacted by the teacher of record, counselor, administration, RTI/MTSS/SST coordinator, or the social worker to inform about a required meeting or phone conference to consider the ABS Center if the stay will be longer than a two-day stay. Any assignment less than two days will require a parent contact by phone for notification by administration.

### **Academic Probation**

Students that have failed 3 or more courses during the first semester will be placed on academic probation and may be required to attend the Academic-Behavior Student Center (ABS Center), during 7<sup>th</sup> period, on enrichment day, Hawk Time, after-school program, or after-school tutoring (3:10-3:45 PM) during the 3<sup>rd</sup> 9-week period.

- If a student is on academic probation, he or she can't participate in athletics (consideration of GHSA eligibility requirements for WCHS), field trips, and other school-based activities unless the student support team (SST) with the principal's approval is given. If the student is on an athletic GHSA high or middle team, the coaching staff must host a study hall session with student-athletes on academic probation or on a Behavioral Contract.

### **WCBOE Behavior Contract**

This agreement is to establish the criteria for the student as stated below:

Student Name:

The student stated above is under a probationary period as mandated by administration with confirmation by his teachers and the parent(s)/guardian(s). The above stated student is being placed on a behavioral contract. This Behavioral Contract is aligned with the following expectations:

- Student must abide by all rules established by the student/parent handbook.
- **Student Name** cannot have any major or additional dispositions for the remaining school year or the determine time period.

Duration time period \_\_\_\_\_ to \_\_\_\_\_

- Student must conduct himself/herself correctly at any athletic event either as a participant or spectator.
- Student must attend school as required by state law and local board of education policies.
- Student must be successful in his/her academics as well as social and interpersonal relationships with other students, teachers, and administrators.
- Student must follow all required school bus rules and follow all appropriate directions given by the bus driver.

It is therefore agreed by all parties involved that the student stated above must comply completely and fully with all statements above for the determined duration while attending Washington County Schools. If any of these expectations are seriously broken the student may be removed from riding the school bus for an extended period of time or stand before a Tribunal Panel.

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

\_\_\_\_\_  
Parent or Legal Guardian Signature Date

\_\_\_\_\_  
Principal/Administrator Signature Date

\_\_\_\_\_  
Witness Signature Date

**Washington County Board of Education Expulsion Offenses**

THE FOLLOWING LIST OF DISCIPLINARY OFFENSES AND POSSIBLE DISPOSITION ARE IN ACCORDANCE WITH THE POLICIES AND PROCEDURES OF THE WASHINGTON COUNTY BOARD OF EDUCATION; THEY ARE SUBMITTED AS INFORMATION TO SCHOOL PERSONNEL, STUDENTS AND PARENTS. THE SCHOOL PRINCIPAL OR ASSISTANT PRINCIPAL WILL TAKE INITIAL DISCIPLINARY ACTION; THE DISCIPLINARY MEASURES WILL BE IMPOSED IN A PROGRESSIVE MANNER DEPENDING ON THE SEVERITY OF THE OFFENSES AND THE NUMBER OF OCCURRENCES. A CITATION MAY ALSO BE ISSUED FOR INFRACTIONS OF THE RULES.

**The Principal's discretion may be used to address severe citations or duration and /or intensity.**

The following rules apply at any time the student is:

- on school grounds during and immediately after school hours;
- on school grounds at any other time when the school is being used by a school group;
- off school grounds at a school activity, function, or event; or

- being transported to and from school by school-provided transportation.

**Rule 1: Disruption and interference with school**

1. No student shall occupy any school building, gymnasium, school grounds, properties, or part thereof with intent to deprive others of its use.
2. No student shall block the entrance or exit of any school building or property or corridor or room so as to deprive others access thereof.
3. No student shall set fire to or otherwise damage any school building or property.
4. No student shall prevent or attempt to prevent the convening or continued functioning of any school, class activity or lawful meeting, or assembly on school campus.
5. No student shall discharge, display, or otherwise threateningly use any fire arm, explosive or other weapon defined in O.C.G.A. & 16-11-127.1 or facsimile thereof on school premises.
6. No student shall prevent students from attending any class or school activity.
7. No student shall, except under the direct instruction of the principal, block normal pedestrian or vehicular traffic on the school campus or adjacent grounds.
8. No student shall continually and intentionally make noise or act in any manner as to interfere with the teacher's ability to conduct a class.
9. No student shall in any other manner, by use of violence, force, noise, coercion, threats, intimidation, fear, passive resistance or any other conduct intentionally cause the disruption of any lawful mission, process or function.
10. No student shall refuse to identify himself or herself upon request of a teacher, principal, superintendent, school bus driver or other personnel.
11. No student shall urge, encourage or counsel other students to violate any of the preceding paragraphs of this rule.
12. No student shall be involved with playing cards or gambling.

**Disposition**

**Minor Offense (Level 1-2) Degree of Disruption and Interference with School Operations.  
(Administrator's Discretion)**

**After teacher intervention**

**1<sup>st</sup> offense → warning/ 5 days detention**

**2<sup>nd</sup> offense → 10 days detention**

**3<sup>rd</sup> offense → 2 days ISS**

**4<sup>th</sup> offense – 5 days ISS**



**Major Offense (Level 3)**

- 1<sup>st</sup> offense → 3-10 days OSS**
- 2<sup>nd</sup> offense → Referral to Disciplinary Hearing Tribunal**

**Rule 2: Damage or Destruction of School Property**

A student shall not cause or attempt to cause damage to school property or steal or attempt to steal school property.

**Disposition**

- 1<sup>st</sup> offense → Restitution, 5 days OSS**
- 2<sup>nd</sup> offense → Restitution, 10 days OSS and possible referral to Disciplinary Hearing Tribunal**

**Rule 3: Damage or Destruction of Private Property**

A student shall not cause or attempt to cause physical damage to private property or steal or attempt to steal private property, including property of another student or person legitimately at the school.

**Disposition**

- 1<sup>st</sup> offense → Restitution, 5 days OSS**
- 2<sup>nd</sup> offense → Restitution, 10 days OSS and possible referral to Disciplinary Hearing Tribunal**

**Rule 4: Assault of a School Employee, Including Verbal Assault**

A student shall not cause or attempt to cause physical injury or behave in such a way as could reasonably cause physical injury to a school employee.

**Disposition**

**10 days OSS, notification of law enforcement and referral to Disciplinary Hearing Tribunal.**

**Rule 5: Assault of a Non-Employee, Including Verbal Assault/ FIGHTING OR SUPPORTING A FIGHT (Level 3)**

A student shall not cause or attempt to cause physical injury or behave in such a way as could reasonably cause physical injury to any person.

**Disposition**

**Each offense - suspension home for the remainder of the day of the fight.  
Possible notification of law enforcement and citation.**

- 1<sup>st</sup> offense → 3 to 5 days OSS depending on degree of involvement  
2<sup>nd</sup> offense → 5-10 days OSS depending on degree of involvement  
3<sup>rd</sup> offense → 10 days OSS and referral to Disciplinary Hearing Tribunal**

**Note: Any form of group fighting will be treated as a 3<sup>rd</sup> offense position automatically.**

**Rule 6: Weapons and Dangerous Instruments**

A student shall not possess, use, handle, or transmit any handgun, firearm, rifle, shotgun, or similar weapon; any explosive compound or incendiary device; or, any other dangerous weapon as defined in O.C.G.A.16-11-121, including a rocket launcher, bazooka, recoilless rifle, mortar, or hand grenade. Students who possess firearms on campus will be subject to a minimum of a calendar year suspension and will be referred to law enforcement officials.

**Disposition**

**A student who brings a firearm to school in violation of federal law shall be expelled for not less than one year. All such expulsions shall be made by a Disciplinary Hearing Tribunal in accordance with the procedures outlined in policy JCEB, and the Tribunal may, in its discretion, permanently expel or suspend a student for more than one year. The Superintendent may, in his discretion, modify the mandatory minimum one year expulsion.**

**Disciplinary options available for other violations of this policy may include suspension or expulsion or other appropriate discipline; if the violation of this policy is also a violation of state law, the student will be referred to the Washington County Sheriff Department and the District Attorney. A violation of this policy and state law shall be reported to the Superintendent. Each principal shall ensure that at the beginning of each school year all students and parents are informed of this policy.**

**Rule 7: Narcotics, Alcoholic Beverages, and Stimulant Drugs**

A student shall not possess, sell, transmit, or be under the influence of any illegal drugs or alcoholic beverage or intoxicant of any kind. This includes drug look-alikes.

**Disposition**

A student who brings narcotics, alcoholic beverages or stimulant drugs to school in violation of federal law shall be expelled for not less than one year. All such expulsions shall be made by a Disciplinary Hearing Tribunal in accordance with the procedures outlined in policy JCEB, and the Tribunal may, in its discretion, permanently expel or suspend a student for more than one year. The Superintendent may, in his discretion, modify the mandatory minimum one year expulsion.

Disciplinary options available for other violations of this policy may include suspension or expulsion or other appropriate discipline; if the violation of this policy is also a violation of state law, the student will be referred to the Washington County Sheriff Department and the District Attorney. A violation of this policy and state law shall be reported to the Superintendent. Each principal shall ensure that at the beginning of each school year all students and parents are informed of this policy.

**Rule 8: Disregard of Direction or Commands**

A student shall not fail to comply with reasonable directions or commands of teachers, substitute teachers, paraprofessionals, principals, school bus drivers, or any other authorized school personnel.

**Disposition**

1<sup>st</sup> offense → 3 days ISS

2<sup>nd</sup> offense → 5 days ISS

3<sup>rd</sup> offense → 3 days OSS possible referral to SST

4<sup>th</sup> offense → 5-10 days OSS, possible referral to Disciplinary Hearing Tribunal

**Rule 9: Unexcused Absences**

A student shall not be absent from school or from any class or other required school function during required school hours except for illness or other providential cause, except with written permission from a duly authorized school official, nor shall any student encourage, urge or counsel other students to violate this rule.

**Rule 10: Habitual Offender**

Any student sent to the office ten (10) times will be considered a chronic behavior problem and will be placed on disciplinary probation. Disciplinary probation means that a student may be expelled by the Washington County Disciplinary Tribunal for any further misbehavior.

**Disposition****Minor Offense (Level 1-2) Degree of Disruption and Interference with School Operations.  
(Administrator's Discretion)**

After teacher intervention

1<sup>st</sup> offense → warning/ 5 days detention2<sup>nd</sup> offense → 10 days detention3<sup>rd</sup> offense → 2 days ISS4<sup>th</sup> offense – 5 days ISS**Major Offense (Level 3)**1<sup>st</sup> offense → 3-10 days OSS2<sup>nd</sup> offense → Referral to Disciplinary Hearing Tribunal**Rule 11: Bullying**

A student shall not engage in any bullying behavior on the school grounds during and immediately before or after school hours; on the school grounds at any other time when the school is being used by a school group; off school grounds at a school activity, function or event; or en-route to and from school. Bullying behavior is defined as repetitive action targeted at a specific victim or group when the intent is to intimidate or otherwise be physically, verbally, or non-verbally aggressive

**Disposition**1<sup>st</sup> offense → 3 days OSS2<sup>nd</sup> offense → 5 days OSS3<sup>rd</sup> offense → 10 days OSS, referral to Disciplinary Hearing Tribunal**Rule 12: Dress and Grooming**

A student shall not dress, groom, or wear or use emblems, insignia, badges or other symbols where the effect thereof is to distract unreasonable the attention of the other students or otherwise cause disruption or interference with the operation of the school. The principal or other duly authorized school officials shall determine whether any particular mode of dress, apparel, grooming or use of emblems, badges or other symbols result in such interference or disruption and its cause to all students by announcement or posting at the school.

**Disposition**1<sup>st</sup> offense - Principal's discretion (possible change of clothes)2<sup>nd</sup> offense - 5 days detention, parent notification

- 3rd offense - 10 days detention**
- 4th offense - 3 days ISS**
- 5th offense - 5 days ISS**
- 6th offense - 10 days ISS possible referral Disciplinary Hearing Tribunal**

### **Rule 13: Solicitation**

A student shall not sell merchandise of any type without prior approval of the principal. All merchandise and/or monies will be confiscated (forfeited) from students who violate this rule. Only a parent or guardian may retrieve confiscated items. Administrators **may or may not** return confiscated items to parents.

#### **Disposition**

- 1<sup>st</sup> offense → counseling with student, detention and parent contact (written/phone)**
- 2<sup>nd</sup> offense → 3 days ISS**
- 3<sup>rd</sup> offense → 5 days ISS**
- 4<sup>th</sup> offense → 3 days OSS, possible referral to Disciplinary Hearing Tribunal**

### **Rule 14: Medications**

Students are not allowed to carry medications of any type on their person. **ALL** medications must be turned in to the school nurse's office or the front office if a school nurse is not available.

#### **Disposition**

- 1<sup>st</sup> offense → counseling with student, detention and parent contact (written/phone)**
- 2<sup>nd</sup> offense → 3 days ISS**
- 3<sup>rd</sup> offense → 5 days ISS**
- 4<sup>th</sup> offense → 3 days OSS, possible referral to Disciplinary Hearing Tribunal**

**Rule 15: Cell Phones and Electronic Devices**

Students **are not** allowed to have cell phones at school. Cell phones and all other electronic devices will be confiscated. Administrators **may or may not** release confiscated cell phones to parents

**Disposition**

- 1<sup>st</sup> offense → counseling with student, detention and parent contact (written/phone)**
- 2<sup>nd</sup> offense → 1 days OSS**
- 3<sup>rd</sup> offense → 2 days OSS possible referral to SST**
- 4<sup>th</sup> offense → 3-5 days OSS**
- 5<sup>th</sup> offense → 3-5 days OSS, possible referral to Disciplinary Hearing Tribunal**

**No Cell Phones allowed. Phone will be taken up and the parent must pick-up.**

**Rule 16: Inappropriate Contact/Sexual Misconduct****Disposition**

- 1<sup>st</sup> offense → counseling with student, detention and parent contact (written/phone)**
- 2<sup>nd</sup> offense → 3 days ISS**
- 3<sup>rd</sup> offense → 5 days ISS**
- 4<sup>th</sup> offense → 3 days OSS, possible referral to Disciplinary Hearing Tribunal**

**Disposition (severity considered)**

- 1st offense – 3 days - 10 days of ISS**
- 2nd offense - OSS or referral to Disciplinary Hearing**

**Rule 17: Disrespecting a Teacher or Any Adult****Disposition**

- 1<sup>st</sup> offense → 3 days ISS**
- 2<sup>nd</sup> offense → 5 days ISS**
- 3<sup>rd</sup> offense → 3 days OSS possible referral to SST**
- 4<sup>th</sup> offense → 5-10 days OSS, possible referral to Disciplinary Hearing Tribunal**

**Rule 18: Possession or Use of Any Hazardous Instrument/Object**

A student shall not possess or use any hazardous object, including any dirk, bowie knife, switchblade knife, ballistic knife, any other knife having a blade of two or more inches, straight-edge razor, razor blade, spring stick, knuckles, or whether made from metal, thermoplastic, wood or other similar material, blackjack, any bat, club, or other bludgeon-type weapon, or any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely, which may be known as a nun chahka, nun chuck, nunchaku, or shuriken, or fighting chain, or any disc, of whatever

configuration, having at least two points or pointed blades which is designed to be thrown or propelled and which may be known as a throwing star or oriental dart, of any instrument of like kind, any nonlethal air gun and any stun gun or taser. Such term shall not include any of these instruments used for classroom work authorized by the teacher.

### **Disposition**

**A student who brings a firearm to school in violation of federal law shall be expelled for not less than one year. All such expulsions shall be made by a Disciplinary Hearing Tribunal in accordance with the procedures outlined in policy JCEB, and the Tribunal may, in its discretion, permanently expel or suspend a student for more than one year. The Superintendent may, in his discretion, modify the mandatory minimum one year expulsion.**

**Disciplinary options available for other violations of this policy may include suspension or expulsion or other appropriate discipline; if the violation of this policy is also a violation of state law, the student will be referred to the Washington County Sheriff Department and the District Attorney. A violation of this policy and state law shall be reported to the Superintendent. Each principal shall ensure that at the beginning of each school year all students and parents are informed of this policy.**

## **BOARD POLICY**

**JCDAG**

### **Bullying**

The Washington County School District believes that all students can learn better in a safe school environment. Behavior that infringes on the safety of any student will not be tolerated. Bullying, as the term is defined in Georgia law, of a student by another student is strictly prohibited. Such prohibition shall be included in the Student Code of Conduct for all schools within the school system.

Bullying is defined as follows: An act which occurs on school property, on school vehicles, at designated school bus stops, or at school related functions or activities, or by use of data or software that is accessed through a computer, computer system, computer network, or other electronic technology of a local school system, that is:

1. Any willful attempt or threat to inflict injury on another person, when accompanied by an apparent present ability to do so;
2. Any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm; or
3. Any intentional written, verbal, or physical act, which a reasonable person would perceive as being intended to threaten, harass, or intimidate, that:
  - a. Causes another person substantial physical harm within the meaning of Code Section 16-5-23.1 or visible bodily harm as such term is defined in Code Section 16-5-23.1;
  - b. Has the effect of substantially interfering with a student's education;
  - c. Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
  - d. Has the effect of substantially disrupting the orderly operation of the school.

Acts of bullying shall be punished by a range of consequence through the progressive discipline process, as stated in the Code of Conduct. However, upon a finding by the disciplinary hearing officer, panel or tribunal that a student in grades 6-12 has committed the offense of bullying for the third time in a school year, the student shall be assigned to the alternative school.

Upon a finding by a school administrator that a student has committed an act of bullying or is a victim of bullying, the administrator or designee shall notify the parent, guardian, or other person having control or charge of the student by telephone call or through written notice, which may be done electronically.

Student and parents will be notified of the prohibition against bullying and the penalties for violating the prohibition by posting information at each school and by including such information in the student/parent handbooks.

## **WCBOE Policy Weapons**

### **Descriptor Code: JCDAE**

It is the policy of the Washington County Board of Education that a student shall not possess, use, handle or transmit any object that reasonably can be considered a weapon on property or in a building owned or leased by a school district, at a school function, or on a bus or other transportation provided by the school district. Weapons may include, but are not limited to:

1. Any handgun, firearm, rifle, shotgun or similar weapon; or, any other dangerous weapon as defined in O.C.G.A section 16-11-121, including a rocket launcher, bazooka, recoilless rifle, mortar, or hand grenade.
2. Any hazardous object, including any dirk, bowie knife, switchblade knife, ballistic knife, any other knife having a blade of two or more inches, straight-edge razor, razor blade, spring stick, knuckles, whether made from metal, thermoplastic, wood, or other similar material, blackjack, any bat, club, or other bludgeon-type weapon, or any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely, which may be known as a nun chuck, nunchaku, shuriken, or fighting chain, or any disc, of whatever configuration, having at least two points or pointed blades which is designed to be thrown or propelled and which may be known as a throwing star or oriental dart, or any instrument of like kind, any nonlethal air gun, and any stun gun or taser. Such term shall not include any of these instruments used for classroom work authorized by the teacher.

Students who possess any weapon described in paragraph 1 in violation of this policy will be subject to a minimum of one calendar year expulsion. The Superintendent shall have the authority either before or after the student is referred for a tribunal hearing to reduce the mandated one year expulsion under circumstances where the one year expulsion appears excessive to the Superintendent. The tribunal shall also have the authority to modify such expulsion requirement on a case-by-case basis in determining the appropriate punishment. Finally, in any tribunal decision appealed to the board of education, the board may reduce the mandated punishment but shall consider whether the Superintendent and/or tribunal considered a reduction and any rationale in denying such a reduction.



Students who possess other weapons or hazardous objects as described in paragraph 2 will be subject to discipline as specified in the student code of conduct.

Reporting Requirements

All employees must report violations of this policy to the principal or assistant principal of the school. If the principal has reasonable cause to believe that a report is valid, he/she must immediately make an oral report to the Superintendent and to the appropriate law enforcement authority and district attorney.

The student's parents or guardian will be notified immediately of his/her child's involvement in any activity involving weapons.

Students will be given a copy of the Code of Conduct, which includes a statement of prohibited conduct with regard to weapons and possible disciplinary actions.

Washington County Schools

Date Adopted: 4/4/2002

Last Revised: 1/8/2015

**Washington County Alternative School Discipline Offenses:(General examples)**

1. Leaving campus without permission/cutting class
2. Being in an off-limits area
3. Giving false verbal or written information: falsifying, misrepresenting omitting or erroneously reporting information regarding instances of alleged inappropriate behavior by a teacher, administrator or other school employee toward a student. Any student (*or parent or friend of a student*) who has been the victim of an act of sexual abuse or sexual misconduct by a teacher, administrator or other school system employee is urged to make an oral report of the act to any teacher, counselor or administrator at his/her school.
4. Committing any expulsion offense that is not presented to the Disciplinary Tribunal
5. Being out of class without permission
6. Using obscene/profane language (discretionary)
7. Engaging in physical contact with opposite sex (discretionary)
8. Disturbing class, being unprepared, sleeping, etc.
9. Having outside food in halls or classrooms
10. Being tardy to class
11. Having non-educational software, including audio CDs
12. Having cell phone or other electronic devices or accessories at school or on the school campus. Items will be confiscated and the discipline plan will be put into effect.

**Serious offenses will be dealt with at the discretion of the administration.**

### **Physical/Verbal Confrontation and Criminal Act**

Any physical or verbal confrontation that interferes with the educational process and/or the commission of any criminal act at the school, during school hours, while being transported to or from school, or while attending school functions off the school campus will result in the following:

1. School officials will contact the Sandersville Police Department, Washington County Sheriff's Office, or other appropriate law enforcement agencies.
2. All students involved in such activities will be released to law enforcement personnel who will transport the students to the appropriate law enforcement agency to investigate the incident.
3. School officials will notify the parents of the students involved to inform them and to ask that they report to the law enforcement agency to pick up their children.

This policy will in no way prohibit school officials from utilizing customary school disciplinary consequences in any actions imposed by the law enforcement agency or Juvenile Court. **Refer to Board Policy JDB.**

### **Conduct Outside of School Hours**

Students may be subject to disciplinary action by the school system for conduct outside of school hours or away from school where the student's presence at school is reasonably certain to endanger other student or staff or cause substantial disruption

to the educational climate and the conduct either (1) results in the student being arrested, charged or convicted in a court with a felony or an offense which would be considered to be a felony if the student were an adult; (2) is an assault on a staff member, another student, or another person whose relationship with a staff member or student is likely to lead to a disruption at school; or (3) involves the sale or distribution of drugs.

### **Bus Offenses**

The bus driver is expected to keep order on the bus. Any acts by students that affect the orderly operation of the bus will be referred to the office. The bus is considered an extension of school and discipline will be administered according to school policy.

**Note:** Various student misbehaviors and the consequences/punishments that apply have been listed in this handbook. However, the administration of Washington County Alternative School recognizes that other behaviors may endanger the welfare and/or safety of other students, faculty, staff, or cause disruption to the good order and discipline in the school. The

school reserves the right to punish such behavior not specified in this written student Code of Conduct. Students should recognize their responsibility to know the contents of this handbook and to ask faculty or staff members for any clarification.

**Disposition**

**1<sup>st</sup> offense → Warning/Punishment by the principal**

The principal of the school will contact the parent and notify them that the student has violated transportation safety regulations and will be assigned to detention (if in grades 6-12) or receive other punishment (if in grades P-5). The parent/guardian will also be notified that the next offense will result in suspension from the bus.

**2<sup>nd</sup> offense → Bus suspension 1-2 days**

The principal will notify the parent/guardian that the student has been suspended from the bus for 3-5 days and cannot ride any other bus.

**3<sup>rd</sup> offense → Bus suspension 3-5 days**

The principal will notify the parent/guardian that the student has been suspended from the bus for 3-5 days and cannot ride any other bus.

Behavioral Contract/Agreement given

**4<sup>th</sup> offense → Bus suspension 10 days**

The principal will notify the parent/guardian that the student has been suspended from the bus for 10 days and cannot ride any other bus.

**5<sup>th</sup> offense → Bus suspension for the remainder of the school term**

The principal will notify the parent/guardian of bus suspension for the remainder of the school year.

**NOTE: No student shall be allowed to ride any Washington County County School bus if the student's riding privileges have been suspended. If the school year ends and the student has not served his/her entire bus suspension, then the student shall finish the bus suspension at the beginning of the next school year.**

**Bus Discipline Procedures - Major (Level 2-3)**

**1<sup>st</sup> offense → 10 days bus suspension**

**2<sup>nd</sup> offense → 3 days OSS separate from the 10 days bus suspension/Behavioral Contract**

**3<sup>rd</sup> offense → 10 days OSS, referral to the Board of Education for long term bus suspension, and referral to Disciplinary Hearing Tribunal**

**Major Misconduct** includes but is not limited to physical threats, physical violence, gross insubordination to driver, possession of drugs and/or dangerous weapons, fighting, vandalism of a bus, and any other action that presents danger to other students, the driver, or the safe operation of the bus.

\*The illegal drugs and alcohol or weapons rules will be applied in cases where students possess drugs, alcohol or weapons on the school bus or at school bus stops.

NOTE: Any bus misconduct which is in violation of local, state and federal laws could result in referral to the local police department. Principals and drivers will inform the Transportation Director of any student violating any laws while on the school buses. Riding the bus is a privilege and proper conduct is expected at all times. This privilege may be revoked based on behavior of the student.

**2010 Georgia Code TITLE 20 - EDUCATION  
CHAPTER 2 - ELEMENTARY AND SECONDARY EDUCATION  
ARTICLE 16 - STUDENTS  
PART 2 - DISCIPLINE  
SUBPART 2 - PUBLIC SCHOOL DISCIPLINARY TRIBUNALS**

**§ 20-2-751.7 - State mandated process for students to follow in reporting instances of alleged inappropriate behavior by teacher or other school personnel; notice of process; training; investigations**

**OCGA 20-2-751.7(a)**

**Education; alleged inappropriate behavior by teacher or school personnel; provisions:**

Any student (or parent or friend of a student) who has been the victim of an act of sexual abuse or sexual misconduct by a teacher, administrator or other school system employee is urged to make an oral report of the act to any teacher, counselor or administrator at his/her school.

Any teacher, counselor or administrator receiving a report of sexual abuse or sexual misconduct of a student by a teacher, administrator or other employee shall make an oral report of the incident immediately by telephone or otherwise to the school principal or principal's designee, and shall submit a written report of the incident to the school principal or principal's designee within 24 hours. *If the principal is the person accused of the sexual abuse or sexual misconduct, the oral and written reports should be made to the superintendent or the superintendent's designee.*

Any school principal or principal's designee receiving a report of sexual abuse as defined in O.C.G.A. 19-7-5 shall make an oral report immediately, but in no case later than 24 hours from the time there is reasonable cause to believe a child has been abused. The report should be made by telephone and followed by a written report in writing, if requested, to child welfare agency, to an appropriate police authority or district attorney.

Reports of acts sexual misconduct against a student by a teacher, administrator or other employee not covered by O.C.G.A. 19-7-5 or 20-2-1184 shall be investigated immediately by school or system personnel. If the investigation of the allegation of sexual misconduct indicates a reasonable cause to believe that the report of sexual misconduct is valid, the school principal or principal's designee shall make an immediate written report to the superintendent and Professional Standards Commission Ethics Division.

**Bill Summary From the State:** This bill addresses falsified reports of inappropriate behavior of educators toward students, establishes a complaint procedure, requires notice of the procedure in teacher and student handbooks, provides for statements to the media, and provides penalties for students who falsify reports.

**Requirements:**

- Student codes of conduct must add falsifying, omitting or erroneously reporting information regarding alleged inappropriate behavior of school personnel toward a student.
- PSC must establish a state-mandated process for students to report such claims; the process must reserve the right of the students to report to law enforcement, and the bill requires publishing the process in teacher and student handbooks.
- If the report is deemed unsubstantiated, the LEA shall, at the request of the employee, submit a written statement to that effect to the media outlets that previously reported the claim.
- A student over 10 years old who falsely reports with malice can be punished by:
  - o Court ordered community service, or any other court sanction; Suspension or expulsion from the school system; or Both court and school penalties.

### **Faculty/Staff**

The number of staff for the WCAS shall be based upon enrollment but shall include, at a minimum, the following:

- Principal—1
  - o Minimum of 3 years of experience in a supervisory position
  - o Leadership certificate required
- High School Teacher—3
  - o Valid teaching certificate at secondary level
- Middle School Teacher—1 to 2
  - o Valid teaching certificate at middle school level
  - o Secretary—1

### **Family Educational Rights and Privacy Act (FERPA) and Pupil Protection Rights Amendment (PPRA)**

It is the policy of the Washington County Board of Education that accurate and complete student academic and discipline records shall be maintained for each student enrolled in the schools of this school district. Confidentiality of student records shall be preserved in compliance with the Family Educational Rights and Privacy Act (FERPA) and the Pupil Protection Rights Amendment (PPRA). Access to education records is provided to parents, guardians, and eligible students (eligible students are defined as those 18 years of age or older, those enrolled in post-secondary educational institutions, or those younger than 18 who are emancipated), to professional educators with legitimate educational interests, to those federal or state officials whose

access is authorized in connection with an audit or evaluation of federal or state-supported education requirements related to those programs, and to courts and others pursuant to subpoenas or similar documents.

The Superintendent shall direct the publication of procedures through which parents or eligible students may request the correction of errors in student records. The Superintendent shall ensure that each principal will develop a means to notify, on an annual basis, students and parents/guardians, including non-English speaking parents, of their rights under the Family Educational Rights and Privacy Act and the Pupil Protection Rights Amendment either by letter or through a student handbook distributed to each student in the school.

The Board of Education designates certain information from student education records as "directory information", as is specified in this paragraph. Unless a parent/guardian or eligible student makes a timely request to the principal of the school where the student is enrolled that such information not be designated directory information as to that individual student, such information will not be considered confidential and may be disclosed upon request.

Directory information is as follows:

1. Each student's name, address, grade level, and telephone number;
2. The date and place of birth of each student;
3. Each student's participation in clubs and sports;
4. The weight and height of a student if he or she is a member of an athletic team;
5. Dates of attendance at Washington County Schools; and
6. Awards received during the time enrolled in the Washington County School System.

Student records will be forwarded without further notice to parents/guardians or eligible students to any school within or outside the Washington County School System, upon request of the school where a student is enrolling.

Any person whose parental rights have not been revoked by court order and any guardian, or any individual acting as a parent in the absence of a parent/guardian, may inspect the education records of his/her child during the hours of 8:00 a.m. to 4:00 p.m., Monday through Friday while school is in session.

Generally, a parent will be permitted to obtain a copy of education records of his/her child upon reasonable notice and payment of reasonable copying costs of 25 cents per page.

Education records are maintained at the school where the student is enrolled and are in the custody of the principal or his/her designee.

Personally identifiable information will not be released by the school system from an education record without prior written consent of the parent or eligible student except under the following circumstances:

1. Disclosures will be made to school administrators, teachers or other professionals employed or associated by the school system who have some role in evaluating or educating the student.
2. Records will be sent to a school where the student has enrolled upon request of that school.
3. Disclosures will be made to federal or state officials in connection with the audit of educational programs.
4. Disclosures will be made in connection with financial aid applications of the student to determine the eligibility for and amount of aid as well as enforcement of the terms and conditions of financial aid.
5. Disclosures will be made to comply with state law, Internal Revenue Service laws and regulations, judicial orders or lawfully issued subpoenas. A reasonable effort will be made to notify parents/guardians or eligible students in advance of such disclosures.
6. Disclosures will be made to organizations conducting studies on behalf of or by educational institutions specified in 34 C.F.R. 99.31(a) (6) and (7).
7. Disclosure may be made to accrediting institutions to carry out their accrediting function.
8. Disclosures will be made in connection with a health or safety emergency.
9. Information the Board of Education has designated "directory information" may be disclosed upon request unless a parent/guardian or eligible student objects in writing to the principal of the school where his/her child is enrolled within a reasonable time after receipt of the notice as contained in the student handbook. Directory information about former students will be disclosed upon request.
10. Disclosures may be made, without the consent or knowledge of the eligible student or parent, to the Attorney General of the United States or his/her designee in response to an ex parte order in connection with the investigation or prosecution of terrorism crimes. The school system is not required to record such disclosure of information and is protected from liability for disclosing such information in good faith.

11. Disclosure of student names, addresses, and telephone numbers shall be made to military recruiters and post-secondary institutions upon request, unless the student's parent(s)/ guardian(s) notifies the School System in writing that they do not want their student's information disclosed without their prior written consent.

Each record custodian in the Washington County School system shall maintain as part of each student's file a log of those persons to whom access to the educational records has been provided.

A parent/guardian or eligible student who believes the student's record contains an error may request its correction by submitting a written explanation of the error and the basis for believing it to be in error to the principal or his/her designee, who shall investigate and determine whether or not to amend the record. If the matter cannot be resolved, a parent/guardian or eligible student may request a hearing pursuant to federal regulations at 34 C.F.R. 99.21-99.22 as well as applicable state regulations. If the hearing results in a determination that the record contained erroneous information, the parent/guardian or eligible student shall be informed in writing of the correction; if the information contained in the record is determined not to be erroneous, the parent/guardian or eligible student may place a statement in the record commenting upon the contested information and stating the basis for disagreement. The statement shall thereafter be disclosed whenever the portion to which it relates is disclosed.

### **PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)**

Definition of Terms Used in PPRA:

"Instructional Material" - Instructional material that is provided to a student, regardless of format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as material accessible through the Internet). The term does not include academic tests or academic assessments.

"Invasive Physical Examination" - Any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

"Personal Information" - Individually identifiable information including: (1) a student or parent's first and last name; (2) home address; (3) telephone number; or (4) social security number.

Requirements:

1. No student shall be required to submit to a survey, analysis, or evaluation that reveals information concerning:

Washington County School System-Expecting All Children To Excel In Academics, Arts, and Athletics



2. Political affiliations or beliefs of the student or the student's
3. parent;
4. Mental or psychological problems of the student or the
5. student's family;
6. Sex behavior or attitudes;
7. Illegal, anti-social, self-incriminating, or demeaning behavior;
8. Critical appraisals of other individuals with whom respondents
9. have close family relationships;
10. Legally recognized privileged or analogous relationships, such
11. as those of lawyers, physicians, and ministers;
12. Religious practices, affiliations, or beliefs of the student or student's parent;
13. Income (other than that required by law to determine eligibility  
for participation in a program or for receiving financial assistance under such program), without prior written consent  
of the parent or eligible student.

A parent of a student may, upon request, inspect any survey created by a third party containing one or more of the items listed as (1) through (8) above before the survey is administered or distributed by a school to a student and may choose to opt the student out of participation in the survey. The Superintendent shall develop procedures for (1) granting a request by a parent for reasonable access to such survey within a reasonable period of time after the request is received, and (2) making arrangements to protect student privacy in the event of administration or distribution to a student of a survey containing one or more of the items listed as (1) through (8). The requirements of PPRA do not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act (IDEA).

A parent of a student may, upon request, inspect any instructional material used as part of the education curriculum for the student. The Superintendent shall develop procedures for granting a request by a parent for reasonable access to instructional material within a reasonable period of time after the request is received.

Parents shall be notified prior to the administration of physical examinations or screenings that the school may administer to students. This notice shall offer the parent the opportunity to opt the student out of any non-emergency, invasive physical examination or screening that is (1) required as a condition of attendance; (2) administered by the school and scheduled by the school in advance; and (3) not necessary to protect the immediate health and safety of the student, or of other students.

The parent of a student shall be notified prior to the commencement of activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling the information (or otherwise providing that information to others for that purpose). Such notice shall offer the parent the opportunity to inspect, upon request, any instrument used in the collection of such information before the instrument is administered or distributed to a student and to opt the student out of such activities. The Superintendent shall develop procedures that: (1) make arrangements to protect

student privacy in the event of such collection, disclosure or use; and (2) grant a request by a parent for reasonable access to such instrument within a reasonable period of time after the request is received.

The requirements concerning activities involving the collection and disclosure of personal information from students for marketing purposes do not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing evaluating, or providing educational products or services for or to students or education institutions, such as the following:

1. College or other secondary education recruitment, or military recruitment;
2. Book clubs, magazines, and programs providing access to low-cost literary products
3. Curriculum and instructional materials used by elementary schools and secondary schools;
4. Tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students;
5. The sale by students of products or services to raise funds for school-related or education- related activities;
6. Student recognition programs.

### **Free And Appropriate Public Education**

All students with an Individualized Education Program (IEP) are entitled to a free appropriate public education (FAPE). This includes children who are eligible for special education from the ages of three (3) through twenty-one (21).

Definition of FAPE: The special education and related services that make up the FAPE are provided to children identified with disabilities who have an IEP at no cost to the parent.

Special education and related services, including special education at the preschool, elementary, and secondary levels, are services that are provided so eligible students can make progress toward and/or meet the educational standards of Georgia. All students will be provided an education that includes access to the Georgia curriculum and addresses the unique needs of the individual student and his or her disability. While the education provided to the student with an IEP must be appropriate and must address what the individual student needs in order to make educational progress, this is neither a guarantee of achievement of each goal on the IEP nor a guarantee of promotion, passing grades, or graduation. Likewise, passing from grade-to-grade or receiving all passing grades does not mean that a student is receiving FAPE. Each student is an individual and his or her appropriate education is determined on a case-by-case basis. In addition, the term “appropriate” is not the same as “best”; “appropriate” is a minimal standard that assures the student has the opportunity to make educational progress.

If a parent, guardian, or adult student has a question about FAPE, contact the district Director of Special Programs, Emily Johnson at 478-552-3981.

## **GradPoint Guidelines**

A student may only log into GradPoint if he/she is absent from school because of an illness, death in the family, or other excused absence. The student must have prior approval from the teacher and Principal. The excuse must be provided. Suspensions are not excused absences.

The students may only work on lessons within the study plan. NO TEST (Pre or Post) CAN BE COMPLETED OUTSIDE OF THE CLASSROOM! Any test completed outside of school will result in all grades for that study plan being replaced with zeros and the student will have the option to redo those assignments after school.

## **Health Insurance Portability and Accountability Act of 1996 (HIPAA)**

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) is a federal law that required the creation of national standards to protect sensitive patient health information from being disclosed without the patient's consent or knowledge. The US Department of Health and Human Services (HHS) issued the HIPAA Privacy Rule to implement the requirements of HIPAA. The HIPAA Security Rule protects a subset of information covered by the Privacy Rule.

### **HIPAA Privacy Rule**

The Privacy Rule standards address the use and disclosure of individuals' health information (known as "protected health information") by entities subject to the Privacy Rule. These individuals and organizations are called "covered entities." The Privacy Rule also contains standards for individuals' rights to understand and control how their health information is used. A major goal of the Privacy Rule is to ensure that individuals' health information is properly protected while allowing the flow of health information needed to provide and promote high quality health care and to protect the public's health and well-being. The Privacy Rule strikes a balance that permits important uses of information while protecting the privacy of people who seek care and healing.

## **Internet Policy**

WCAS provides students with various technologies to enhance learning and instruction. The term, "technologies", as used herein includes, but is not limited to, hardware, software, communication lines and devices, graphing calculators, terminals, printers, CD-ROM devices, scanners, digital cameras, LCD projectors and any computers. Users should not do, or attempt to do, anything that might disrupt the operation of the network or equipment and/or interfere with the learning of other students or the work of WCAS employees. Failure to abide by the guidelines will result in the loss of usage privileges along with monetary cost of repair. Further disciplinary and/or legal action may result if deemed necessary.

**Respect for Others**

Users should respect the rights of others by:

- using the workstations assigned by the teacher;
- being considerate when using scarce resources;
- logging off your workstation after finishing work;
- not attempting to disrupt system performance or interfere with the work of other users;
- leaving equipment and room in good condition for the next user; and
- keeping work area neat and clean (no gum or food in any area where computers are located).

**Ethical Conduct for Users**

Users should show ethical conduct by:

- using only their accounts/passwords and not allowing other students to log-on under their accounts;
- recognizing and honoring the intellectual property of others;
- complying with legal restrictions regarding plagiarism and the use/citation of information sources;
- not reading, modifying, or removing files owned by other users;
- not using the network for personal use or for private gain; and
- helping to maintain the integrity of the school information system (deliberate tampering or experimenting is not allowed).

**Respect for Property**

Students can legally use only the school's products and software. Copying or modifying copyrighted software without full compliance with terms of a pre-authorized licensing agreement is a serious federal offense and will not be tolerated. Students will show respect for property by:

- not modifying or rearranging keyboards, individual key caps, monitors, printers, or any other peripheral equipment;
- reporting equipment problems immediately to teacher or program manager; and
- leaving workstations and peripherals in their designated places.

**Appropriate Use**

- Students will show appropriate use by:
- not using offensive, obscene, or harassing language;
- not changing or deleting files belonging to others;
- saving only school related files on network accounts (storing commercial software and/or games or hidden files to accounts is not permitted);
- not utilizing internet gaming;
- not accessing email accounts;
- not revealing personal information (name, address, phone #) in correspondence with unknown parties;

- seeking approval and on-going review of student-produced web pages; and
- listening to only appropriate and inoffensive material (obscene and profane CDs are prohibited).

### **Mandatory School Uniform Policy**

The student along with his/her parents is responsible for appropriate dress and adherence to the Washington County Dress Code while attending Washington County Schools. A neat, dignified, and well-groomed appearance is expected of every student. We strive to instill a level of excellence in our students in order to develop their personal best in academics, extra-curricular activities, and appearance. We are preparing students for their future today!

The administrative staff and faculty are responsible for the enforcement of the Washington County Dress Code. If a student is not in uniform or not adhering to the dress code rules, then he/she will be in violation of Washington County Schools Dress Code. This will be a discipline offense, and the student will be dealt with accordingly. The dress code will also apply to all formal events and field trips.

The Washington County School System requires all students in Pre-K through 12 to wear a school uniform. All students in Pre-K through 12 (except those deemed exempt) must adhere to this mandatory school uniform policy with the following dress code being applied in all schools:

- Solid black, khaki colored or navy blue pants/slacks (no hospital scrubs, knit pants, leggings (as an outer garment), jogging or cargo pants; no zippers or pockets on pant legs).
- Uniform pants must be worn and belted at the natural waist and made of standard uniform material (cotton, twill, or a blend of uniform-type material, not including denim or denim look alike). Pants without belt loops do not require a belt as a part of the dress code.
- Belt buckles must be no more than 2 inches wide with no designs or graffiti.
- Belts must be worn. Otherwise a zip tie or twine will be used.
- Any solid color short/long sleeve shirts; must be collar-style shirts (Polo or Oxford style) If logo is worn on the shirt it must be no larger than three (3) inches.
- No shorts, capris, wrap skorts, skirts, and jumpers are allowed at the Washington County Alternative School.
- **No hooded jacket, no hooded sweaters or no hooded pull-overs can be worn at grades Pre-K-12. They will be confiscated and returned to students at the end of the school day.**
- Closed-toe and closed-back shoes are required. The foot must be completely covered.
- Leggings cannot be worn as an outer garment but may be worn under a dress or skirt.
- Any solid-colored sweaters (no hooded) or vests will be permitted.
- All shirts must be tucked in for girls and boys.
- All shirts must be long enough to be tucked in for boys and girls.
- Undershirts, tank tops, thermal undergarments, and turtlenecks in a solid color may be worn under the uniform top.
- No hats, caps, sweatbands, do-rags, skull caps, scarves or sunglasses may be worn in the building.

- No skin-tight clothing.
- No heavy, metal jewelry with symbols or jewelry of any kind is allowed at the Washington County Alternative School.
- No bedroom shoes
- No offensive or sexually suggestive nail art, tattoos or belts.
- No pajamas.
- No grills may be worn in the mouth.

**\*The Principal may adjust the code as needed for special events such as Homecoming Week and School Prom. Spirit Friday (jeans with spirit wear with Washington County Logos). This will be left to the discretion of the school administrator.**

### **News Media Coverage, School District/School Publications And Websites:**

Events and programs in public education are often considered newsworthy and of interest to local communities. Schools often solicit media coverage to publicize successful programs and special events concerning students and faculty. Your child may on occasion be interviewed or photographed by the news media for positive school news coverage, or publicly recognized at a School Board meeting. Additionally, your child's image, name or intellectual property may be included in School District publications or school web pages and through social media. If a parent/guardian objects to his/her child being included in any or all of the above, he/she must annually notify the principal in writing by September 1st, or within one week of admission/enrollment if enrollment occurs after September 1st.

### **Nondiscrimination Notice**

State Law prohibits discrimination based on gender in athletic programs of school systems (equity in Sports Act. O.C.G.A. 20-2-315). Students are hereby notified that the Washington County School System does not discriminate on the basis of gender in its athletic programs. The sports equity coordinator for this school system is:

Washington County Board of Education  
Willie Coneway  
501 Industrial Drive  
P.O. Box 716  
Sandersville, Georgia 31082-0716 Phone:(478) 552-3981 ext. 1222

### **Nondiscrimination Policy**

It is the policy of the Washington County Board of Education not to discriminate on the basis of sex, age, race, physical handicap, religion or national origin in the education programs and activities or admissions to facilities operated by the Board or in the employment practices of the Washington County Board of Education. The Board shall comply with all aspects of Title IX of the Education Amendments of 1972. Complaints or questions regarding possible discrimination in violation of Title IX, Title VI, Section 504, or in the Americans with Disabilities Act should be made to the school principal or local coordinator.

### **Return to Home School**

1. At the discretion of the home school principal, students may return to their home school only at the beginning of a new grading period.
2. Students may return to their home school upon successful completion of their alternative school assignment. *Successful completion* is defined as:
  - a. maintaining attendance in accordance with home school policy;
  - b. passing a minimum of 5 out of 7 classes for high school students and 3 out of 5 classes for middle school students; and
  - c. receiving an overall satisfactory rating on the behavior summary. Please note that suspensions, continued disruptive behavior, and excessive discipline referrals may result in an automatic unsatisfactory rating on the behavior summary.
3. A readmission meeting may be held to determine whether a student is ready to return to his/her home school. This meeting will include the WCAS principal and the home school principal. The student, his/her parent(s)/guardian(s), a WCAS teacher, and the student's counselor will be invited to attend or supply written comments. The factors listed above for successful completion, as well as all, progress forms and other pertinent documentation will be discussed at this meeting. The decision of the readmission meeting is final.

### **Safety Protocols and Response to a Pandemic Situation Statement**

The Washington County School District has student and staff safety at the forefront and is fully committed to providing and maintaining safe and orderly operating schools in the district. We have a strong partnership with local agencies, state agencies, and maintain our own certified law enforcement department (SRO). We maintain a full camera monitoring system, Control Access System for visitors, daily patrolling of our campuses, additional support and walk-throughs by our local law and state law enforcement agencies as needed, conduct periodic dog searches each year, use of metal detectors for students and school sponsored events, cameras on our buses, and required background checks for all staff, substitutes, and volunteers before working with our students.

In the matter of a pandemic situation, the Washington County School District and superintendent will work in collaboration with the Department of Public Health, our Local Health Department, Community Task Force Team, our Emergency Management Agency, CDC, Georgia Department of Education, and Governor's Office for State of Georgia on responding and coordinating with Districtwide Leadership SMART Team to activate the County-wide Pandemic Plan. This plan will include the options of periodic short- and long-term closures, activating remote blending learning for students as needed, modified lunch program, summer feeding program, providing remote and school-based social emotional & mental health support for students, consideration for modified transportation options, and implementing intensive safety protocols for the safety of all students and staff members.

### **Section 504 Of The Rehabilitation Act Of 1973**

Section 504 of the Rehabilitation Act of 1973 is a directive to any person, business or government agency that receives federal funds to eliminate discrimination against persons with disabilities.

Under Section 504 a person with a disability is anyone who has a mental or physical impairment which substantially limits one or more major life activities, such as caring for oneself; performing manual tasks; walking; seeing; hearing; speaking; breathing; standing; learning and working; eating; sleeping; lifting; bending; reading; concentrating; thinking; and communicating. Also limitations regarding major bodily functions (i.e. immune systems, cell growth, digestive, bowel, or bladder functions) are recognized as disabilities under Section 504. The term "substantially limits" means the person is unable to perform a major life activity or major bodily function that a non-disabled person can do, or the person is significantly restricted in the performance of a major life activity in comparison to a non-disabled person.

It is the policy of Washington County Board of Education to comply with the provisions of Section 504 of the Rehabilitation Act of 1973 in providing a free appropriate public education for students with disabilities who qualify under the definition of the law. No student or other qualified individual shall be excluded from participation in, denied the benefits of, or subjected to discrimination in any program or activity, on the basis of disability. Any student or other disabled individual who is qualified for services under Section 504 will receive appropriate accommodations providing equal access to educational programs, services, and facilities.

If a parent, guardian, or adult student has a question about parental or student rights under Section 504, contact the district Section 504 Coordinator, Emily Johnson at 478-552-3981.

### **Notice of Rights of Students and Parents Under Section 504**

Section 504 of the Rehabilitation Act of 1973, commonly referred to as "Section 504," is a nondiscrimination statute enacted by the United States Congress. The purpose of Section 504 is to prohibit discrimination and to assure that disabled



students have educational opportunities and benefits equal to those provided to non-disabled students.

For more information regarding Section 504, or if you have questions or need additional assistance, please contact your local system's Section 504 Coordinator at the following address:

Washington County Board of Education  
 Attn: Emily Johnson, Director of Special Programs  
 P. O. Box 716  
 Sandersville, GA 31082  
 478-552-3981 Ext. 1225  
 ejohnson@washington.k12.ga.us

The implementing regulations for Section 504 as set out in 34 CFR Part 104 provide parents and/or students with the following rights:

1. Your child has the right to an appropriate education designed to meet his or her individual educational needs as adequately as the needs of non-disabled students. 34 CFR 104.33.
  2. Your child has the right to free educational services except for those fees that are imposed on non-disabled students or their parents. Insurers and similar third parties who provide services not operated by or provided by the recipient are not relieved from an otherwise valid obligation to provide or pay for services provided to a disabled student. 34 CFR 104.33.
  3. Your child has a right to participate in an educational setting (academic and nonacademic) with non-disabled students to the maximum extent appropriate to his or her needs. 34 CFR 104.34.
  4. Your child has a right to facilities, services, and activities that are comparable to those provided for non-disabled students. 34 CFR 104.34.
  5. Your child has a right to an evaluation prior to a Section 504 determination of eligibility. 34 CFR 104.35.
  6. You have the right to not consent to the school system's request to evaluate your child. 34 CFR 104.35.
  7. You have the right to ensure that evaluation procedures, which may include testing, conform to the requirements of 34 CFR 104.35.
- Georgia Department of Education  
 Dr. Richard Woods, State School Superintendent
8. You have the right to ensure that the school system will consider information from a variety of sources as appropriate, which may include aptitude and achievement tests, grades, teacher recommendations and observations, physical conditions, social or cultural background, medical records, and parental recommendations. 34 CFR 104.35.
  9. You have the right to ensure that placement decisions are made by a group of persons, including persons knowledgeable about your child, the meaning of the evaluation data, the placement options, and the legal requirements for least restrictive environment and comparable facilities. 34 CFR 104.35.
  10. If your child is eligible under Section 504, your child has a right to periodic reevaluations, including prior to any subsequent significant change of placement. 34 CFR 104.35.
  11. You have the right to notice prior to any actions by the school system regarding the identification, evaluation, or placement of your child. 34 CFR 104.36.
  12. You have the right to examine your child's educational records. 34 CFR 104.36.

13. You have the right to an impartial hearing with respect to the school system's actions regarding your child's identification, evaluation, or educational placement, with opportunity for parental participation in the hearing and representation by an attorney. 34 CFR 104.36.
14. You have the right to receive a copy of this notice and a copy of the school system's impartial hearing procedure upon request. 34 CFR 104.36.
15. If you disagree with the decision of the impartial hearing officer (school board members and other district employees are not considered impartial hearing officers), you have a right to a review of that decision according to the school system's impartial hearing procedure. 34 CFR 104.36.
16. You have the right to, at any time, file a complaint with the United States Department of Education's Office for Civil Rights.

Code: IDDF (3)

**160-4-7-.03 CHILD FIND PROCEDURES.****(1) GENERAL**

(a) Each LEA must have in effect policies and procedures to ensure that all suspected children with disabilities, including those who are homeless, are wards of the State or are attending private schools, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located and evaluated. [34 C.F.R. § 300.111]

(b) Each LEA shall ensure that before conducting any significant activity that is designed to identify, locate or evaluate children, annual notice must be published or announced in newspapers or other media, or both, to notify parents of this activity. [34 C.F.R. § 300.612 (b)]

(c) These policies and procedures shall provide for the screening and evaluation of all children with suspected disabilities birth through age 21 to include:

1. Children birth through age three. An LEA may fulfill its child find responsibility through referral to the Babies Can't Wait early intervention program operated by the Department of Community Health.

2. Preschool children, ages 3-5, not yet eligible for state-funded kindergarten.

3. Children enrolled in the LEA schools including public charter schools.

(i) Children who are suspected of being children with disabilities and in need of special education, even though they are progressing from grade to grade. [34 C.F.R. § 300.111(c)(1)]

(ii) Highly mobile children, including migrant children. [34 C.F.R. § 300.111(c)(2)]

4. Children who are detained or incarcerated in city/county operated jails or correctional facilities.

5. Children who reside in the LEA and are enrolled in home school/study programs.

6. Parentally-placed private school children. [34 C.F.R. § 300.131(a)]

(i) Children enrolled by their parents in private, including religious, elementary and secondary schools located in the LEA's jurisdiction. [34 C.F.R. § 300.130]

**160-4-7-.03-1 CHILD FIND PROCEDURES**

(d) A practical method is developed and implemented to determine which children are currently receiving needed special education and related services. [34 C.F.R. § 300.111 (a)(ii)]

1. Each LEA shall submit to the Georgia Department of Education (GaDOE), in an electronic format specified by GaDOE, data requested by the GaDOE on all children ages three through twenty-one who have been found eligible for special education and related services.

2. All data shall be accurate and timely. [34 C.F.R. § 300.645]

**(2) INTERVENTIONS PRIOR TO REFERRAL.**

(a) The screening of children by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services. [34 C.F.R. § 300.302]

(b) Prior to referring a student for consideration for eligibility for special education and related services, a student must have received scientific, research or evidence based interventions selected to correct or reduce the academic, social or behavioral problem(s) the student is having.

1. Student referrals must be accompanied by documentation of scientific, research or evidence based academic and/or behavioral interventions that have been implemented as designed for the appropriate period of time to show effect or lack of effect that demonstrates the child is not making sufficient rate of progress to meet age or State-approved grade-level standards within a reasonable time frame.

2. Exceptions may be made in circumstances where immediate evaluation and/or placement is required due to a significant disability that precludes access to instruction.

3. The exception noted in (2)(b)2 should be an infrequent and rare occurrence, and the circumstances evidencing the need for the LEA's use of the exception must be clearly documented in the eligibility decision.

**(3) This rule shall become effective March 31, 2010.**

Authority O.C.G.A. § 20-2-152; 20-2-240.

**Adopted: March 11, 2010**

**Effective: March 31, 2010**

160-4-7-.03-2 CHILD FIND PROCEDURES

Code: IDDF (7)

**160-4-7-.07 LEAST RESTRICTIVE ENVIRONMENT (LRE).****(1) LRE REQUIREMENTS.**

(a) Each LEA shall have policies and procedures to ensure that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities in Georgia shall be educated with children who are not disabled. [34 C.F.R. § 300.114(a)(2)(i)]

(b) Special classes, separate schooling or other removal of children with disabilities from the regular class environment shall occur only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. [34 C.F.R. § 300.114(a)(2)(ii)]

**(2) DETERMINING EDUCATIONAL PLACEMENTS.**

(a) In determining the educational placement of a child with a disability, including a preschool child with a disability, each LEA must ensure that the placement decision:

1. Is made by a group of persons, including the parents, and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options; and

2. Is made in conformity with the LRE provisions contained in this rule. [34 C.F.R. § 300.116(a)(1) – (2)]

(b) The child's placement is determined at least annually, is based on the child's IEP and is as close as possible to the child's home; [34 C.F.R. § 300.116(b)(1) – (3)]

(c) Unless the IEP of a child with a disability requires some other arrangement, the child is educated in the school that he or she would attend if nondisabled; [34 C.F.R. § 300.116(c)]

(d) In selecting the LRE, consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs; and [34 C.F.R. § 300.116(d)]

(e) A child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum. [34 C.F.R. § 300.116(e)]

**(3) CONTINUUM OF ALTERNATIVE PLACEMENTS.****160-4-7-.07-1 LEAST RESTRICTIVE ENVIRONMENT (LRE)**

## 160-4-7-.07-1 LEAST RESTRICTIVE ENVIRONMENT (LRE)

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2. Is made in conformity with the LRE provisions contained in this rule. [34 C.F.R. § 300.116(a)(1) – (2)]

(b) The child's placement is determined at least annually, is based on the child's IEP and is as close as possible to the child's home; [34 C.F.R. § 300.116(b)(1) – (3)]

(c) Unless the IEP of a child with a disability requires some other arrangement, the child is educated in the school that he or she would attend if nondisabled; [34 C.F.R. § 300.116(c)]

(d) In selecting the LRE, consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs; and [34 C.F.R. § 300.116(d)]

(e) A child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.

[34 C.F.R. § 300.116(e)]

**(3) CONTINUUM OF ALTERNATIVE PLACEMENTS. 160-4-7-.07-2 LEAST RESTRICTIVE ENVIRONMENT (LRE)**

(a) Each LEA must ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services. [34 C.F.R. § 300.115(a)]

(b) The above continuum must -

1. Include the alternative placements listed in the definition of special education (instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions); and
2. Make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement. [34 C.F.R. § 300.115(b)(1) – (2)]

(c) Preschool placements include:

(1) A regular education early childhood program in the public school or community (such as Head Start, Bright from the Start Pre-Kindergarten, public or private daycare), and preschool programs with special education services delivered as;

(i) Additional supportive services. The child remains in a regular early childhood program with supplementary aids and services provided to the teacher and/or child to implement the IEP. The services provided may be from personnel such as paraprofessionals, interpreters, or others.

(ii) Direct services

(I) The child remains in a regular early childhood program with direct services from special education personnel utilizing a consultative, collaborative or coteaching model.

(II) The child is in the regular education early childhood program but special education and related services are provided outside a regular education early childhood program.

2. Placements for children not attending a regular early childhood program:

(i) A separate special education program housed in the public school or in a community-based setting, in a separate school or residential school or facility;

(ii) A program provided at home as a natural environment;

(iii) A program provided through service providers in their offices; or

(iv) Any combination of the above and/or other settings based on the child's IEP.

(d) School age placements: 160-4-7-.07-3 LEAST RESTRICTIVE ENVIRONMENT (LRE)

1. General education classroom with age-appropriate non-disabled peers, if required by the IEP:

(i) Additional supportive services. The child remains in regular classroom with supplementary aids and services provided to the teacher and/or child to implement the IEP.

The services provided may be from personnel such as paraprofessionals, interpreters, or others.

(ii) Direct services. The child remains in the regular classroom with direct services from special education personnel on a consultative, collaborative, or co-teaching basis.

2. Instruction outside the general classroom for individuals or small groups.

3. Separate day school or program.

4. Home-Based instruction may be used as a short-term placement option on occasions when the parent and LEA agree at an IEP meeting with the following considerations:

(i). A free and appropriate public education (FAPE) is provided and includes access to the general curriculum and an opportunity to make progress toward the goals and objectives included in the IEP;

(ii) home-based services must be reviewed no less than quarterly by the IEP team; and

(iii) all IEPs that require home-based placements will include a reintegration plan for returning to the school setting.

5. Residential placement in-state or out-of-state.

6. Hospital/homebound instruction program (HHB) is used for students with disabilities who are placed in a special education program and have a medically diagnosed condition that will significantly interfere with their education and requires them to be restricted to their home or a hospital for a period of time. The LEA shall provide hospital/homebound instruction to students with disabilities, under the requirements found in Georgia rule 160-4-2-.31 Hospital Homebound Services.

**(4) NONACADEMIC SETTINGS.**

(a) Extracurricular services and activities, including meals, recess periods, and other services and activities, each LEA shall ensure that each child with a disability participates with nondisabled children in the extracurricular services and activities to the maximum extent appropriate to the needs of that child. The LEA must ensure that each child with a disability has the supplementary aids and services determined by the child's IEP Team to be appropriate and necessary for the child to participate in nonacademic settings. [34 C.F.R. § 300.117] 160-4-7-.07-4 LEAST RESTRICTIVE ENVIRONMENT (LRE)



(b) Each LEA must ensure the provision of supplementary aides and services determined appropriate by the IEP team in order to allow children with disabilities an equitable opportunity for participation in nonacademic and extracurricular activities.

(c) Nonacademic and extracurricular services may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the LEA, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the public agency and assistance in making outside employment available (34 C.F.R. § 300.107)

**(5) CHILDREN IN PUBLIC OR PRIVATE INSTITUTIONS.**

(a) The LEA shall assure that no child with a disability placed by the LEA in a public or private institution is denied access to an education in the LRE, except for those students in adult prisons as described in 160-4-7-.02 FREE AND APPROPRIATE PUBLIC EDUCATION. [34 C.F.R. § 300.118]

(b) The LEA responsible for the education of a child with a disability who is enrolled in a separate facility shall ensure that the child receives appropriate physical education services. [34 C.F.R. § 300.108(d)]

**(6) TECHNICAL ASSISTANCE AND TRAINING ACTIVITIES.**

(a) Each LEA must carry out activities to ensure that all teachers and administrators are fully informed about their responsibilities for implementing LRE; and

(b) Are provided with technical assistance and training necessary to assist them in this effort. [34 C.F.R. § 300.119(a) – (b)]

**(7) This rule shall become effective March 31, 2010.**

Authority O.C.G.A. § 20-2-152; 20-2-240.

**Adopted: March 11, 2010 Effective: March 31, 2010**

**Tardy To School**

Being late to school (tardy) and signing out early excessively affects academic progress. Students arriving after 8:20 will be considered tardy. Every 3<sup>rd</sup> tardy will result in a counseling or discipline referral. The discipline plan will be put into effect at this time.

**Disposition**

<b>6<sup>th</sup> tardy →</b>	<b>5 days Lunch Detention – Parent notification by letter or call will be attempted to notify them of student concerns.</b>
<b>7<sup>th</sup> tardy →</b>	<b>10 days Lunch Detention</b>
<b>8<sup>th</sup> tardy →</b>	<b>1 day ISS &amp; Parent Conference</b>
<b>9<sup>th</sup> tardy →</b>	<b>2 days ISS</b>
<b>10<sup>th</sup> tardy →</b>	<b>2 days ISS</b>
<b>11<sup>th</sup> tardy –</b>	<b>3 days ISS</b>
<b>12<sup>th</sup> tardy –</b>	<b>5 days ISS</b>
<b>13<sup>th</sup> tardy –</b>	<b>1 day OSS for each tardy</b>

**Transportation**

1. WCAS students are not permitted to walk to or from the WCHS student or faculty parking lots.
2. WCAS students may not drive to or from campus. There is no student parking at WCAS and WCAS students are not allowed access to the WCHS student or faculty parking areas.
3. WCAS students will adhere to all rules established by the Washington County Public Schools Transportation Department. Failure to do so may result in the student being suspended or expelled from the bus.

The **Washington County Board of Education** has adopted the following rules governing student conduct on the bus. Drivers shall enforce the following rules while transporting public school children:

- a. Passengers must be seated.
- b. Conversation must be carried on in a normal tone of voice.
- c. Shouting is distracting and must be eliminated.
- d. Arms, legs, and head must be kept inside the bus.
- e. Children will enter and exit the bus as quickly and smoothly as possible.
- f. Aisles must be kept clean.
- g. Throwing objects is forbidden.
- h. Smoking, fighting, and horseplay are forbidden.
- i. Boisterous or profane language is forbidden.
- j. Food, candy, or drinks are not allowed on the bus or consumed while the bus is in motion.
- k. Students are not allowed in the driver's compartment while the bus is in motion.
- l. Students are not allowed to get off the bus except at home or school, without the approval of the principal. In order to ensure that your child arrives to the location that you have requested, we will require a note from the child's guardian or guardian designee. No phone calls will be taken for bus changes.

### **Vaping/Vaping Products/Tobacco/Tobacco Products**

Students should not be in possession or use any vaping device or any type of tobacco product while on school campus, on the school bus or during any extracurricular school activity. Lighters and matches are considered tobacco products.

**Disposition**

**1<sup>st</sup> offense → 3 days OSS**

**2<sup>nd</sup> offense → 5 days OSS**

**3<sup>rd</sup> offense → 10 days OSS and referral to Disciplinary Hearing Tribunal**

### **Visitor Policy**

The following procedures are policy guidelines for visitors of the Washington County Alternative School.

All visitors are to report directly to the main office and ring the bell for entrance into the alternative school.

In order to visit with a student in the building, the visitor must be on the approved contact list for that student. This is the contact form that the enrolling parent fills out at the beginning of each school year.

Visitors are not allowed to visit classes without permission from the principal or the principal's representative. Upon prior approval, parents/guardians may be allowed to visit their child's class as an observer.

Any visitor, who disrupts, interferes or does not abide by the guidelines as set forth by the WC Board of Education or Washington County Alternative School will be asked to leave.



**Washington County Alternative School**

446 Riddleville Road / Post Office Box 716

Sandersville, Georgia 31082

Phone (478) 553-1243

Fax (478) 553-1245

**Mrs. Vickie Harden, Principal**

**Right to Know Notification  
Right to Know Professional Qualifications of Teachers and Paraprofessionals**

July 1, 2020

Dear Parents,

In compliance with the requirements of the Every Students Succeeds Act, Ridge Road Primary School would like to inform you that you may request information about the professional qualifications of your student's teacher(s) and/ or paraprofessional(s). The following information may be requested:

- Whether the student's teacher—
  - has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
  - is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
  - is teaching in the field of discipline of the certification of the teacher.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you wish to request information concerning your child's teacher's and/ or paraprofessional's qualifications, please contact Principal Vickie Harden at 478-553-1243 extension 2803.

Sincerely,

Vickie Harden

We have received a copy of the Washington County Alternative School handbook and we have read and understand its contents.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**Permission to Photograph**

Print media may photograph and publish images of our students for achievement and participation in school activities at school. These may be published in print and/or online. Please check one of the following:

Yes, I grant permission for the media to photograph my child.

No, I do not grant permission for the media to photograph my child.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date