
RIDGE ROAD PRIMARY SCHOOL

Student Handbook

2020-2021
PRINCIPAL LEAH W. CLARK

**Ridge Road Primary School
Student Handbook 2020-2021
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RIDGE ROAD PRIMARY SCHOOL

Leah W. Clark, Principal
Deborah Andrews, Assistant Principal
Lynn Pool, Teacher -Administrator

Nicki Coneway, Instructional Facilitator
Teresa McPherson, Instructional Facilitator
Linda Ray, Counselor

Dear Parents,

Welcome to Ridge Road Primary School! We are excited about the new school year and ask for your support, involvement, and suggestions so we may provide a nurturing and safe environment for your child to blossom. Your Ridge Road Primary student will grow and learn this year, academically, emotionally, and physically and we are excited to be a part of this journey.

One of the Big 6 goals of the Washington County Public School District is to improve literacy. Our instructional focus at Ridge Road Primary will be promoting effective reading strategies or best practices to teach and guide your child to stretch his or her reading experiences. Your child will participate in engaging and targeted reading instruction daily through whole group and small group instruction. We realize the importance of a partnership by bridging home and school to support the child as a successful reader.

Your child has received this student handbook packet for the new year. This student handbook, which is yours to keep, contains several important policies and procedures. **We ask that you review the student handbook with your child, sign that you have read the student handbook on the separate signature page form, and then return the separate signature form to the school.** We hope this information will answer specific questions you may have. If you have any additional questions, please do not hesitate to call the school at 552-6047. Thank you for your support. We look forward to an amazing school year!

Sincerely,

Leah W. Clark

WASHINGTON COUNTY PUBLIC SCHOOL DISTRICT



Dr. Rickey L. Edmond, Superintendent of Schools

Board of Education Members:

Mr. Chris Hutchings, Chairman of Board of Education
Mr. Sammie L. Knight, Vice Chairman
Mr. Tracy Giddens
Mrs. Gladine Thompson
Mr. Paul Turner

District Personnel Leaders:

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

WASHINGTON COUNTY PUBLIC SCHOOL DISTRICT

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.
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 Statement

Our Mission Statement-Inspiring all children to excel in academics, arts, and athletics

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.
- 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.

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

Washington County School District

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.

BIG

6

GOALS

Public Relations & Marketing

"Telling Our Story"

STEAM

STEAM Certification;
Cyber Ready Seal; Robotics;
Specialized Programming

Work Force Development

21st Century Career & College Readiness

GOALS

Leadership

Systems Thinking; Build Capacity

RTI/MTSS & SEL

Student Services & Parent Engagement

Literacy

Improve Literacy;
Bridge Home & School



WE WILL RISE HIGHER!



Ridge Road Primary School's Vision:

Ridge Road Primary School will lay the foundation of knowledge and skills through a challenging and supportive curriculum to develop a culture of productive citizens through individual achievement paths.

Ridge Road Primary School's Mission:

Ridge Road Primary School-Where Knowledge is Power and Our Best is the Standard.

General Information

1. Ridge Road Primary School's instructional day begins at 8:00 a.m. and ends at 3:00 p.m. Breakfast service, which is free for students, begins at 7:15 a.m.
2. Students should not arrive on campus prior to 7:15 a.m.
3. The school day ends at 3:00 p.m. All students should be picked up by 3:15 p.m. if not riding a school bus.
4. RRP will use information from the student information sheet, which is completed by a student's parent/guardian, to allow approved adult(s) to sign out a student from school. Photo/picture identification is required when signing out a student. Changes to the information sheet must be made by the parent/guardian in person.
5. Please notify the school immediately if there is a change in a student's address, telephone number, emergency contact person, or custody. If a change of custody occurs, a copy of the court order that specifies the custodial parent/guardian must be provided to the school.
6. If a child's transportation has to be changed for any reason, the school must be notified in writing of any change. The notice should contain a telephone number where the parent/guardian can be contacted to verify the information. Phone calls, emails, text or faxed notes will not be accepted.
7. If a parent/guardian needs to make a transportation change during the day, the parent or guardian must come to the school and complete documentation of the change by 2:00 p.m. This will help us ensure your child follows the directions given on how they are to get home.
8. If you are interested in volunteering at Ridge Road Primary School, contact the RRP front office staff about the process of being approved to volunteer.
9. Teachers will plan celebrations for students frequently through the school year. These school celebrations will include recognition of student birthdays, rewards for showing awesome HAWK behavior, and recognizing academic growth. **No outside food or drink (including pre-packaged items) may be brought in by parents and served to students.** This is to ensure the safety of students who may have food allergies.
10. Confiscated items will be returned to the parent/legal guardian of the student from whom the item was taken.
11. Items such as matches, laser lights, lighters, knives, toys (toy guns), or other items which may cause a distraction at school are not allowed and could be considered a discipline offense.

Afternoon Student Pick-Up Procedure

For the safety of your child, please follow these rules:

1. You must have a tag with the student's name on it in order to pick up a student.
2. Please remain in your vehicle and your tag will be collected. Please do not enter the building.
3. If you do not have a tag, please park and go in the office to sign out your child. Vehicle tags may be picked up in the front office.

Car Rider Line Up

Right Lane---Primary Students
Left Lane---Elementary Students

Students need to be picked up by 3:15. We understand that emergency situations arise but late pickups should not occur on a regular basis.

Health and Medication

Immunizations must be complete and up to date. If a student needs to take any medication at school, a signed note from the parent is required. Medicine is kept in the nurse's office. Prescription medicine should be in the original container with the dosage on the container. Student injury or illness at school will be referred to the school nurse. Injury or illness at home should be handled by your family doctor, not brought to the school nurse for treatment.

Instructional Day and Curriculum

Instruction will begin promptly at 8:00 a.m. It is important that students are on time. The instructional day ends at 3:00 p.m. We ask that students remain at school until 3:00. Ridge Road Primary includes pre-kindergarten through second grade. Georgia Standards of Excellence (GSE) are taught in Language Arts, Mathematics, Science, and Social Studies. Health Education, Physical Education, Music, Art, Technology, Gifted Education, and Special Education are also offered. Additionally, the school nurse, guidance counselor, language support specialist, and media specialist support the total instructional process. The Georgia Standards of Excellence (GSE) are the foundation by which instruction and assessment are based upon. Instruction is further enhanced by the availability of computers and other technology in the classrooms. Instruction is provided that emphasizes the use of hands-on strategies that require students to think and perform at high levels.

Promotion and Retention Policy

A student's achievement of the skills for the grade to which he is assigned and his readiness for work at the next grade level shall be considered when determining assignment to the next grade. Data gathered from performance on the following assessments may be used to determine grade assignment.

- a) SRI
- b) ELA Test
- c) End of Book Test
- d) Section Tests
- e) Teacher-made tests
- f) Georgia Kindergarten Inventory of Developing Skills
- g) Georgia Milestones End of Grade Tests
- h) Classroom Performance
- i) Report Card Grades

Those students who have mastered the appropriate skills will be promoted and those who have not may be promoted with exception(s) or retained. Guidelines for implementing the promotion retention policy are on file in the Superintendent's office. The school system shall keep the student and his parents informed of the student's progress through grades and other reports which reflect the student's achievement.

Promotion

Promotion shall be based on skill mastery and achievement data.

Placement into the Next Grade

If a student's ability to succeed at the next grade level is highly questionable, consideration shall be given to conditional promotion which is called placement.

Retention

Retention will be considered on an individual basis.

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 7th period, on enrichment day, Hawk Time, after-school program, or after-school tutoring (3:10-3:45 PM) during the 3rd 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.

Publicity

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.**

Visitor Procedures with our new Control Access System

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.

Safety Protocols and Response to a Pandemic Situation Statement

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.

Washington County Schools 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.

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
- ❖ Corporal Punishment
- ❖ Isolation or Time out
- ❖ Assignment of Special Tasks
- ❖ Temporary Removal from Class or Activity
- ❖ Notification of parents
- ❖ Parent Conference
- ❖ One Hour Intervention
- ❖ Detention
- ❖ 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 1

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 2

Level 2 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 Two 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 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. Assignment to a Behavior Contract.
9. Participation in the cleaning/repair of any damage caused to the school-related environment.
10. Payment for the repair of any damage caused to the school-related environment.
11. Participation in a school service project which enables the student to be engaged in the desired character trait(s).
12. Any other disciplinary technique that positively promotes the student code of conduct and desired character trait(s).

Level 3

Level 3 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 Three 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. Assignment to detention.
3. Suspension from school for five school days or more, which shall include any time during which the student was subject to suspension pending investigation.
4. Participation in the cleaning/repair of any damage caused to the school-related environment.
5. Payment for the repair of any damage caused to the school-related environment.
6. Participation in a school service project which enables the student to be engaged in the desired character trait(s).
7. Assignment to Academic/Behavior Support Center for a designated period of time.
8. Placement in separate alternative educational program for no less than ten days.
9. 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.

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.

Behavior Which Will Result In Disciplinary Procedures

The following list of disciplinary offenses and possible dispositions 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 degree of discipline imposed will be in accordance with the progressive discipline process unless otherwise stated.

Possession, sale, use in any amount, distribution, or being under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturates, marijuana, drug paraphernalia, or alcoholic beverage or other intoxicant. Possession, distribution, attempted sale, or sale of substances represented as drugs or alcohol Sale, or attempted sale, distribution, or being under the influence of a prescription or over the counter drug (Level 3)

Disposition:

1st Offense-Parent Conference/Possible OSS or Detention

2nd Offense-OSS and Possible Report to Department of Family/Children Services

Possession or use of a weapon: 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. **Possession or use of any hazardous object:** A student shall not possess, use, handle or transmit 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 chahka, 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. **(Level 3)**

Disposition: Students who possess firearms on campus will be subject to a minimum of a one calendar year suspension and will be referred to law enforcement officials. All such suspensions 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 one year suspension.

Assault, including threats of bodily harm and/or sexual assault, of teachers, administrators, other school personnel, other students, or persons attending school related functions: Immediate suspension and automatic referral to a disciplinary tribunal if a student is alleged to have committed an assault upon a teacher or other school personnel; possible referral to a disciplinary tribunal if a

student is alleged to have committed an assault upon another student or a person attending a school-related function. **(Level 2-3)**

Disposition:

- 1st Offense-1 day OSS and Parental Return for Conference
- 2nd Offense-2-3 days OSS and referral to Student Support Team

Battery, including sexual battery, of teachers, administrators, other school personnel, other students, or persons attending school-related functions: Immediate suspension and automatic referral to a disciplinary tribunal if a student is alleged to have committed a battery upon a teacher or other school personnel; possible referral to a disciplinary tribunal if a student is alleged to have committed a battery upon another student or a person attending a school-related function. **(Level 2-3)**

Disposition:

- 1st Offense-1 day OSS and Parental Return for Conference
- 2nd Offense-2-3 days OSS and referral to Student Support Team

Disrespectful conduct toward teachers, administrators, other school personnel, other students, or persons attending school related functions. (Level 1-3)

Disposition:

- 1st Offense-Time Out
- 2nd Offense-Detention
- 3rd Offense-1 day OSS and Parent Conference upon return to school

Any behavior based on a student's race, national origin, sex, or disability that is unwelcome, unwanted, and/or uninvited by the recipient is prohibited, including verbal or non-verbal taunting, physical contact, unwelcome sexual advances requests for sexual favors, and other verbal or physical contact of a sexual nature. (Level 2-3)

Disposition: (severity considered)

- 1st Offense-Counseling with student, Detention and Parent Contact
- 2nd Offense- Parent Conference and Referral to Student Support Team

Possession or use of tobacco in any form, to include vaping (Level 2-3)

Disposition:

- 1st Offense-Detention
- 2nd Offense-Parent Conference

Damaging or defacing personnel property or school property (vandalism) (Level 2-3)

Disposition:

- 1st Offense-Restitution or Time Out
- 2nd Offense- Restitution and Detention

Activating a fire alarm under false pretenses or making a bomb threat (Level 2-3)

Disposition:

- 1st Offense-Detention or Corporal Punishment
- 2nd Offense-1 day OSS and Parent Conference upon return to school

Insubordination, disorderly conduct, disobeying school rules, regulations, or directives; disobeying directives given by teachers, administrators, or other school staff; Classroom and school disturbances/Preventing others from benefiting from educational process; Use of profane, vulgar, or obscene words or indecent exposure (Level 2-3)

Disposition:

- 1st Offense-Time Out or Corporal Punishment
- 2nd Offense-Detention
- 3rd Offense-Parent Conference and Referral to Student Support Team

Possession of pocket pager, cell phone, or electronic communication device except for health or other unusual reasons approved by the Board of Education (Level 2)

Disposition: No cell phones allowed. Phone will be taken from student and the parent must pick-up from the administrator.

Inappropriate displays of affection (Level 1-3)

Disposition: (severity considered)

- 1st Offense-Counseling with student, Detention and Parent Contact
- 2nd Offense- Parent Conference and Referral to Student Support Team

Inappropriate bus behavior to include disrespectful conduct toward bus driver, bus monitor, and/or other students riding the bus

Minor Disposition (Level 1-3):

- 1st Offense-Warning
- 2nd Offense-Punishment by the principal and notification to parent that next offense will result in suspension from the bus
- 3rd Offense-Bus Suspension 3-5 days

Major Disposition (Level 2-3):

- 1st Offense-3 days bus suspension and Detention
- 2nd Offense-5 days bus suspension
- 3rd Offense- 10 days bus suspension

Note: No student shall be allowed to ride any Washington County School Bus if the student's riding privileges have been suspended.

Bullying: Georgia law mandates that upon finding 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 an alternative school. **(Level 2-3)**

Disposition:

- 1st Offense-Detention
- 2nd Offense-Parent Conference and Detention
- 3rd Offense-1-2 days OSS

Criminal law violation: A student who has committed a violation of the criminal laws outside of school hours or away from school and whose presence on the school campus may endanger the safety of other students or cause substantial disruption to the school operation may be subject to disciplinary action, including in-school suspension, short-term suspension and referral to a disciplinary tribunal. A student 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; (1) 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 (2) involves the sale or distribution of drugs

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.

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.
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.

Detention: scheduled placement of a student from regularly assigned classroom to attend a different classroom during the school day to complete work while monitored by staff member for a specific period of time.

Academic-Behavior Student Center (ABS Center): a proactive response strategy to an intervention approach via the use of Academic-Behavior Student Center (ABS Center) to provide such needed interventions. This intervention option will be used to help students that are experiencing academic, behavioral, and social emotional concerns by providing specific interventions via Tier 2 or Tier 3 evidence-based and “best practice” options while attending the ABS Center.

Behavior Contract: placement of a student on a behavior contract for a probationary period as mandated by administration with confirmation by his teachers and the parent(s)/guardian(s). The contract emphasizes the following rules:

1. Student cannot have any major or additional dispositions for the remaining school year or the determine time period.
2. Student must conduct himself/herself correctly at any athletic event either as a participant or spectator.
3. Student must attend school as required by state law and local board of education policies.
4. Student must be successful in his/her academics as well as social and interpersonal relationships with other students, teachers, and administrators.
5. Student must follow all required school bus rules and follow all appropriate directions given by the bus driver.

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.

effect thereof is to distract unreasonable 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.

BOARD POLICY
Bullying

JCDAG

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.

Weapons

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 BOARD OF EDUCATION

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, pandemic situations 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.

RIDGE ROAD PRIMARY SCHOOL

Leah W. Clark, Principal
Deborah Andrews, Assistant Principal
Lynn Pool, Teacher -Administrator

Nicki Coneway, Instructional Facilitator
Teresa McPherson, Instructional Facilitator
Linda Ray, Counselor

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 Leah Clark at 478-552-6047 extension 4403.

Sincerely,

Leah W. Clark

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

O.C.G.A.20-2-751.7(2010) 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

(a) The Professional Standards Commission shall establish a state mandated process for students to follow in reporting instances of alleged inappropriate behavior by a teacher, administrator, or other school employee toward a student which shall not prohibit the ability of a student to report the incident to law enforcement authorities. Each local school system shall be required to implement and follow such state mandated process and shall include the mandated process in student handbooks and in employee handbooks or policies.

(b) If it is determined through the state mandated process established pursuant to subsection (a) of this Code section that a complaint against a teacher, administrator, or other school employee is unsubstantiated and without merit, the local school system shall, at the request of the aggrieved party, submit a written statement to that effect to all local print and television media outlets that published any articles or reported any news relating to such complaint against the teacher, administrator, or employee.

(c) The Professional Standards Commission shall coordinate a training program on educator sexual misconduct. Such program shall be delivered by trained staff from the Professional Standards Commission, regional educational service agencies, and local school systems. The superintendent of each local school system shall ensure that all certified staff in its school system receive such training.

(d) (1) The staff of the Professional Standards Commission shall be authorized, without notification to the Professional Standards Commission, to immediately open an investigation submitted to the commission by a local school superintendent, with approval of the local board of education, of a complaint by a student against an educator alleging a sexual offense, as provided for in Code Sections 16-6-1 through 16-6-17, 16-6-20, 16-6-22.2, or 16-12-100.

(2) The Professional Standards Commission shall have on staff a minimum of one investigator specifically trained in investigating educator sexual misconduct. The investigation of any complaint of sexual misconduct shall be completed in no more than 60 days and shall be presented at the commission meeting immediately following the conclusion of the investigation.

(3) If the Professional Standards Commission's review of the investigative report results in a sanction against the educator, the educator shall have the right to appeal the commission decision to a hearing before an administrative law judge within 90 days of such sanction.

(e) Nothing in this Code section shall be construed to infringe on any right provided to students with Individualized Education Programs pursuant to the federal Individuals with Disabilities Education Act, Section 504 of the federal Rehabilitation Act of 1973, or the federal Americans with Disabilities Act of 1990.

Policy JCDB : Student Dress Code

Original Adopted

Date: 04/04/2002 | Last Revised

Date: 06/05/2014

Washington County Board of Education Dress Code

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).
- Belt buckles must be no more than 2 inches wide with no designs or graffiti.
- Belts must be worn.
- 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.
- Shorts, Capri's, wrap skirts, skirts, and jumpers must be no shorter than two (2) inches above the knee (front and back). The colors are solid black, khaki colored, or navy blue (standard uniform material – cotton, twill, or a blend of uniform type material, not including denim).
- Any solid color dress may be worn but must be no shorter than 2 (two) inches above the knee in front and in back. Strapless dress are not allowed. Thin-strapped dresses must have a solid color polo-style shirt underneath.
- No hooded jacket, no hooded sweaters or no hooded pull-overs can be worn at grades Pre-K-12.
- 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.
- Tank tops, thermal undergarments, and turtlenecks in a solid color may be worn under the uniform top.
- No extreme hair color/style that causes disruption or interferes with the learning environment will be allowed. Hair color is defined as a natural hair color.
- 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.
- No bedroom shoes.
- No offensive or sexually suggestive nail art, tattoos or belts.
- No pajamas.
- No denim or denim look alike (any color) jeans, skirts, dresses, jumpers, jackets, etc. **(Except on a principal's approved Spirit Day and jeans with no holes)**
- No grills may be worn in the mouth.
- No visible piercings may be worn except in the ears.

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

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.

Washington County Board of Education Student Records Policy
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:
2. Political affiliations or beliefs of the student or the student's parent;
3. Mental or psychological problems of the student or the
4. student's family;

5. Sex behavior or attitudes;
6. Illegal, anti-social, self-incriminating, or demeaning behavior;
7. Critical appraisals of other individuals with whom respondents
8. have close family relationships;
9. Legally recognized privileged or analogous relationships, such
10. as those of lawyers, physicians, and ministers;
11. Religious practices, affiliations, or beliefs of the student or student's parent;
12. 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.

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.

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-.07-2 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. 160-4-7-.07-3 LEAST RESTRICTIVE ENVIRONMENT (LRE) (d) School age placements: 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 160-4-7-.07-4 LEAST RESTRICTIVE ENVIRONMENT (LRE) 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] (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)] Authority O.C.G.A. § 20-2-152; 20-2-240. Adopted: March 11, 2010 Effective: March 31, 2010

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-.03-2 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. Authority O.C.G.A. § 20-2-152; 20-2-240. Adopted: March 11, 2010 Effective: March 31, 2010.

Multi-Tiered System of Supports (MTSS)

Ridge Road Primary School utilizes MTSS, which provides a framework to align instructional, behavioral, and learning practices with the mission of learning for everyone. The MTSS process is committed to providing support to all students based on individual needs. Response to Intervention (RTI) is embedded throughout Georgia's MTSS framework to provide support matched to students' needs to maximize student achievement and to improve behavioral outcomes. Georgia's MTSS includes school wide 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 or www.gadoe.org/PBIS or contact the school principal, Leah Clark.

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.

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.usAddress 2

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.
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.