2015-16
Parent Handbook
A guide to programs and services in Anne Arundel County Public Schools
## Contacting Us

Many questions can be answered at your child’s school. Public information is available upon request. Please refer to the following telephone numbers for assistance. If you’re not sure which office to contact, please call the **Communications Office** at 410-222-5312 or 410-222-5316.

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<td>Student &amp; School Support</td>
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<td>Digital Media &amp; Learning Services</td>
<td>443-770-5142</td>
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<td>Early Childhood (PreK, Kindergarten)</td>
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<td>Infants &amp; Toddlers</td>
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<td>International Student Office</td>
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<td>Magnet Programs</td>
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<td>BioMedical Allied Health (BMAH)</td>
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<td>Career &amp; Technology Center—North</td>
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<td>International Baccalaureate (IB/MYP)</td>
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<td>Performing &amp; Visual Arts (PVA)</td>
<td>410-224-7284</td>
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<tr>
<td>Science Technology Engineering &amp; Mathematics (STEM)</td>
<td>410-222-5391 x1</td>
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<td>Mathematics (Elementary)</td>
<td>410-222-5461</td>
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<td>Military Liaison</td>
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<td>Out-of-Area Placements and Transfers</td>
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<td>410-626-9745</td>
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<tr>
<td>Arundel/South River</td>
<td>410-518-6473</td>
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<tr>
<td>Glen Burnie/Severna Park</td>
<td>410-766-6592</td>
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<tr>
<td>Chesapeake/North County</td>
<td>410-518-6471</td>
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<tr>
<td>Meade/Southern</td>
<td>410-626-9747</td>
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<td>Northeast/Old Mill</td>
<td>410-766-6594</td>
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<td>School Psychology</td>
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<td>School Security</td>
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<td>Science</td>
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<td>Science &amp; Technologies</td>
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<td>Student Government, CRASC</td>
<td>410-222-5405</td>
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<td>Student Safety &amp; Discipline</td>
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<td>Superintendent of Schools</td>
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<td>410-222-5444</td>
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### Important Hotlines

**Student Safety Hotline** 1-877-676-9854
To confidentially report bullying, fighting, abuse, harassment, weapons, gangs, or any other dangerous situation at school.

**AA County Crisis Response** 410-768-5522

**Maryland Youth Hotline** 1-800-422-0009
Stay Informed! AACPS offers several ways you can keep up-to-date on everything from programs and services to current AACPS news and events, and school closings.

AACPS Educational Television

Comcast—Channels 96 & 996 HD
Broadstripe—Channels 96 & 496 HD
Verizon—Channel 36

AACPS Educational TV broadcasts original programming highlighting the students, teachers, and programs of Anne Arundel County Public Schools, including:

- **AACPS Bulletin Board**
  Current and upcoming events, airing at the top of each hour.

- **AACPS Digest**
  News from and about AACPS.

- **At Your Service—Support, Strive, Succeed**
  Student Services presents topics of importance to students and their families.

- **Athletes in Action**
  Highlights student athletes and coaches from the various high school sports programs.

- **AVID Achievers: Stories of Success**
  Students, educators, and volunteers of the AVID program in middle and high schools.

- **Behind the Scenes**
  Celebrating the AACPS employees who work hard each and every day to support our students and families behind the scenes.

- **Board of Education Meetings**
  Live coverage of the bi-monthly meetings with multiple rebroadcasts.

- **Board of Education Highlights**
  Monthly recognitions, plus the Educator, Employee, Volunteer of the Month presented at the Board of Education meetings.

- **BOE Meeting Recap**
  News recap of each Board meeting.

- **¡Charlemos Juntos! (Let’s Chat Together!)**
  Events, school programs and community resources of importance to the Hispanic community. (In Spanish).

- **Food 4 Thought**
  Conversations about healthy lifestyles, communities of wellness and the school meals program in AACPS.

- **Nuestra Comunidad (Our Community)**
  Information for Spanish-speaking viewers about current and upcoming school system and community events happening in and around Anne Arundel County. (In Spanish)

- **Parent Connection**
  Highlighting the contributions of parent and business volunteers.

- **Parent’s Corner**
  Valuable information about current topics and upcoming and events for adults and students in AACPS.

- **Schools in the Court**
  Annual program in cooperation with the District Court of Maryland where high school students spend a day in court to see cases and hear testimonies about the consequences of poor decision making.

- **World View**
  Exploring and celebrating cultural diversity and connections through conversations with community members about topics local and global.

- **Special Events**
  Live or recorded events throughout the year, including the Spelling Bee, award ceremonies, and more.

Throughout the year, AACPS-TV adds new programming to match the interests of our community. Visit [www.aacps.org/cable](http://www.aacps.org/cable) for the most up-to-date schedule and list of shows.

**Online**

To follow the progress of your child, sign up for ParentConnectxp. Visit [www.aacps.org/parentconnectxp](http://www.aacps.org/parentconnectxp) for more info.

In addition, many middle and high school teachers list school assignments and deadlines on class specific websites. Ask your child’s teacher for details.

- **To follow us...**
  - on our website—[www.aacps.org](http://www.aacps.org)
  - on Facebook—[www.facebook.com/aacps](http://www.facebook.com/aacps)
  - on Twitter—[@AACountySchools](http://twitter.com/AACountySchools)

**AACPS RELEASE**

To sign up to receive AACPS news releases as they occur, visit [www.aacpsnews.org](http://www.aacpsnews.org).

**Over the Phone**

To receive automated phone notifications on school closings and more through Connect-Ed, be sure the school has your phone number on record.
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Find more online: Anne Arundel County Public Schools: www.aacps.org

This handbook can be found online (www.aacps.org/parents) and is also available in Spanish and Korean.
Programs and policies of Anne Arundel County Public Schools are established by a nine-member Board of Education. Eight board members serve overlapping terms of five years each and are appointed by the Governor. Board members may serve two consecutive terms.

The ninth member, the Student Member of the Board, is a high school senior elected by student government representatives as their nominee and appointed by the Governor to serve a one-year term.

The Board meets twice a month during the school year, usually on the first Wednesday beginning at 10:00 a.m., and on the third Wednesday beginning at 7:00 p.m., at the Dr. Carol Sheffey Parham Building, 2644 Riva Road, Annapolis. Call the Board Office at 410-222-5311 or go to the website below for the complete meeting schedule.

Exceptions to the meeting schedule for the 2015–2016 school year only are:

- **October** meetings are on the 2nd and 4th Wednesday: October 7 at 10 a.m. and October 21 at 7:00 p.m.
- **December** meeting is Wednesday, December 16 at 10:00 a.m. (one meeting only in December)
- **February** meetings are both daytime meetings: February 3 and February 17 at 10:00 a.m.
- **June** meetings are both daytime meetings: June 1 and June 22 at 10:00 a.m.

July and August

Board meetings and public hearings held at the Parham Building are broadcast live on AACPS-TV (Channel 96 on Comcast and Broadstripe, Channel 36 on Verizon). A schedule of rebroadcasts can be found at www.aacps.org/cable.

Board meetings are also streamed live on the Internet and can be accessed at www.aacps.org/board. Past broadcasts can be viewed online, at the same link.

All Board meetings are open to the public, and citizen participation is encouraged. At the beginning of each regularly scheduled Board meeting, the Board sets aside time for public comment. During that time, any citizen may speak to the Board on any item not on the meeting’s agenda. Citizens are asked to hold their comments on specific agenda items until the time the agenda is being considered by the Board. Personnel concerns are confidential matters and may not be discussed at public Board meetings.

Special meetings, Board workshops and public hearings are scheduled annually and as otherwise established by the Board.
Before Your Child Goes to School

Enrollment & Residency Requirements

To enroll a new student, the biological parent or court-awarded guardian/custodian* must provide:

- the child’s evidence of birth.
- proof of residency. (Proof of residency includes mortgage papers/lease, and one additional supporting documentation such as a utility bill issued within 60 calendar days prior to enrollment.)
- a copy of the immunization record.
- proof of parents/guardians’ identity (including driver’s license, passport, Motor Vehicle identification card, or other legal forms of identification).

A student may not attend school without proof of immunization compliance. A student enrolling in a school in Maryland for the first time must complete a physical within nine months after enrolling. A student transferring from another school system in Maryland must have the Maryland transfer form. A student enrolling from out-of-state should bring the most recent transcript and immunization record.

Students must attend the school designated to serve the attendance area of their bona fide residence. Exceptions to the placement of students according to attendance areas may be made as follows: with Board of Education approval, the Superintendent may transfer groups of students outside their normal attendance area to relieve overcrowding or to ensure an equitable distribution of students among available facilities, or the Division of Student Services may authorize an out-of-area placement of individual students whose particular circumstances or needs warrant it. If you have questions regarding out-of-area placements, please call 410-222-5322.

Homeless Students

The McKinney-Vento Homeless Education Assistance Act was incorporated into the No Child Left Behind Act. It ensures educational rights and protections for children and youth experiencing homelessness. The federal government’s legal definition of homelessness (based on the McKinney-Vento Homeless Education Assistance Act) includes anyone who lacks a regular, fixed, and adequate nighttime residence (sub-standard housing); is sharing housing due to loss of permanent housing or economic hardship; is living in a shelter, hotel or motel; is living in a public place not designated for sleeping (cars, parks); is an unaccompanied youth; is a child or youth awaiting foster care placement; is a child or youth abandoned in a hospital; or is a migrant child who qualifies under any of the above.

The McKinney-Vento Homeless Education Assistance Act requires districts to ensure homeless students have access to education and other services they need to meet the same high academic achievement standards as all students. All local school districts must designate a Homeless Liaison. The Homeless Liaisons must ensure that: homeless children and youth are identified; homeless students enroll in, and have full and equal opportunity to succeed in, the school districts; and that homeless families, children, and youth receive educational services.

Homeless students have the right to enroll in school immediately. Parents can request continued enrollment in the school attended prior to becoming homeless or at the local school for the current residence. For further information please contact 410-518-9873.

Immunization Requirements

2015–2016

Prekindergarten
- 4 diphtheria-tetanus-pertussis (DTP, DT or DTaP)
- 3 polio
- 1 measles-mumps-rubella (MMR)
- 1 varicella (Chicken Pox)
- 3 Hepatitis B
- 2 PCV ages 12–23 months
  1 PCV 24–59 months
  (Prevnar-Pneumonia vaccine is required for all pre-school aged children.)

In addition, children 12–59 months old must have one dose of the Hib vaccine given after 12 months of age.

Kindergarten–Grade 12
- 4 or 3 DTP, DTaP, or DT/Td
  (If your child is 7 years of age or older, 3 doses of DTP, DTaP, Tdap, DT or Td are required.)
- 7th/8th graders—1 Tdap (Tetanus, diphtheria, pertussis/whooping cough)
- 7th/8th graders—1 MC4 (Meningococcal) (can only be given at age 11)
- 3 polio
- 2 measles, 2 mumps, 2 rubella (MMR)
- 3 Hepatitis B
- Varicella (Chicken Pox) **New**
  – Kindergarten/Grade 1: 2 doses
  – Grades 2–12: 1 or 2 doses
  – Age 13 years or older: 2 doses

Note: All doses of measles, mumps, rubella (given as MMR vaccine) and varicella must be given on or after the first birthday.

For additional information on Immunizations, visit the Maryland Department of Health website below.

* A caregiver who is not the biological parent or court-awarded guardian must seek approval to enroll through the Division of Student Services.
**International Students**

All students who speak, or are exposed to, a language other than English at home and all newly arrived foreign students will pass through the International Student Services Office for their initial intake into Anne Arundel County Public Schools. At the International Student Services Office, students and families will fill out all registration forms, have immunizations reviewed or be referred to health clinics, be advised of graduation requirements for high school students, and complete English language screening. Families need to bring their child(ren)'s birth certificate, immunization records, two proofs of address, and previous school records. The International Student Services Office can be reached at 410-263-6420.

**Medical Conditions**

If your child has a chronic health condition, such as asthma, diabetes, or anaphylactic allergies, you should notify the school health professional immediately so that proper procedures can be developed to assist your child. For more information, call the school nurse.

*If your child has been diagnosed with a concussion,* it is important to notify school health staff. School health staff can work with your child and your child’s teachers to ensure proper supports while at school.

For additional information related to concussions visit [www.cdc.gov/concussion/HeadsUp/](http://www.cdc.gov/concussion/HeadsUp/)

There are links on the AACPS website with additional information and training resources related to concussions.

**Section 504 Rights**

The purpose of Section 504 of the Rehabilitation Act of 1973, as amended, is to ensure that:

“No otherwise qualified individual with a disability in the United States...shall, solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

Anne Arundel County Public Schools implements procedures to ensure a free, appropriate public education for students with disabilities who are eligible under Section 504.

Parents of students with disabilities have the right to:

1. Have the school system advise you of your rights under **Section 504**.
2. Have your child with disabilities take part in, and receive benefits from, public education programs without discrimination because of the disability.
3. Receive all information in your native language or other primary mode of communication.
4. Have your child receive a free, appropriate public education (FAPE).
5. Have your child be given an equal opportunity to participate in school programs and extracurricular activities sponsored by the school.
6. Receive notice before the school identifies or evaluates your child or changes your child’s educational placement.
7. Inspect and review all of your child’s educational records, including the right to obtain copies at a reasonable cost. You will not be charged for a copy of your child’s record if the cost would prevent you from inspecting and review-
8. Request an amendment to the record if you believe information contained in the record is inaccurate or misleading or violates your child’s privacy or other rights. If the school system refuses to amend the record, you have the right to request a hearing and/or to place in the record a statement of why you disagree with the information it contains.
9. Have educational evaluation and placement decisions based on information from a variety of sources and by persons who know your child’s educational needs, the meaning of the evaluation information, and the placement options available in the school system.
10. Have the Section 504 Plan reviewed at least annually, if one is developed, and have the student re-evaluated every three years or before any significant change is made in your child’s placement.
11. Be included in decisions or actions regarding your child’s identification, evaluation, educational program or educational placement.
12. Appeal any decision made by the Section 504 Team through the AACPS Conflict Resolution Procedures and/or to the Office for Civil Rights.

The most current information is available at the website below.

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**Students must attend the school designated to serve the attendance area of their bona fide residence.**
Getting Your Child to and from School

Anne Arundel County Public Schools provides Transportation from designated bus stops for students who reside within the schools attendance area. Transportation is dependent on your child’s grade level and the distance of your residence from the school. Transportation is provided for:

- prekindergarten students who live in excess of one-half mile from the attending school.
- kindergarten students who live more than one-half mile from their school.
- elementary students who live more than one mile from their school.
- middle and high students who live more than one and one-half miles from their school.

Proper behavior by students at bus stops and on the school bus translates to safe transportation. Students who do not follow bus rules could lose their bus privileges. The bus driver is in charge of the bus and the students while they are on the bus.

Schedules & Services

Bus Schedules are posted for three weeks at the beginning of the year, at the website below. After that, please contact your child’s school for information about bus schedules.

The Transportation Division is responsible for any concern involving the school bus, be it the schedule, the driver, the attendant, the bus stop location, or the bus itself. Concerns should be reported by telephone to 410-222-2910. The Transportation Division will make every effort to resolve concerns as quickly as possible. Please avoid confrontations with the school bus operators at bus stops.

Student Supervision

Parents and guardians are responsible for the supervision and safety of their children receiving bus transportation from the time that children leave home in the morning until the time of boarding the school bus. The same rule applies at the time of discharge from the bus on the way home from school. The school administrator and bus personnel acquire supervisory responsibility while children are on the school bus.

School Bus Stop Safety

Millions of children in the United States ride safely to and from school on school buses each day. Although school buses are the safest way to get them to school, each year a number of school-age children die in school bus-related traffic crashes, according to the National Highway Traffic Safety Administration (NHTSA).

The biggest dangers are with students, five to seven years old. Students are hit either by the school bus or by a passing vehicle when they are in the danger zone located around the school bus. Remember, it is illegal for a car to pass a bus with its red light flashing.

Meeting the School Bus

There is no general provision to keep children on the school bus when parents fail or choose not to meet the school bus at the time of the afternoon discharge. This provision for discharge includes pre-kindergarten and kindergarten students. If for some reason you are not able to be at the bus stop to greet your child, and you do not wish for your child to be discharged without adult supervision, contact a responsible adult and arrange for this alternative person to be at the bus stop, or call the local school and ask that your youngster not be placed on the bus. If you request that your child stay at the school, you must make prompt arrangements for your child’s pick-up at the school.

Kindergarten, Pre-Kindergarten, & ECI Identification Tags

At the start of the school year, each kindergarten, pre-kindergarten, and ECI student will receive a Transportation Identification Tag. This name tag will identify the child’s name, bus number, parent’s name, bus stop, teacher’s name, address, school name and contact numbers. Please be certain that this identification tag is placed on the outer clothing of your child each day—not on their backpack.

Conduct on School Buses

The slightest distraction to the driver may have significant student safety consequences. Appropriate student behavior on school buses is essential to the safe operation of the school bus. Riding the school bus is a privilege. This privilege may be temporarily denied or permanently revoked if misconduct jeopardizes the safe operation of the school bus or the safety of students riding the bus. School suspension is a possible sanction for bus misconduct.

Requests for Alternate Bus Transportation

When exceptions to bus transportation arrangements are needed, you must complete an Exceptional Transportation Request form five working days before the date the exceptional transportation is expected to begin. The principal may conditionally approve the request, but then must forward the request to the Transportation Division for final approval. Request forms are available in the school office.

Find more online: Bus schedules: www.aacps.org/buses (available the first three weeks of each school year)
Transportation arrangements of this nature are to be consistent for each day, morning and/or afternoon, Monday through Friday, for each school day, for the time period requested. Requests for occasional, inconsistent days (i.e., every Tuesday and Thursday) or every other week will be denied. Emergency situations, such as sudden illnesses or a death in the family that require exceptional transportation may be approved by the principal without five-day advance notice. Please note: Services are not available to areas beyond the school’s attendance area. Transportation for students residing outside the attendance area is the responsibility of the parent(s)/guardian(s).

Requests for accommodations of differing schedules shall be subject to the recommendation of the Supervisor of Transportation and the approval of the Chief Operating Officer.

Transportation will be approved on a first-come, first-served basis while space is available. If a bus becomes overcrowded, exceptional transportation request students will be removed to reduce loads. Transportation will be provided from an established bus stop location only.

Video Cameras & Audio Recording Devices

Many school buses are now equipped with video cameras and/or audio recording devices. These tools monitor the passenger area of the bus. The objective is to provide an important additional tool to assist the driver and administration in managing student conduct on school buses, an important safety consideration that benefits all.

Unauthorized Entry onto a Bus

School buses are the proprietary use of Anne Arundel County Public Schools with the purpose of safely transporting students to and from school or school-sponsored activities. Parents may not board school buses without the consent of Anne Arundel County Public Schools or its authorized agent. Doing so may constitute a violation of Maryland Education Article, Sections 26-101, Disturbing activities at school or college and 26-104, Obstruction, hindrance, or interference with school bus driver during official duties.

Safety around the School Bus

Young children are most likely to be hit by the school bus because they:

• hurry to get on or off the bus.
• act before they think and have little experience with traffic.
• assume motorists will see them and will wait for them to cross.
• do not always stay within the bus driver’s sight.

If you have a concern about a bus stop, please talk with your child’s school principal or the school system’s Supervisor of Transportation.

Walking to School

Parents, together with the child, should develop a walking route to and from the school bus stop or school which minimizes the exposure of the child to traffic. Shortcuts through isolated fields and woods, or across streams or railroad tracks can often be dangerous. Entering abandoned houses or deserted buildings on the way to or from school bus stops should not be condoned. The route should be direct and uninterrupted.

Crossing Guards

The Anne Arundel County Police Department is responsible for the training, placement, and supervision of school crossing guards. All requests for school crossing guards are to be made in writing through a school’s PTA or Citizen Advisory Committee and forwarded to the Transportation Division for processing and evaluation by the appropriate police and traffic agencies.

Traffic Signs & Crosswalks

Local traffic agencies are responsible for school zone signs, pedestrian crosswalks, and traffic control signs. Requests for any of these items may be directed to the local agency or to the AACPS Transportation Division.

Tips to Keep Children Safe

• Children should leave home early enough to arrive at the designated school bus stop ten minutes before the scheduled arrival time of the school bus. This enables the bus operator to account for students upon approaching the bus stop. Bus operators activate red flashing lights when the bus comes to a complete stop at the school bus stop. Motorists must stop for these lights. Tardy passengers cause motorists to become impatient and some will ignore the lights. For this reason, bus operators are generally instructed not to wait for persistently late passengers.

• Walk with younger children to and from the school bus stop or make arrangements for another relative or neighbor to accompany the children.

• Supervise children to make sure they get to the stop on time, they wait a safe distance from the roadway, and they avoid rough play. Please respect private property.

• Teach your child to ask the driver for help if he or she drops something near the bus. If a child stoops to pick up something, the driver cannot see him or her. A bookbag or backpack helps keep loose items together.

• Make sure clothing has no loose drawstrings and backpack straps are short, so they don’t get caught in the handrail or bus door. Although all drawstrings have risk in snagging, those with buttons at the end of the drawstring are particularly dangerous. The NHTSA suggests that drawstrings be cut.

• Encourage safe school bus loading / unloading.

• Work with your child to develop a safe walking route to and from the school bus stop or school that is direct and uninterrupted.
Get Involved With Your Child’s School

Involved parents have a direct impact on increased student achievement. We hope you will stay involved in your child’s education. Be a guest reader, speak about your job for Career Day at school, help with class events, chaperone a field trip, become a mentor, read the school newsletter, visit your child’s class during scheduled activities, and meet your child’s teachers.

Communicating with your School

Your interest and involvement in your child’s education is a key to academic success. Please call first to make an appointment with a teacher, school counselor, or administrator.

You are encouraged to attend the Back-to-School night at your child’s school; to attend scheduled conferences with teachers and to make appointments for conferences to review the educational progress of your child; to volunteer in your child’s school; and to join some of the many groups at the school, including the PTA or PTO, CAC, School Improvement Team, and Human Relations Committee.

Parents can also keep informed about school system news, events, and programs through AXIS, AACPS’ weekly e-newsletter. AXIS is emailed to all parents who supply an email address on their child’s Emergency Card Verification Report.

Parents can sign up to receive email alerts of news releases by subscribing online at the address below.

Chaperones & Volunteers

Background investigations are required for all overnight chaperones and volunteers who have unsupervised access to students either on or off school property. (Unsupervised access is defined as an adult having the responsibility for a student or students without the presence of a school staff member.) Background investigations are not required for day trips unless there will be unsupervised access. Background investigations are good for two years. Chaperones or volunteers with an approved AACPS background investigation completed in the previous school year are not required to undergo a new investigation. The Office of School Security can verify if anyone is a current employee and if an updated background investigation is required for any chaperone or volunteer who has undergone a previous background investigation.

If background investigation forms are not received from the schools two weeks prior to the trip, the investigation may not be completed before the event. In this case, the chaperone will not be cleared to go on the trip. The Office of School Security notifies school principals of any applicants who are not approved. The school principals then notify those applicants.

Download the Investigation Form at the link below. Bring the form to the student’s school for processing.

Parent & Community Involvement

Parent and community involvement provide strong, positive forces in the academic success of students in Anne Arundel County Public Schools. Research has shown that students benefit when parents, schools, and community members work together collaboratively. As a parent, there are many ways to be involved in your child’s education. Here are a few:

When parents and teachers stay in touch — through telephone calls, conferences, notes, emails, and letters — students benefit.

Join your PTA/PTO, CAC, SECAC, School Improvement Team, or Human Relations Committee. Contact your school for meeting times and dates.

Volunteer in your child’s school. You can be a guest reader, speak about your job for Career Day at school, help with class events, chaperone a field trip, become a mentor, and much more. Talk to your school’s volunteer coordinator to find out about volunteer opportunities.

Communicate with your child’s teacher about your child’s progress. Attend parent-teacher conferences, request a meeting when you have concerns, and attend Back-to-School night to learn about your child’s academic program. Support your child’s academic success at home by talking about the value of education, creating a place for your child to do homework and study, monitoring homework to be sure it is completed, getting extra homework help if needed, and limiting TV time.

Learn about what is happening in your school and in schools across the county by visiting your child’s school during American Education Week, reading the school newsletter, visiting the AACPS website (www.aacps.org), and tuning in to AACPS-TV (Comcast & Broadstripe Channel 96 & Verizon Channel 36).

The Office of School & Family Partnerships develops and supports numerous initiatives to engage families and community members in collaborative relationships with schools. The office sponsors parent involvement conferences, conducts countywide volunteer training, develops parent workshops and trains school staff members to implement them, provides outreach to international families, and hosts five AACPS-TV programs, Parent Connection, and Parents Corner, World View, ¡Charlemos Juntos!, and Nuestra Comunidad.

For more information about any of these programs, call the Office of School & Family Partnerships at 410-222-5414.

Find more online: Keeping informed: www.aacpsnews.org Chaperones/Volunteers: www.aacps.org/html/Parents/chaperone.asp
Bias-Motivated Behavior, Bullying & Cyberbullying, Harassment, Hazing, & Intimidation

The Board of Education is committed to providing students with an orderly learning environment that is free from bullying and cyberbullying, harassment and intimidation, hazing, and/or bias-motivated behaviors. Processes for handling these behaviors are clearly defined in Board of Education policies and regulations and the Code of Student Conduct.

Bullying and cyberbullying, harassment and intimidation, hazing, and/or bias-motivated behaviors are unsafe behaviors that do not reflect respect for others as defined by the Code of Student Conduct. If a student is a target of one of these behaviors, parents or guardians, close relatives, and students can report this using the Bullying, Harassment, or Intimidation Reporting Form, available on the website below or in the back of this handbook. Students should also be encouraged to report directly to a staff member.

Bias-Motivated Behavior

A Guide for Parents of Students Who Have Been Victims of Bias Behavior defines bias-motivated behaviors (sometimes referred to as prejudice or intolerance) in Board of Education policy and explains school system procedures and legal concerns. It also addresses common feelings and behaviors your child may experience and ways to help your child overcome any changes in behavior, and information on how we can help. Parents can request a copy from the Office of Safe & Orderly Schools or your child’s Student Services Team at school, or download it at the anti-bullying website below.

Bullying

It is important to understand the difference between bullying behavior and normal peer conflict.

Bullying is behavior that is:

• intentional.
• repeated over time. Chronic bullying is considered more than two acts per month.
• intended to harm. There is an intent to cause physical or emotional hurt.
• involves a power differential. One child is more popular, bigger, or older than another.
• creates a hostile educational environment. Your child doesn’t feel safe.

Bullying behaviors are handled by school personnel when they occur in school, during a school-related activity, on a school bus, or are substantially disruptive to the orderly operation of the school.

Bullying is not:

• unkind words that occur once.
• rough play that is not intended to hurt.
• a physical attack that is not part of a pattern of behavior.
• behavior that may be inappropriate to someone else, but that the student to whom it is directed does not see as hurtful; for example name-calling that all are participating in on an equal basis.

What You Can Do

• If the bullying is occurring at school, contact the teacher, school counselor, and/or administrator.
• Ask your child’s teacher questions about his or her interactions with other children.
• Seek help from the school counselor to assist with social skills, assertiveness, or friendship skills training.

Reporting an Incident

When a student reports to a staff member that he/she is the target of bullying, and/or cyberbullying, harassment and intimidation, hazing, and/or bias behaviors, the staff member will respond quickly and appropriately to investigate and intervene, making every effort to provide the student with a practical, safe, private, and age-appropriate way of reporting. Reports will be handled by the school in a timely manner and, if verified, will be followed up by support from student services personnel for both the target and the student engaging in these behaviors, to ensure that all students feel safe and supported.

Parents or guardians, close relatives, and students can submit the Bullying, Harassment, or Intimidation Reporting Form (page 43) to report instances of these behaviors.

This form is also available on the AACPS website and in a number of locations in the school, including but not limited to the main office and the school counseling office.

Child Abuse & Neglect

All educators, other school system employees, and volunteers with Anne Arundel County Public Schools who have reason to believe that a child has been subjected to physical abuse, sexual abuse, mental abuse, or neglect are required by law to immediately report such suspicions to the Department of Social Services (410-421-8400) or to the police.

All school system employees and volunteers receive training to recognize the signs of child abuse and neglect and what their responsibilities are under the law.
Medical & Health Issues

The School Health Room
Each school is assigned a School Health Professional, who is a Registered Nurse, and a Health Assistant, who is certified by the Maryland Board of Nursing as both a Certified Nursing Assistant and a Medication Technician and works under the supervision of the School Health Professional. The School Health Professional may be shared among two to three local schools.

If your child needs to use the health room, he or she will be assessed for illness or injury.

The care provided will be based on the School Health Services First Aid Manual:

- The majority of health room visits are minor and are handled with basic first aid and comfort measures.
- If the health room staff feel that the student is too ill to remain at school, the parent will be contacted to pick up the student.
- Health room staff will contact parents whenever students request that their parents be called due to a health concern.
- If emergency transportation is needed, 911 will be called, and the parents notified.
- The goal of the School Health Services team is to return students to class as soon as possible.

Administering Medication

To request that medication, prescription or over-the-counter, be administered to your child during the school day at school, you must complete a Parent’s Request to Administer Medication at School form, which includes several stipulations and a signed order from a physician. The term medication refers to both prescription and non-prescription medicine. Prescription medication must be brought in a pharmacy-labeled container; over-the-counter medication must be brought in the original, sealed container. Medication cannot be administered to students without this completed paperwork. For your child’s safety, all medications must be brought to school by an adult.

The Parent’s Request to Administer Medication at School can be obtained from your school health professional or downloaded from the website below.

EpiPens, etc.

(Stock auto-injectable epinephrine)

Stock auto-injectable epinephrine (EpiPen) has been and continues to be available in all Anne Arundel County Public School health suites for administration to students experiencing signs and symptoms of anaphylaxis while at school. Anaphylaxis is potentially life threatening and may occur as a reaction to insect stings, insect bites, foods, medications, and other allergens.

EpiPens are not sent on field trips. Parents of students with prescribed auto-injectable epinephrine must continue to provide the prescribed auto-injectable epinephrine for use at school and school-sponsored activities.

Please contact your school nurse with any questions or concerns.

School Security

All visitors must enter through the main entrance of a school and report directly to the office before going to any area of the school building or grounds. All visitors are required to present a government issued photo ID (drivers license, passport, military ID, etc.) to be scanned into our visitor accountability system.

If you are picking your child up early from school for medical or dental appointments, you must sign the sign-out log that is kept in all school offices. Only parents, legal guardians, and those on the emergency contact list may pick a child up from school. School personnel will require photo identification from anyone who comes to school to pick up a child. Your cooperation will help us provide a safe and orderly environment for children and staff.

As required by law, public notice is posted for buildings equipped with any form of public video surveillance, i.e., entrance cameras, hallway cameras, exterior cameras, parking lot cameras, etc.

Suicidal Thoughts & Gestures

If a school employee becomes aware that your child has implied, stated, written about, or discussed (including through electronic communications) possible suicide or makes suicidal gestures, he/she will immediately report this information to the principal as well as a student services staff person, who will talk with your child immediately and assess the seriousness of the situation. You will be contacted to pick up your child and to discuss the course of action to be taken. You may be asked to have your child seen by a mental health provider and will be provided with resources to help you in seeking such assistance and for additional guidance and information.

School Wellness & Health

Anne Arundel County Public Schools and Anne Arundel County Department of Health collaborate on a unified approach to support the Centers for Disease Control model of School Health and Wellness. Together a systematic approach is designed to connect health (physical, emotional, and social) with learning. That connection improves children’s health and their capacity to learn through the support of families, communities, and the schools working together. Parents are in a unique position to influence the health of their children and they set the stage for health behaviors, provide reinforcement for such behavior, and serve as emotional supports in the behavior change process.

Below are the components of the Wellness Policy with activities in AACPS as well as suggested activities that could be done at home.

Find more online: School Health Services: www.aahealth.org/parentsguide Medication: www.aahealth.org/programs/children-services/school-health/meds
<table>
<thead>
<tr>
<th>Service</th>
<th>Description</th>
<th>Home Support</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Health Services</strong></td>
<td>Caring for students with acute and chronic health conditions. Providing first aid, administering medications, and teaching and promoting health education.</td>
<td>Attend routine well-visits with your child's primary care physician. Contact the school nurse if your child has a health condition that could interfere with their education.</td>
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<tr>
<td><strong>Health Education</strong></td>
<td>Students in elementary, middle and high school focus on building health literacy skills. Health Literacy refers to the ability to obtain, interpret, and understand basic health information and services which can, in turn, be used to support the use of refusal skills, decision making skills and promote advocacy.</td>
<td>Parents can and should model healthy living, which includes, but is not limited to, eating right, getting appropriate amounts of exercise, and avoiding the use of tobacco and alcohol.</td>
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<tr>
<td><strong>Physical Education &amp; Physical Activity</strong></td>
<td>The undisputable evidence shows that the more active students are, the better they perform academically. Teachers integrate “Brain-Boost” activities into instruction and calling upon kinesthetic learning opportunities to enhance student achievement. Students receive at least 30 minutes of physical education twice a week in elementary schools, at least 50 minutes in middle schools, and must graduate with one full credit from high school.</td>
<td>Exercise helps the body fight off simple illnesses; include active play in your child’s schedule. Students should be encouraged to include at least 60 minutes of moderate to vigorous physical activity a day as prescribed by the Center of Disease Control.</td>
</tr>
<tr>
<td><strong>Physical Environment</strong></td>
<td>All schools are using green cleaning products. Three LEED silver schools will be opening over the next several years.</td>
<td>Convert from standard to green cleaning products.</td>
</tr>
<tr>
<td><strong>Nutrition Environment &amp; Services</strong></td>
<td>The first Friday of the month students have the opportunity to participate in “Tasting of the Rainbow” where they can sample a new fruit or vegetable at lunch. Samples have included: mango, papaya, purple carrots, jicama, yellow tomatoes, orange cauliflower, sugar snap peas and watermelon radishes.</td>
<td>Research shows frequent exposure to a new food increases a child’s acceptance of that food. Ask your child about new foods they try at school and incorporate them into your meals at home.</td>
</tr>
<tr>
<td><strong>Employee Wellness</strong></td>
<td>AACPS believes that the healthy lifestyle of staff sets a good example for students and ultimately enhances the learning process. Many schools create wellness activities for staff.</td>
<td>Focus on healthy eating and physical activity. Go for a walk or play a game with your children. Make sure you and your children get enough sleep.</td>
</tr>
<tr>
<td><strong>Counseling, Psychological &amp; Social Work, &amp; Pupil Services</strong></td>
<td>Provide classroom lessons and small group instruction about personal/social/emotional skills and challenges and identify barriers to school attendance.</td>
<td>Reach out to your child's school counselor, school psychologist, school social worker, pupil personnel worker, or school nurse for resources and strategies that you can use at home to support your child’s emotional and physical well-being.</td>
</tr>
<tr>
<td><strong>Family Engagement</strong></td>
<td>Encourage students in community service projects that encourage physical activity.</td>
<td>Families should take a walk in the neighborhood or local park and use this opportunity to talk about healthy lifestyles with your children.</td>
</tr>
<tr>
<td><strong>Community Involvement</strong></td>
<td>Establish partnerships with community members, businesses, and organizations to support healthy initiatives for students and staff within the school and outside of the school building.</td>
<td>Ask questions and be active in your school and community. By being active in your school and the community, you can be a change agent and make a difference.</td>
</tr>
<tr>
<td><strong>School &amp; Emotional Climate</strong></td>
<td>Providing school wide programming to support a positive school climate. Through the use of advisory lessons, cultural events, and whole school initiatives, schools cultivate a safe and supportive learning environment for all students.</td>
<td>Talk to your child about the events at school and encourage their participation. A strong home-school connection can help foster healthy social and emotional development.</td>
</tr>
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</table>
Beginning the School Year

Student Information
It is important to keep the school up to date on information related to your child, including work and home telephone numbers, emergency contacts and procedures for an unexpected early dismissal. If any of the information changes during the course of the school year, including those people with permission to pick up your child from school, please contact the school office immediately. School personnel will require photo identification from anyone who comes to school to pick up a child.

Emergency Card Verification Report
You will receive a Emergency Card Verification Report, containing information we have on file for your child. Read the information carefully, make any necessary changes, and return the report to the school.

A section of the Emergency Card Verification Report is to inform parents about activities for which the school system needs permission. Generally, this section includes information about the Youth Tobacco and Risk Survey, Release of Information to Military Recruiters, Use of Social Media, and a Media Release. Detailed explanations of this section will be sent home along with the report. Specifically with regard to the media release section, during the school year, we receive many inquiries from various media outlets looking to do stories about our schools, students, employees, and programs. You can indicate whether you wish to allow your child to be interviewed, videotaped, or photographed for stories done by AACPS and outside media. Please note that this section includes the use of your child’s name/photograph in honor rolls and other stories published in local media outlets, and on social media and websites.

School Closing Announcements
The school system's website, Facebook and Twitter pages, and AACPS-TV remain the best places to check for accurate, up-to-date information on school closings.

Code Red—
All school offices and central offices are closed.

Code Blue with Liberal Leave—
Schools are closed for students and teachers. School office and Central Office employees may report to work up to two hours late.

No Announcement
School hours are not being adjusted.

Emergency Notification Card
In order to inform the school of how to dismiss your child in the event of an emergency early dismissal, parents are asked to complete the Emergency Notification Card. Use this card to inform schools on how to dismiss your child as well as who may pick up your child. School personnel will require photo identification from anyone who comes to school to pick up a child.

Emergency School Closings, Early Dismissals, Late Openings & Special Operational Delays
Changes to school schedules caused by inclement weather or other emergency conditions are announced by voice and text message through the Connect-ED automated telephone notification system; posted on the school system’s website (www.aacps.org), Facebook page (www.facebook.com/aacps), and Twitter page (@AACountySchools); and broadcast on major area radio and television stations, including AACPS-TV (Channel 96 on Comcast and Broadstripe, and

Please do not call your child’s school or central office to find out about closings and other emergency-related schedule changes.

Channel 36 on Verizon). Notices are also posted on the Twitter pages for all county schools.

In addition, announcements are posted (and you may sign up for email alerts) on the website School’s Out (www.schoolsout.com).

Phone numbers used by the Connect-ED system are pulled from the district’s student information system. Messages are also sent to email addresses on file. It is critical to keep emergency contact numbers and email addresses up to date at your child’s school.

The “Schools Today” and spotlight sections of the AACPS website, located at the top of the page, are also where parents can find out about situations such as cancellations of after-school activities, bus delays, and single-school closures.

Federal Parent-Pupil Survey
Every year, at the end of September, the school system requests information on each student in order to apply for federal funds under the Impact Aid Law. While the results of the Parent/Pupil Survey forms provide approximately $2 million annually in revenues to the school system in support of the instructional program, we know that additional funds would be available if we had a higher student filing count. This would greatly enhance our school system’s quest to move from good to great.

The U.S. Department of Education has requested a separate survey form for each child and each survey form

must be signed and dated by the Parent/Guardian. Multiple children may not be claimed on a single form, even if they are siblings.

Elementary Schools and Special Centers will distribute the Parent/Pupil forms to the students with instructions to have their Parents/Guardians complete and return the survey to the school on the next school day.

Secondary Schools, Home Teaching, Non-Public, and Infant/Toddler Program will distribute the forms to all students with instructions to have their Parents/Guardians complete and return the survey by U.S. Mail to Anne Arundel County Public Schools in the self-addressed, stamped envelope provided.

It may be necessary for a second mailing/distribution for those households that did not complete the survey. We hope this procedure will be beneficial to all and will lead to increased funding to the school system.

School Meals

The Division of Food & Nutrition Services (FNS) supports a healthy lifestyle for all students in Anne Arundel County Public Schools. To assist with student academic achievement, FNS provides nutritious meals at affordable prices, in a safe, friendly, and attractive environment within a self-supporting operation. All schools offer breakfast and lunch daily.

Breakfast is usually served 15 minutes prior to the start of the school day. The time of lunch service is determined by the school principal.

Additional site specific programs and services may also be available.

FNS provides students without lunch money a meal, charged to the students account. Repayment of this charged meal is due to the cafeteria. Phone calls to parents occur nightly until payment is received.

Pre-Pay for Meals at School or Online

For your convenience, FNS offers the option of pre-paying for breakfast, lunch, and a la carte purchases. Pre-payments may be made directly to the school cafeteria or via the MyPaymentsPlus Online Pre-Payment System.

At no cost, MyPaymentsPlus allows families to:
- create a free, secured account.
- check your child’s current account balance.
- monitor the food and beverage items your child purchases.
- create settings to receive e-mail notifications when the account reaches a low balance.

For a small MyPaymentsPlus program fee per deposit, it also allows families to:
- make a prepayment into your student’s account using an electronic check, credit card, or debit card at www.MyPaymentsPlus.com or by calling 866-430-3907.
- create settings to automatically replenish your child’s account when it reaches a low balance.

Pre-paying is encouraged as it:
- increases speed of service to students, allowing more time to eat.
- eliminates the need for students to carry money to school every day.
- provides a record of all purchases.
- allows for deposits on a weekly, monthly, or yearly basis.

All prepaid account balances remain on the student’s account while the student is enrolled in Anne Arundel County Public Schools.

Money remains on the student account as they advance to a higher grade and/or transfer to a different school in Anne Arundel County. Refunds for withdrawing and graduating students will be completed at the school café (cash register) upon request.

Balances that remain on account after withdrawal/graduation will be available for refunds up to one calendar year after withdrawal/graduation. After such time, all monies remaining on account will revert back to AACPS in support of school breakfast and lunch programs.

Creating a MyPaymentsPlus account:

Visit the website below and follow the onscreen directions to register your child using his/her student ID number (available from your child’s school). Contact the MyPaymentsPlus support center at 877-237-0946 if you need additional assistance.

Free & Reduced-Price Meals

Anne Arundel County Public Schools offers meals to students at full-price, reduced-price, and at no cost, depending upon eligibility standards established by the federal government. Confidentiality is always protected as all students access their accounts with a six-digit student identification number.

If you believe your child qualifies for free or reduced-price meals, you are encouraged to complete a Meal Benefit Form and return it to your child’s school. To avoid any interruptions in meal benefits while new applications are being processed, student eligibility is carried over temporarily from the previous school year until the new application is processed in September. You will be notified when the application is approved or denied.

All children are treated the same regardless of ability to pay. No child will be discriminated against because of race, sex, color, national origin, age, economic status, or disability.

**How to Apply**
You may apply for free and reduced-price meals any time during the school year.

**Online:**
Go to the online application at the website below. Once the online application is submitted and validated, eligibility status will be sent home.

**Paper Application:**
Request a paper application from your school. Return the completed application to your child’s school for processing. Once validated, eligibility status will be sent home.

**Student Accident Insurance**
Anne Arundel County Public Schools does not purchase blanket accidental medical or dental insurance for sports, school-sponsored or student activities while school is in session. However, AACPS has made arrangements with a private insurance carrier to offer accident coverage to all enrolled students at a modest premium. Through this program parents or guardians have the opportunity to purchase accident insurance protection for their child. The Student Accident Insurance information that the student in your household brings home at the beginning of the school year will provide more details about this insurance.

For further information contact the Insurance and Safety Management Office at 410-222-5223.

### During the School Year

#### Attendance
To be successful, students need to attend school regularly. Parents can encourage proper attendance by ensuring that their child:
- gets enough rest.
- eats a healthy breakfast.
- has adequate time to get to school.

All schools use Blackboard Connect (formerly Connect-ED), an automated telephone notification system that phones the homes of absentees.

**Beginning July 1, 2015, children must attend school until age of seventeen and beginning July 1, 2017, mandatory attendance age will be eighteen.**

Currently all children who turn five by September 1 must be enrolled in public or non-public kindergarten. If you believe that your child is not developmentally ready for kindergarten, you may write a letter to the Superintendent requesting a one-year waiver. The local school system must approve home instruction and be notified by parents of alternative kindergarten decisions.

There are lawful reasons for absence from school. Whenever your child is absent, you must provide a note of explanation to the school within three days of your child’s return to school. Absences due to illness in excess of five consecutive days require a physician’s note. School counselors and pupil personnel workers are available to assist families in situations where students are having difficulty with school attendance.

A student who is lawfully absent will be allowed to make up work within a reasonable number of days and will receive credit for that work. A student who is illegally absent will be allowed to make up work. In certain cases, where extenuating circumstances exist, the principal may recommend awarding credit for those assignments.

#### Lawful Causes of Absence
- Death in family
- Illness
- Religious holiday
- Court appearance
- Suspension
- State emergency
- Hazardous weather conditions
- Work approved or sponsored by the school
- Lack of Authorized Transportation (excluding students suspended from bus for disciplinary reasons)
- A visit with a parent/guardian who is an active duty member of the uniformed services and has been called to duty for, is on leave from, or immediately returned from deployment to a combat zone or combat support posting

If your child is going to be out of school for an extended time, you should call the school immediately to make plans for instruction. Students who are out of school for an extended time may receive home and hospital instruction.

**Home and Hospital Teaching**
Home and hospital teaching services are provided to a student who is temporarily unable to attend school for certified medical or emotional reasons. Home and hospital teaching is a short-term, itinerant instructional service with specific guidelines. Home and hospital teaching is provided to a student who is convalescing or receiving treatment at home, in a therapeutic center, or in a hospital for four weeks or more. Requests must be submitted to the school guidance office.

Children must attend school until age 17.
Beginning July 1, 2017, mandatory attendance age will be 18.

*Find more online: School Meals Online Application: [https://applyformeals.aacps.org/](https://applyformeals.aacps.org/) Home/Hospital Teaching: [www.aacps.org/hometeaching](http://www.aacps.org/hometeaching)*
Complaint Procedures [boe*]

Each school will accept and consider responsible individual and group complaints. A complaint is a claim that there has been a violation or misapplication of a written provision of school policy, regulation, or law. If formal legal advice is deemed necessary by either party or if the case alleges a violation of law that may lead to litigation, the complaint will proceed immediately to the Superintendent.

Informal Levels of Complaints

A student or parent with a complaint will first discuss the problem with the person who made the decision which is alleged to be in error.

If the student or parent is not satisfied, or if the case alleges a violation of law that may lead to litigation, the complaint will proceed immediately to the Superintendent.

Informal Levels of Complaints

A student or parent with a complaint will first discuss the problem with the person who made the decision which is alleged to be in error.

If the student or parent is not satisfied, or does not receive a decision within ten school days, a conference should be arranged between the student and/or the parent(s) (or legal guardian) and the principal or principal’s designee. The conference shall take place within ten school days.

If the student or parent/guardian is dissatisfied with the decision rendered at the informal level, the person may file a formal written complaint to the principal.

Neither the Board, nor any member of the administration or faculty, will make reprisals affecting any party by reason of participation in the complaint procedure.

Formal Levels of Complaints

Level I

If the student or parent/guardian is dissatisfied with the decision reached at the informal level of the complaint procedure, the student or parent/guardian will, within ten school days of the decision, file a formal written complaint to the principal, including the specific regulation, policy, or law violated. The principal, upon receipt, will meet with the student or parent/guardian, and render a written report, including specific recommendations, within ten school days.

Level II

If the student or parent/guardian is not satisfied with the decision rendered at Level I, or if the decision is not rendered within ten school days, the student or parent/guardian will refer the complaint to the appropriate Regional Assistant Superintendent within ten school days. Such complaints and appropriate records will be forwarded through the principal’s office. The appropriate Regional Assistant Superintendent will render a decision in writing within ten school days.

Level III

If the student or parent/guardian is not satisfied with the decision rendered at Level II, or if no decision is rendered within ten school days, the student or parent/guardian will refer the complaint to the Associate Superintendent for School Performance. The Associate Superintendent for School Performance will, within ten school days, render a written decision.

Level IV

If the student or parent/guardian is not satisfied with the decision rendered at Level III, or if no decision is rendered within ten school days, the person will refer the complaint to the Superintendent within ten school days. The Associate Superintendent of School Performance will forward all complaints and appropriate records to the Superintendent. The Superintendent will, within 10 school days, render a written decision.

Level V

If the student or parent/guardian is not satisfied with the decision rendered at Level IV, or if no decision is rendered within 15 school days, the person will refer the complaint to the Board within 30 calendar days.

Making a Formal Complaint

1. Put your complaint in writing. Before a problem can be solved, it must be expressed in words so that it can be understood.

2. If you feel you have exhausted all other avenues open to you without finding a satisfactory solution, file your written complaint with the school’s principal.

Custody

Noncustodial parents retain full parental rights relative to their child’s education unless these are limited by a court document, or other legally binding document, which must be filed with the school. A child will be released to either parent unless a court document limiting parental rights is filed with the school.

Field Trips [boe*]

Field trips are part of the instructional program, providing experiences that enrich classroom offerings. Students may go on field trips during the school year. Teachers often plan related instructional activities before and after the trip. No child will be denied the opportunity to attend a field trip because of economic need. Students participating on a trip during school hours are permitted to make up any school work missed, and the students’ absence from class for any approved field trip should not be recorded as an absence from school. Parents should be aware that the Superintendent and Board of Education may cancel field trips at any time in the interest of student safety.

Fundraising [boe*]

Fundraising projects by students or parents must be planned in advance and be approved by the principal. The decision of the principal will be based on three factors— the educational value for students, the benefits for students, and the safety of students.

Home Communications

A new policy adopted by the Board of Education on June 19, 2013, limits the number of agencies and organizations from which material can be sent home with students. The policy allows only flyers and other material from Anne Arundel County Public Schools; federal, state, and local governments; PTAs, PTOs, etc., operating within AACPS; clubs directly affiliated with AACPS; and the 21st Century Education Foundation.

Material from other Anne Arundel County groups, such as for-profit busi-
nesses, recreation sports teams, dance schools, etc., may now be displayed on a table, rack, or other suitable area designated by the school but not sent home with students. Parents should note the materials placed in these areas are neither sponsored by, endorsed by, nor the result of any other affiliation with, AACPS. Materials that are defamatory, obscene, lewd, encourage criminal behavior, or are not age-appropriate will not be displayed in these areas. However, parents should be aware that court decisions interpret broadly the content acceptable to be displayed in these areas. That material, in some instances, may include religious material.

**Pest Management**

**Integrated Pest Management (IPM) Program**

Anne Arundel County Public Schools was the fourth school system in the country to achieve IPM STAR certification. The IPM Institute of North America, Inc. recognizes AACPS for its standout comprehensive school pest management program. Anne Arundel County Public Schools manages pests (animals, plants, or microorganisms) which may interfere with human use of the school site, cause loss or damage to school structures or property, or diminish the quality of life for students, staff, and others. To deal with most pest issues, the school system utilizes Integrated Pest Management. This is a program for controlling pests that stresses occupant education, zone monitoring and establishing action thresholds, improved sanitation, structural controls and repairs, and universal notification to all parents, teachers, and staff. Chemical pesticides are used as a last resort in this effort and are selected by the least hazardous material capable of controlling the pest.

Licensed pesticide applicators are utilized whenever pesticides are applied. Applications made inside schools are scheduled when classrooms are vacant. Pesticides applied on school athletic grounds will be applied as field use schedules, weather, and wind conditions (<10 mph) permit. Other outside applications are scheduled when children are not in the immediate vicinity and when weather and wind conditions (<10 mph) permit.

**Universal Written Notifications**

AACPS goes beyond its legal mandate and will provide written universal notification to all parents or guardians of children and staff members in elementary schools and also in middle and high schools, whenever chemical pesticides are to be applied in school buildings or on school property. This information will be posted on a centrally located pesticide information board. Notifications will be in accordance with Maryland law and, except for emergencies, will include a minimum of 24 hours advance notice, and will include the location of the area(s) to be treated, date and time, the chemical name, and potential health effect(s). Please note that exterior applications must include an anticipated timeline rather than an exact date as wind and weather conditions must be factored into the application schedules. All treatment sites will be posted prior to applications.

A listing of the common chemical pesticides that might be applied in AACPS school buildings or on school grounds can be found at the webpage below. Those parents, guardians or staff members that do not have access to the internet, or email, and wish to receive the common chemical pesticide listing via non-electronic formats, may do so by contacting the Integrated Pest Management Division for a paper copy of the listing.

**Bait Stations**

When bait stations are necessary, a sign or notice will be posted on the door of the room or at the primary entrance to the treatment area.

**Notification Lists—Middle and High School Only**

In conjunction with the above described universal written notification procedures, Maryland law allows parents and guardians of children and staff in middle and high schools the opportunity to be placed on a separate pesticide application notification list.

If you desire to be on this separate list, please check the appropriate box regarding pesticide notification on your child's Emergency Card Verification Report and return it to your child’s school.

Copies of the Material Safety Data Sheet, labels for any pesticide being applied, pesticide application records, IPM inspection records and/or answers to specific questions regarding the Integrated Pest Management Program may be obtained by contacting the Facilities Operations Office at, 9034 Fort Smallwood Road, Pasadena, MD, 21122 or by calling 410-360-0138.

**Reducing Energy Use**

Anne Arundel County Public Schools has an agreement at 50 schools with EnerNOC, Inc. Energy Demand Reduction program (EDR) to help stabilize the electric grid when energy demands are greatest. Our agreement requires us to reduce the energy load in certain schools with high energy usage when high energy demands/brownouts are imminent within the mid-Atlantic region. On non-holiday weekdays from June 1 through September 30, these schools may be asked to curtail energy usage from 12:00 p.m. to 8:00 p.m. by turning off the HVAC and reducing unnecessary lighting for a minimum of one hour to a maximum of six hours. For information call the Energy Conservation Office at 410-439-8031.

**School Improvement Process**

All public schools in Maryland are striving to meet the standards established by the Bridge to Excellence in Public Schools Act and the No Child Left Behind Act.

Each school in Anne Arundel County has a School Improvement Plan (SIP) that is developed and modified regularly by the School Improvement Team (SIT), consisting of teachers, administrators, other school staff, parents, and at the high school level, students. The SIP identifies school needs, and lists specific efforts that will be undertaken to reach the AACPS goal to elevate all students and eliminate all gaps.
Under Board policies & regulations, parental acknowledgment and consent are required before any AACPS student can view or access social media sites for instructional purposes on school system devices.

**Social Media [BOE]**

On April 17, 2013, the Board of Education approved two policies and two Administrative Regulations regarding the use of social media by employees and students for instructional purposes in Anne Arundel County Public Schools.

The policies and regulations define a "social media site" as "any online or Internet based platform that allows interactive communication between persons or entities on social networks, blogs, websites, application software, Internet forums, and wikis." Other sites, such as Edmodo and Schoolnetworks.com, are currently being utilized by AACPS.

Under the policies and regulations, parental acknowledgment and consent are required before any AACPS student can access social media sites for instructional purposes on school system devices. Students who do not have parental approval will be given alternate instructional activities during times when social media is being accessed by students on school system devices for instruction.

A list of approved sites for students to access will be reviewed at least annually, differentiated by school levels, and published on the AACPS website. The consent form is contained on the Emergency Card Verification Report.

Permission to grant access to social media through this format does not extend to student use of personal electronic devices.

Schools also will be able to use approved sites to communicate with parents and students under certain conditions also spelled out in the policies and regulations.

**Student Equity**

The Office of Equity and Accelerated Student Achievement (OEASA) provides multiple levels of support, empowers schools, families, and the greater community to achieve our collective goal: **Elevate All Students, Eliminate All Gaps.** We promote achievement for ALL students using a three-tiered approach in which we: support schools in developing and maintaining a responsive, equitable school culture; facilitate the implementation of engaging, relevant, research-based, differentiated instruction; and provide enrichment opportunities for all students. Our mission is to serve and support students, schools, and families in a manner that is positive, purposeful, and proactive.

**Our Vision...**

By collaborating with administrators and teachers to develop effective, culturally responsive instruction, supporting families, and forming positive partnerships with various community organizations, we will Elevate All Students, Eliminate All Gaps.

**Our Objectives...**

- Provide specific site-based support and resources that are tailored to the unique needs and culture of each school
- Facilitate professional development for Equity Liaisons designed to offer concrete strategies to create a positive, responsive culture and improve the quality of instruction
- Facilitate professional development to support both new and experienced administrators in building leadership capacity within themselves and their staffs
- Share resources and research-based best practices to all AACPS employees via our professional development and our Blackboard Site
- Collaborate with community partners to create additional opportunities to support school initiatives and increase parent involvement
- Generate awareness of county-wide and Office of Equity and Accelerated Student Achievement initiatives, facilitate discussion, provide resources, and recognize the efforts of schools via the OEASA Twitter account and other public venues

**Student Records [BOE]**

As a parent or guardian of a minor, you have the right to review and inspect your child's education records. If you wish to review your child's education records, you should make an appointment with your child's administrator or school counselor. If you have concerns about the content or accuracy of the education records, please contact your school principal. You may request copies of materials from the student records office for a fee of $.25 per page. The first high school transcript shall be provided at a cost of $2.00 each when available through the high school counseling office.

**Release of Student Information**

The federal No Child Left Behind Act requires high schools to provide to military recruiters, upon request, access to names, addresses, and phone numbers of high school students unless it is requested that the information not be released to military recruiters using the form available. Similarly, Board policy also requires schools to release information to colleges or other higher education institutions upon request. If you do not want AACPS to disclose this information to either military recruiters or higher education institutions without your prior written consent, please complete the “Opt-Out Form” available at high schools or on the Emergency Card Verification Report.

**Access to Official Student Records**

Your rights under the Family Educational Rights and Privacy Act (FERPA) and state and local policies and regulations regarding access to, confidentiality, and release of these student records.
A student record is maintained for every student who is attending or has attended the Anne Arundel County Public Schools. Records may be maintained in the student’s school or by school staff who provide services to the student. These records are confidential. Parents or eligible students have the right to consent to disclosure of any personally confidential information contained in them.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school system as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Education; a person or company with whom the school system has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to perform his or her professional responsibility.

The complete student record will be sent, upon request, when a student transfers to another school, public or private. Schools are required to keep a list of every person obtaining information from a student record other than those specifically authorized in Anne Arundel County Public Schools. Questions regarding types and locations of records maintained should be directed to the principal of the student’s school.

Parents (custodial or non-custodial), guardians, and other authorized representatives of the parent or student (“parents”), or eligible students have the right to inspect and review the student record within 45 days of the day the school or school system receives a request. Parents or eligible students should submit a written request to the school principal or other designee identifying the record(s) they wish to inspect. The principal or designee will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected. Parents may also request a copy of the student’s record. A pre-determined per-copy cost and any necessary postage will be charged unless such a fee would preclude the parent from having access to the record. In the absence of a legal document stating otherwise, either parent of a student has the same rights as the other concerning access to the student’s records.

Parents or eligible students may also ask school officials to amend a record that they believe is inaccurate or misleading or in some other way violates the student’s rights or privacy. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the record is not amended as requested by the parent or eligible student, the parent or eligible student will be notified of the decision and advised of his/her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student at that time.

Parents of eligible students have the right to refuse to permit any or all of the designated categories of information to be included as directory information in the student record.

**Directory Information**

Under school system regulations, directory information includes:

- name and address
- date/place of birth
- major field of study
- weight/height
- dates of attendance
- degrees/awards received
- honor roll selection
- current school
- photographs
- most recent previously attended school
- participation in officially recognized activities and sports

**Resolving Issues**

The school may attempt to resolve any other issue regarding records with an informal meeting. If a mutually-agreeable solution is not reached, the parent or eligible student has the right to a formal hearing. A written request for such a hearing must be addressed to the principal. The hearing shall be held within 15 working days of the receipt of the written request. Parents may file complaints with the U.S. Department of Education, Family Education Rights and Privacy (FERPA) Office at 400 Maryland Avenue SW, Washington, DC 20202.
For More Information

Parents desiring more detailed information should refer to Administrative Regulation JH-RA, which is available for review at the school. If you have any questions concerning this matter, or wish to have this information translated into a primary language other than English, please contact the principal of the school in which your son or daughter is enrolled.

Students & Technology

Acceptable Internet Use

Your son or daughter will have the opportunity to use the Anne Arundel County Public Schools’ network, which includes access to the Internet. The Internet is a world-wide telecommunications network with almost limitless instructional resources available for teacher and student use. Anne Arundel County Public Schools has implemented a content-filtering system to ensure that students access information consistent with the goals of our instructional program. The filtering system is effective in blocking access to inappropriate content such as pornography, violence, and terrorist sites. Your student is responsible for appropriate behavior while using the school’s computer network. Teachers actively monitor student activities while online for appropriateness.

Anne Arundel County Public Schools is committed to providing safe and quality instructional opportunities for all students. The use of the Internet is an integral component of the overall instructional program. Please take a few moments to discuss with your child the importance of using this resource responsibly.

Students shall:

• use only their individually assigned user accounts and passwords.
• use the provided school network account in an ethical, responsible, and legal manner for school-related tasks only.
• communicate with others using appropriate language in a courteous and respectful manner.
• maintain the privacy of their personal information, such as name, address, phone number, account passwords, social security numbers, and respect the same privacy of others.

Students shall not:

• use electronic resources to bully, harass, intimidate, threaten, or in any way harm the safety and welfare of others.
• attempt to override or bypass security or restrictions on computers, networks, and/or Internet access.
• use any network account for non-school related activities.
• conduct unauthorized copying of software, download or copy files without permission, or install software on computers.
• plagiarize online content.
• use or import offensive, obscene, libelous, disruptive, or inflammatory language, pictures, or other material on any AACPS computer or network.
• use electronic resources in such a way that it interrupts instruction.
• remove or damage computer components.
• have unauthorized access to computers or software to willfully tamper with or destroy data.
• use electronic resources for commercial, personal purchasing, or illegal purposes.
• use electronic resources and equipment in any other manner that would violate AACPS Board policy.
• share user account information or passwords with others or, use the user accounts and passwords assigned to others.

Consequences for violations of the Technology Resource Use Policy are addressed in the Code of Student Conduct (Computer Misuse).

Academics
College & Career Readiness, Grading, Credit, Homework, Report Cards, etc.

College & Career Readiness
The Great Eight: Essential Guideposts for the Journey to Greatness is a resource to help parents make decisions along the pathway from grades K-12 to ensure their child is ready for college and/or a career. Each guidepost is aligned to the Anne Arundel County Public Schools strategic plan and promotes the development of a strong foundation for student success in college or in a technical skill career.

Since the guideposts are more strenuous than the requirements for graduation from high school, starting early allows parents to plan for the numerous pathways to graduation while accommodating the various learning styles of individual students. It’s never too late to reach one of the Great 8!

Grading—Overview
The 2012–2013 Grading Regulation reflects changes to provide consistency among schools, teachers, and throughout the system; and to more clearly define how schools will work with students to increase academic achievement and mastery of content. Most notably, the changes include an explanation for an opportunity for students to improve a score on a qualifying assessment, activity, or assignment; provide for a minimum grade for an assignment for which a student made a good faith effort; and includes a penalty for submitting work after the due date.

Expectations and Communication
At the beginning of a grade or course of study, teachers shall provide to students and make available to parents a written course outline, syllabus, or overview of grade/course expectations detailing the content, skills, and standards students are expected to master; the grading/processes to be applied consistently, including information regarding the weighting of various types of assignments (for example; tests, quizzes, homework and projects) and the consequences of work submitted after the due date; the frequency and types of assessments; the teacher’s availability for reteaching and reassessment; the types of assessments which do and do not qualify for reassessment; the procedures parents can use to contact the teacher for missed and late assignments and the process for obtaining make-up work; and the means by which parents shall receive student progress and grades; and additional information for parents and students.

Because parents are partners in the education of their children, communication between teachers and parents is vital to student success. Written notes, telephone conversations, email messages, the online parent portal, and face-to-face conferences are all excellent means of maintaining timely, appropriate, and open communication with parents.

Teachers shall evaluate student progress to determine the degree of mastery of course content, skills, and standards. A grade, code, or percentage shall reflect student achievement and progress toward meeting course expectations.

Teachers and schools shall maintain records of student progress. It is expected that teachers shall enter graded student work into their electronic grade book and return that work to students within a week of it being submitted to the teacher. However, it is recognized that to provide meaningful feedback to students on certain projects or lengthy papers teachers may not be able to read/review and post the grade within a week’s time. In such cases the teacher will communicate with students and parents as to when these assignments will be graded and returned.

School staff shall report student progress to students and parents on a regular basis. Teachers shall complete quarterly interim reports and/or

Grade Codes for PreK–K
CD—Consistently Demonstrates Skills/Behaviors Independently
The student exhibits the skills independently with minimal teacher intervention.

PR—Progressing in Development of Skills/Behaviors with Teacher Guidance and Support
The student exhibits the skills with teacher guidance and support.

ND—Needs Development
The student has exhibited the skills in isolated or rare instances, or with a great deal of support. The performance is inconsistent and below the normal range of expectancy for a student at that grade level.

Grade Codes for Grade 1
CD—Consistently Demonstrates Skill (100%–87%)

PR—Progressing in the Development of the Skill (86%–73%)

EM—Emerging (72%–60%)
The student exhibits the skill with consistent teacher assistance and support.

ND—Needs Development (Below 60%)

Reading Level Codes for Grades 1-5
3 — Above Grade Level
2 — On Grade Level
1 — Below Grade Level

Letter Grades for Grades 2–5
A = 100% - 90% (Excellent)
B = 89% - 80% (Good)
C = 79% - 70% (Average)
D = 69% - 60% (Below Average)
E = Below 60% (Unsatisfactory)
NG = No Grade
Grading — Elementary School

Grades or codes are given to elementary students to document progress toward and mastery of skills, concepts, and standards. Guided practice, assigned before mastery is expected, shall not be graded.

Grades shall be weighted differently according to the nature and complexity of the assignment, assessment, or activity. Assignments completed at home shall not be given as much weight as those completed at school.

Prekindergarten and Kindergarten

Prekindergarten and kindergarten Progress Reports are used to report student progress to parents. When completing the Progress Report, a teacher shall use grade codes to indicate consistently demonstrates, progressing, and needs development for each item observed.

Grade 1

In Grade 1, all teachers shall keep a record of each student’s performance in each area of the report card. These entries shall be representative of the student’s performance over time rather than the student’s performance on a single task.

In Grade 1, report cards shall indicate consistently demonstrates, progressing in the development of the skill, emerging in the development of the skill, and needs development.

Grades 2–5

For Grades 2, 3, 4, and 5, the teacher shall make an entry every five to eight school days as an assessment of the student’s performance for each indicator in Reading, Writing, Mathematics, Social Studies and Science. Each entry shall be dated and a notation of the activity observed, evaluation, and/or task shall be included in the record.

In grades 2–5 in elementary school, report cards shall indicate student achievement by a letter grade for Reading, Writing, Math, Science and Social Studies. Each letter grade on the report card shall be based upon a compilation of the grades recorded during the marking period.

In grades 2–5 in elementary school, grading codes shall be given for: Art, Media, Music, Physical Education, Expected Student Behaviors, Chorus, and Instrumental Music. Report cards shall indicate consistently demonstrates, progressing in the development of skill, emerging in the development of the skill, and needs development.

Each grading code on the report card shall be representative of a student’s performance over time rather than the student’s performance on a single task.

Grading — Middle School

Grades are given to middle school students to document progress toward and mastery of course content, skills, and standards.

Teachers shall use points to evaluate individual assignments. The marking period grades, based upon the final percentage of points earned divided by possible points, shall be calculated to the tenths place and then rounded to a whole number (.5 and higher rounds up), and shall appear on the report card.

Final middle school grades shall be determined by the duration of the course. Yearlong courses shall receive a final percentage grade determined by the average of the four marking period grades. The percentage and the letter grade shall appear on the report card as the final course grade. Single semester courses shall receive a final percentage grade determined by the average of the two marking period grades. The percentage and the letter grade shall appear on the report card as the final course grade.

Single marking period courses shall receive a final percentage grade equivalent to the percentage grade earned during that marking period. The percentage and the letter grade shall appear on the report card as the final course grade.

In eighth grade, students shall take comprehensive final examinations in Language Arts/Reading, Mathematics, Science, Social Studies, and World Languages at the end of each semester. Examinations shall account for 10% of the second and fourth marking period grades.

Credit Classes

Any middle school student taking a high school course prior to entering high school shall receive credit if the student passes the course and passes the Final Exam. With regard to Algebra I, the student must pass the final exam or the PARCC Algebra I Assessment.

Credit shall be awarded upon entering ninth grade. The grade for the course shall be calculated into the student’s high school GPA in the same manner as other high school courses, including courses with weighted grades.

Transfer Students

Students transferring from a public school, an MSDE approved nonpublic school (grades 6–12 or grades K–12), or from an out-of-state nonpublic school (credits accepted by the state’s public high schools) will be awarded course credits and grades based upon the student transcript from that educational setting.

Students enrolling from an MSDE non-approved nonpublic school (church exempt) or a home school program (including online, correspondence, virtual, and distance learning high schools) will be awarded credits based on an evaluation of documentation (transcripts, report cards, curriculum content, etc.). A Plan of Action recommendation will be developed by the High School Transfer Liaison. This Plan of Action may require that the student test for credit to determine course proficiency or to be enrolled in and to complete successfully a sequen-
Grading — Middle & High School

Teachers shall help prepare students for college and careers by providing opportunities for cooperative learning. However, teachers shall provide an individual grade for each student’s work when the student is performing in a cooperative setting.

Students shall have one additional opportunity to improve their score on a qualifying assessment, activity, or assignment which demonstrates knowledge of course content, skills, and standards. To qualify, students must have completed and submitted the original assessment, activity, or assessment by the due date and must have participated in the teacher-facilitated reteaching (before, during, or after school) within five school days following the return of the original graded work. Within ten school days of receiving the returned original graded work, students must complete and submit the new assessment, activity, or assignment. The higher grade shall be the grade of record. Work that may not be reassessed includes that which is identified on the course syllabus (as agreed to by content teams and approved by administration), final research reports and projects that culminate a unit of study, or final semester or marking period exams (with the exception of those taken in courses for high school credit).

### Middle & High School Grading

**Calculating Grades**

Course and marking period grades are based on the following scale:

- 100% – 90% = A
- 89% – 80% = B
- 79% – 70% = C
- 69% – 60% = D
- Below 60% = E

**Weighted Grading for Honors, Advanced Placement, Post AP, and International Baccalaureate Classes**

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The additional quality point will be awarded to students in Advanced Placement, Post AP, and International Baccalaureate courses who earn grades of A, B, or C.

### Grading — High School

The marking period grades, based upon the final percentage of points earned divided by possible points, shall be calculated to the tenths place and then rounded to a whole number (.5 and higher rounds up).

High school course final grades shall be determined by averaging three percentage grades. Each of the two marking period grades of a semester shall equal 40%, and the semester exam shall equal 20% of the final semester average.

The percentage grade for each marking period shall appear on the report card. The percentage grade for high school semester final exams shall appear on the report card. The final grade for each semester in high school shall appear on the report card as both a percentage and a letter. Only final letter grades shall appear on student transcripts.

Students who receive an “I” shall complete makeup work within two weeks beyond the end of a marking period or a reasonable amount of time as determined by the teacher and principal in order to receive credit for a course.

If a teacher believes a student has stopped working during any grading period, the student’s record shall be thoroughly evaluated to determine whether a passing grade will be given. There must be thorough documentation, evidence of opportunity for parental input, and approval by the principal to override a numerical average.

**Academic Dishonesty**

A student who exhibits academic dishonesty, as determined by the teacher and administrator, shall receive a zero on the particular assessment/assignment in question. Violations of the Academic Integrity Policy and Regulations may result in disciplinary action. Consequences for violations may vary according to the severity of the violation and shall follow the progressive interventions and discipline as outlined in the *Student Code of Conduct*. 

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Find more online: Grading Policy: [www.aacps.org/grading](http://www.aacps.org/grading)
Any middle school student receiving the grade “NG” (no grade) for a marking period shall not have the grade calculated into the semester average. Any high school student receiving “NG” on a final exam shall not have the grade calculated into the semester average. The “NG” grade shall not be included in any semester calculation for Honor Roll, GPA, or eligibility.

Some courses such as work-based learning, independent study, special inclusion classes, and alternative credit programs, etc., produce a grade of “S” (satisfactory) or “U” (unsatisfactory). The grade is recorded on the transcript as “S” or “U”. An “S” earns credit; a “U” does not. For calculation purposes when an “S” or “U” grade is used, there are no quality points issued; therefore, there is no credit attempted factored into the GPA calculation.

Any course a student repeats for grade improvement or to build prerequisite skills, and for which credit has been previously granted, cannot receive credit again. The highest grade earned for a repeated course shall be calculated into the GPA. For the purposes of cumulative Grade Point Average calculation, only those courses appearing on the transcript shall be factored into the calculation.

**Earning Credit**

- Final examinations are comprehensive evaluations for the semester. Final examinations are two hours in length with the exception of final exams for second semester seniors, which are one class period in length. Final examinations will include a variety of question types, including at least one essay question. On the second semester final examination for seniors, the inclusion of an essay will be at the discretion of the teacher.

- Teachers will design assessments and other means of evaluation so that teachers, students, and parents will be able to determine the extent to which the course objectives for the grading period are being met. The evaluation will be a comprehensive examination or alternative assessment, as appropriate, for the semester and will be teacher-made, teacher-selected, or county-mandated. Course requirements include the completion of a final examination/alternative assessment in each course; however, the final examination or alternative assessment shall be waived at the election of a student should he or she take the Advanced Placement (AP) or International Baccalaureate (IB) examination in the same course. In that event, the final grade shall be determined by the average of third and fourth marking period grades [BOE*]. The principal may deny credit for those courses in which course requirements are not completed.

- Students unable to take a final exam due to an emergency situation may, with the approval of the principal, be permitted to take a make-up exam. In extenuating circumstances and solely at the discretion of the principal, a waiver to the final exam may be considered.

- High schools will schedule two exams on each designated day, and students will be dismissed approximately two hours early on exam days. Teachers will use the two hours of additional planning time to grade the exams.

- For seniors during the second semester (spring), teachers in all subjects will give written exams designed to be one regular class period in length. Practicum exercises are not to be part of the exam. The teacher has the discretion to include an essay for second semester senior exams.

- Summer and evening high school grades for students enrolled in a regular day school program will be transferred and calculated into the student’s GPA.

- All county high schools will award credit based upon the established policies and regulations of Anne Arundel County Public Schools.

- Grades earned by students for course work completed while on home teaching, as determined by the home teacher, will be factored into the marking period grade or semester grade, proportionate to the amount of time spent in class and on home teaching.

**Homework [BOE*]**

Homework is an important and required component for student achievement. A teacher’s evaluation of and feedback regarding homework shall be reflected in the grade or the code given. Students are expected to dedicate focused time outside of school hours toward the completion of homework. Parents shall not be expected to play a “formal teaching role” in homework. Parents can, however, support this aspect of their child’s education by establishing regular times for homework completion and identifying specific places in the home where students can work with minimum distractions.

Teachers shall provide feedback for the homework assigned. Some homework assignments may be evaluated for completeness, while others may be evaluated for accuracy. Teachers shall maintain precise records to document the grades earned for homework assignments.

In elementary school, homework is reflected in the code given for expected student behaviors. Middle school and high school courses differ in design and content. Homework shall be assigned and evaluated in Language Arts/English, Mathematics, Science, Social Studies and World and Classical Languages courses. Homework grades shall count no less than 10% and no more than 15% of the grade for the marking period, as determined by the content team and reflected in the course syllabus. In all other middle school courses, homework shall be assigned at the teacher’s discretion.
**Time Guidelines for Homework**

<table>
<thead>
<tr>
<th>PreK–Kindergarten</th>
<th>20 minutes per night, two to three times per week</th>
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<tbody>
<tr>
<td>Grades 1–2</td>
<td>30 minutes per night, three to four times per week</td>
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<tr>
<td>Grades 3–5</td>
<td>45 minutes per night, three to four times per week</td>
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<tr>
<td>Grades 6–8</td>
<td>60 minutes per night, four to five times per week</td>
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<tr>
<td>Grades 9–12</td>
<td>90 minutes per night, four to five times per week</td>
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</tbody>
</table>

**Advanced Courses**
Courses identified as Honors, Advanced Placement, International Baccalaureate Diploma Programme, Post AP, and Advanced Programs of Choice may require additional time commitments.
Expectations may include pre-course assignments which may count as a homework grade toward the marking period grade.

**High School Honor Roll**
The Honor Roll consists of students who have a weighted GPA of 3.0 or greater and have no grades of “D,” “E,” “I,” or “U” during a marking period.

**ParentCONNECTxp**
Anne Arundel County Public Schools offers an easy-to-use secure website that allows parents/legal guardians in grades 1–12 to engage in their child’s academic success. ParentCONNECTxp supplements, not replaces, existing tools that currently support communication between you, your child’s teacher(s) and the school. ParentCONNECTxp provides parents with the range of useful information. ParentCONNECTxp is accessible 24 hours a day, seven days a week, after you have registered and received your password and user ID. ParentCONNECTxp can be accessed from any computer with Internet access. (Please be aware that the site may be down from time to time for maintenance.)

**Establishing an Account**
Any person who has legal rights to view his/her child’s school records is eligible to receive a user account. Generally, parents have one household account however more than one parent can obtain a user account.

**Parents New to ParentCONNECTxp**
Parents who do not have an account can complete the on-line registration form by clicking on the Request Account button. Your school will verify the information to what is in the student information system. Once the information is verified, you will receive your ParentCONNECTxp user name and password via email. New accounts will become active 24 to 48 hours after submitting the request. If the information submitted does not match the school’s records, you will be contacted by the school with further instructions.

**Adding Additional Children to an Active Account**
Your student(s) can be added to your existing PCxp account. Send an email to parentconnectxp@aacps.org with the following information: Child’s first and last name, grade and most importantly your ParentCONNECTxp User ID. Enter your child’s school name in the email subject line. Your child will be added to your active account and a confirmation email will be sent to the email address on file in the system. While you will be able to login immediately, please give the system 24 hours to update before expecting data to be available.

**Accessing ParentCONNECTxp**
Generally, you can expect for new accounts to be active 24 to 48 hours after you have submitted your new registration request. You will receive an email notification with your user name and password. It is recommended that you change your password immediately.

**Using ParentCONNECTxp**
Parents/guardians can access the Parent Guide to Using ParentCONNECTxp (in English and Spanish) from the AACPS website.

**Parent/Teacher Conferences**
November 23 & 24, 2015
See school calendar for additional dates

For parents, the conference provides an opportunity to:
- get to know your child’s teacher(s).
- learn about the school and curriculum.
- discuss your child’s strengths and weaknesses.
- work with the school in setting goals and plans.
- share with the teacher what the school can do to improve your child’s program.
- learn ways you can support your child.
- communicate your concerns to the school.

**Report Cards**
The report card is one method of communication between home and school regarding a student’s academic performance. Report cards are issued four times a year at the end of each marking period.
Interim reports are also sent home at the end of the fifth week of each nine-week marking period. Secondary teachers are required to send home interim reports for students in danger of failing a subject or those whose grades have dropped by two or more letter grades. Elementary teachers may also send home interim reports to inform you of your child’s academic standing, but this practice varies from school to school and from teacher to teacher.

Parent-teacher conferences for students are held in November and February (see the school calendar). If your child attends high school, you should call your child’s school counselor to arrange times to meet and discuss academic progress with teachers and the school counselor. You are encouraged to make an appointment to meet with your child’s teacher(s) throughout the school year at times that are convenient for both you and the teacher(s).

**Report Card Distribution**
Report cards will be distributed on:
- November 19
- February 2
- April 19

Weather related closings may affect these dates. The final report cards for all students will be mailed to parents at the end of the school year.

**Service Learning**
Service Learning is a state graduation requirement in Maryland. In Anne Arundel County Public Schools, students complete the requirements by participating in curriculum-based projects in fifth through twelfth grades.

The ultimate goal of the service-learning program in our school system is to help students become an integral part of their community and to help them understand and appreciate the role of service in a democratic society.

Students who enter AACPS in fifth through eighth grade will not be held accountable for the Service Learning requirements that preceded their grade level entry. A student who enters in the ninth through eleventh grade will be expected to make up all Service Learning hours required in high school (40 hours). Parents should consult with their child’s guidance counselor about the requirements for high school students transferring into AACPS in grades 11 and 12.

**Alternative Education**
Alternative Education programs in Anne Arundel County Public Schools (AACPS) are envisioned to be dynamic, multi-agency educational environments which model community collaboration in the delivery of quality educational and social-emotional support services for students and their families. These unique programs will produce academic, behavioral, and attendance gains for students who are not succeeding in the traditional school setting.

The mission of the programs recognizes and respects the value of diversity. Alternative Education Programs offer educational options which are child-centered, family-driven, community-based, and culturally competent. We believe everyone deserves a safe, supportive, and orderly learning environment. We encourage appropriate behaviors by teaching, guiding, directing, and providing opportunities for new learning to occur. We create opportunities for students to practice and succeed in making responsible and effective choices in order to reach their academic potential and contribute to the school community. AACPS operates on the simple philosophy that all students can learn.

AACPS believes that students learn in different ways on different days through different means, and it is the schools’ responsibility to diagnose barriers and prescribe interventions which address those differences. For more information, please call the Executive Director of Alternative Education at 410-222-5193.

**Evening High School**
Anne Arundel Evening High School is a high school instructional program which gives students who desire an alternative setting for completing high school the opportunity to do so. Students between the ages of 16 and 21 may transfer into Anne Arundel Evening High School to complete requirements for their high school diploma. The Evening High School also offers courses for day school students who have been unsuccessful during the school year. There is a tuition/registration fee for enrolling in evening high school. For more information see high school counselors, or call the evening high school office at 410-222-5384.

**Secondary Summer School**
The Secondary Summer School program offers middle school and high school students the opportunity to make up courses during the summer which they unsuccessfully completed during the school year. There is a tuition fee for each course. For more information see high school counselors, or call the summer school office at 410-222-5384.
Twilight School

Twilight School is offered after school at high schools in the spring for the remediation of fall courses in which first time 9th graders have been unsuccessful and for spring graduating seniors who may have a class to make up to meet graduation requirements. There is a tuition fee for each course. Twilight School is not offered at all high schools. Consult school counselors regarding the availability of this program.

Mary Moss @ J. Albert Adams Academy

Mary Moss at J. Albert Adams Academy is an exciting new innovative educational option for 160 students in grades 6–9 (80 students in grades 6–8 and 80 students in grade 9) who are experiencing barriers to learning. Based on the values of compassion and personalization, creativity, collaboration, communication, student voice and choice, critical thinking— and a grit and growth mindset—Mary Moss at J. Albert Adams Academy will provide a dynamic and engaging learning environment through the use of transformative teaching methods, and a Project Based Learning (PBL) curricular framework. AVID strategies will also be incorporated into the program to ensure each student develops deeper learning competencies and the critical thinking and questioning skills required for success in college and beyond.

In order to ensure a safe and nurturing environment, students and families will also receive social and emotional services designed to support students as they transition through life’s challenges.

At Mary Moss at J. Albert Adams Academy, we will seek to find the key to every student’s passion, while unlocking opportunities aligned with their strengths and skills, empowering them to achieve and contribute to the greater good. For additional information call 410-222-1639

Phoenix Academy

The Phoenix Academy is a K–12 special education and alternative education school. The alternative education program serves students in grades 10–12. The Phoenix Academy provides a supportive environment designed to meet the needs of students who have experienced barriers to learning in the comprehensive school environment, while also ensuring a continuum of special education provisions.

The school’s mission and vision are grounded in community collaboration and the Kids at Hope philosophy, as the school seeks to utilize any and all available resources and supports to ensure that every student meets with academic success—no exceptions! While offering smaller class sizes and an increased level of academic and behavioral support, the Phoenix Academy offers a wide array of courses. This includes to Honors, Advanced Placement (AP) and Career and Technology Education (CTE). The three in-house CTE completer programs at Phoenix include: Culinary (Prostart), Print and Design and CASE (Curriculum for Agriculture Science Education). For more information about the Phoenix Academy, please call the school at 410-222-1650.

Special Education

Special education is built on the belief that all students can and will learn. It is the school system’s responsibility to provide appropriate learning experiences for all students, to recognize and understand the unique nature of each student, to promote the worth and dignity of each student, and to strive for the educational success of every student. The vision includes the establishment of a dynamic and responsive learning community of general and special education for students with disabilities that:

• maximizes achievement.
• promotes the skills and knowledge necessary to contribute to society.
• focuses on independence and transitional success and a limitless future.

Where:

• All educators are united in a common commitment and are accountable to ensuring all students succeed.
• Access to general education curriculum/standards is prioritized with high expectations.
• Best practices are incorporated in instructional deliveries.
• All stakeholders are part of instructional decision-making.

To the extent appropriate, instruction for students with disabilities will be provided in the same setting as instruction for students without disabilities.

The goals of special education in Anne Arundel County Public Schools are to:

• ensure that all students with disabilities receive a free, appropriate public education which may include special education and related services to meet their unique needs.
• provide a full range of educational opportunities in the least restrictive environment for each student.
• ensure that the rights of students with disabilities and their parents are protected.
• assess and ensure the effectiveness of efforts to provide an appropriate educational program for all students with disabilities.

The school system offers special education and related services to students with disabilities from birth to age 21.

If you suspect that your child may be experiencing learning difficulties due to a disability, you may request a referral through the school principal. For more information, please call the Director of Special Education at 410-222-5410.

AACPS operates on the simple philosophy that all students can learn.

Find more online: Special Education: www.aacps.org/specialed
Assessments & Exams

While attending Anne Arundel County Public Schools, your child will take a variety of assessments, including state-mandated assessments, district created course assessments, assessments required for high school graduation, and assessments related to advanced course work and college admissions.

Your child’s academic performance is based on more than assessment scores; however, assessment results are vital to monitor student progress as well as evaluate and improve instruction and curricula to ensure student success.

A brief description follows for each state-mandated and other assessment. Schools will notify parents with specific testing information as each date approaches. Additionally, the counseling office in each school has additional information about these assessments and test-taking strategies for you and your child.

State & National Assessments

Kindergarten Readiness Assessment (KRA)
The Kindergarten Readiness Assessment, administered when students enter Kindergarten, is used by your child’s Kindergarten teacher to measure what your child knows and can do in the early learning areas of social skills, language and literacy, cognitive development, and physical well-being and motor development. The assessment does not determine whether your child can be enrolled in Kindergarten.

On the KRA, there are three ways for your child to show what he or she knows and is able to do:
1. By selecting the answer to a question or prompt (e.g., “Show me the block that is the largest of three.”)
2. By performing a requested task (e.g., retelling a short story)
3. By teacher observation during the school day’s activities or by a collection of their work samples

The Kindergarten teachers will have from the first day of school until November 1 to complete the Kindergarten Readiness Assessment. It will help teachers tailor their instruction to the needs of your child. When the assessment is complete, teachers will have a report to share with families. The report will help families and teachers work as partners so that our children are successful in school.

Partnership for Assessment of Readiness for College and Careers (PARCC)
The Partnership for Assessment of Readiness for College and Career (PARCC) assessments are developed by a consortium of states of which Maryland is one of the leaders. The PARCC assessments are aligned to the Maryland College and Career Ready Standards and they assess students’ mathematics and literacy skills. The PARCC assessments require students to demonstrate their ability to read complex texts, write essays, solve mathematics problems, and use critical thinking skills. Students take the mathematics and literacy PARCC assessments in grades 3-8 as well as in select high school courses including English 10, English 11, Algebra I, and Algebra II. All data from these assessments are used to guide future instructional decisions needed to support student academic growth so that all students graduate with the skills needed to be college and career ready.

Participation in PARCC English 10 and Algebra 1 is a graduation requirement.

High School Assessments (HSA)
Maryland High School Assessments (HSAs) are end of course assessments in US Government, and Biology that are required for graduation. Passing scores on the US Government and Biology exams will remain a requirement for graduation.

To determine which state assessments students are required to take and pass for graduation, students and parents should check with the school.

Maryland School Assessment (MSA) Science
The Science MSA measures student achievement in elementary and middle school science content and skills. Students take the assessment in grade 5 (measures content from grades 4 and 5) and in grade 8 (measures content from grades 6-8). These assessments consist of selected and constructed response questions.
Maryland Alternative School Assessment (Alt MSA) Science and the National Center and State Collaborative Assessment (NCSC) System

Students with significant cognitive disabilities who meet eligibility criteria, as determined annually by the student’s IEP team, will take the Alt MSA Science and the NCSC. These assessments allow students to demonstrate their reading, math, and science abilities in a format best designed for students with special needs and skills.

Bridge Plan Academic Validation

The Bridge Plan for Academic Validation provides an opportunity for students who are not able to demonstrate their content knowledge and skills on traditional assessments to meet the graduation assessment requirements. Students who fail to meet the minimum passing scores on the US Government and/or Biology HSA will work with a teacher to complete a Bridge Project. Bridge Projects allow students to demonstrate their content knowledge and skills through a performance-based task.

ACCESS for English Learners (ELs)

ACCESS for English Learners (EL) is the English Language Proficiency Test that is designed to determine a student’s proficiency in English when he/she is identified as an English Learner. The test is administered annually to EL students in grades K-12. Students are assessed in four domains: Speaking, Reading, Writing, and Listening. Results are reported to parents annually.

Alternate ACCESS for ELs

The Alternate ACCESS for ELs is designed for ELs with significant cognitive disabilities who cannot meaningfully participate in the standard ACCESS for ELs assessment, even with accommodations. In order to participate in the alternate assessment, the EL student must meet certain eligibility criteria. The Alternate ACCESS for ELs is available for the 1-2, 3-5, 6-8, and 9-12 grade clusters.

Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), SAT I & II and the ACT

In addition to the state mandated assessments, high school students may opt to take a number of different tests offered by the College Board. The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is cosponsored by the College Board and National Merit Scholarship Corporation. High school students take the PSAT/NMSQT which can qualify them for scholarships and prepare for the SAT I. All eligible students will take the PSAT/NMSQT in October. This test measures student performance in language usage, writing, reading, and mathematics.

Many colleges use the SAT I as one of several admissions requirements. It is normally taken by college-bound students in grades 10, 11, or 12. The SAT I is an aptitude test that measures critical reading, writing, and mathematical reasoning skills students have developed over time. It is characterized as the best available independent, standardized measure of a student’s readiness for college.

SAT Subject Specific Exams (SAT II) are optional assessments that allow students to demonstrate their content knowledge in specific subjects in science, history, English, mathematics, and world languages. Some colleges use subject tests to place students into appropriate courses and as an additional data point when determining college admissions.

The ACT is a college entrance exam accepted by all four-year institutions. It is nationally administered and is used to help colleges evaluate applicants. The ACT is an achievement test with four core sections (English, Math, Reading, Science) and an optional Writing section. Some students earn higher scores on the ACT. Because many colleges will accept the ACT test, check with the colleges and universities to which you may apply. See your school counselor for additional information.

Advanced Placement (AP) Exams

Students enrolled in AP courses have the opportunity to sit for the corresponding exam. Colleges and universities use the AP results to determine college preparedness, student motivation, and placement. Students may have the opportunity to earn credit or advanced standing at many of the nation’s colleges and universities. High school students are urged to take the Advanced Placement (AP) exams in specific subjects such as English, world and classical languages, chemistry, history, calculus, psychology, biology, physics, economics, computer science, environmental sciences, statistics, and fine arts. Except for AP Studio Art, which is a portfolio assessment, each AP exam contains a free response section (either essay or problem solving) and a section of multiple choice questions. The modern language exams also have a speaking component, and the AP Music Theory Exam includes an optional sight singing task. Each AP Exam is given an overall score of 1, 2, 3, 4, or 5, with 5 indicating a student who is extremely well-qualified to receive college credit and/or advanced placement based on an AP Exam grade. Check with the colleges and universities to which your child is applying for credits they may award. A fee is required to take each exam. Financial assistance may be offered based on student need. Check with your local high school counseling office for more information on the Advanced Placement courses, exams or fees, or contact the high school test coordinator. Summer assignments may be required in AP Courses.
ACPS Programs of Choice provide students with specialized curricular, instructional, and co-curricular activities that meet their specific intellectual interests and needs. Each program is designed to give students choice in their education and provide increased opportunities for students to engage in problem and project-based learning to solve real-world problems.

**Advanced Learner Programs & Primary Talent Development (ALPs & PTD)**

The Primary Talent Development (PTD) program offers K–2 students opportunities to explore learning challenges that tap into their creative and cognitive strengths. Advanced Learner Programs (ALPs) implemented in grades 3 through 5 deliver highly challenging curriculum to advanced learners on a daily basis while also ensuring all students have access to more advanced instructional opportunities. Through participation in one or more ALPs trail, implemented during a portion of every instructional day, students experience learning at greater levels of depth and engagement.

In the **Exploratory Trail**, students who traditionally had limited access to advanced learning opportunities participate in more rigorous instructional activities. Blended with grade-level curriculum, students engage in strategies and materials designed to develop higher level thinking skills, analyze complex material, and nurture untapped potential. Students demonstrating the need for even greater challenge are re-grouped during mathematics and a portion of language arts to receive fully differentiated instruction through participation in mathematics and language arts **Single-Subject Trails**. The **Single-Subject Trails** are presented by a classroom teacher trained in using the advanced curriculum for a minimum of one hour daily.

**AP Diploma Requirements**

Anne Arundel County Public Schools believe that students who engage in rigorous programs should be recognized for their efforts. To provide this recognition, Anne Arundel County Public Schools has developed an AP Diploma Endorsement. In order to earn an AP Diploma Endorsement, a student must:

- Earn a minimum of five AP credits in four of the five domains:
  - languages (English and/or World or Classical Language)
  - social studies
  - mathematics
  - natural sciences
  - computer science and/or fine arts
- Earn grades of C or better, and
- Sit for a minimum of 5 AP exams

**AVID Cord Requirements**

To earn an AVID Cord at graduation, a student must:

- Take an AP exam
- Take the SAT or ACT
- Submit AVID senior data on time
- Have been in AVID for at least 3 high school years including their entire senior year
- Apply and be accepted into at least one 4 year college
- Maintain an unweighted GPA of at least 2.75

**Advanced Placement Courses (AP)**

Advanced Placement courses are demanding and challenging courses intended for students who demonstrate potential for college level work. The College Board sponsors the Advanced Placement Program, and it develops, administers, and grades examinations for each advanced placement course. Many universities and colleges grant advanced standing and/or college credit on the basis of how well a student performs on the Advanced Placement test. Information regarding advanced placement courses and examinations are available from the counseling office in each high school. Students, however, are not required to take an advanced placement course in order to be eligible to sit for an Advanced Placement examination. It should be noted that a student’s report card grade for an Advanced Placement course is determined by the classroom teacher. It is not a reflection of the results of the Advanced Placement test.

**Advancement Via Individual Determination (AVID)**

Advancement Via Individual Determination (AVID) is an accelerated academic program that prepares students for a rigorous course of study that will enable them to meet the requirements of a four-year university enrollment. AVID is an elective course offered to students in grades 6–12. In order to take the AVID elective course, students must apply, interview, and be accepted into the AVID program. Students who are accepted into AVID commit to earn-

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**Advanced Studies & Programs:** www.aacps.org/ap  
**ALPS/PTD:** www.aacps.org/alps  
**AVID:** www.aacps.org/avid
ing good grades, schedule changes to include advanced courses, and excellent behavior and attendance. The AVID elective provides a strong relevant writing and reading curriculum, study skills, assistance with organization and time management, and tutorials.

**Charter Schools**

The Maryland Charter School Act of 2003 was established as an alternative means within the existing public school system to provide innovative learning opportunities and creative educational approaches to improve student education. Maryland’s law emphasizes a focus on innovation and student achievement and in so doing places a premium on the relationship between the school system and the public charter school applicant.

Public Charter Schools are independent, tuition-free, publicly funded schools that are open to all students on a space available basis. If there are more applicants than seats available, a lottery is required by law. Charter schools follow the same laws, policies, and regulations as all public schools. However, charter schools provide families with additional educational choices so that parents can choose to send their child to a school that has an instructional approach that fits their child’s learning needs or academic interests.


**Chesapeake Science Point Public Charter School (Grades: 6–12)**

Chesapeake Science Point Public Charter School, in partnership with students, parents, and the community, will attain educational excellence by providing a rigorous and quality education for middle and high school students with a special focus on science, math, and technology while preparing them to excel in an increasingly technological and global society.

**Monarch Academy Public Charter School (Grades: K–8)**

Monarch Academy Public Charter School aims to educate its students to be self-motivated, creative, critical thinkers and life-long learners who are productive contributors to the global community in the 21st century. At Monarch Academy, children are encouraged to think critically, question, reflect, and participate in a rigorous, highly interactive instructional program that integrates arts and technology across the curriculum.

Monarch Academy is a unique collaboration of two innovative, proven models for excellence: the Transformation Education (TranZed) child-serving organization model and the Expeditionary Learning model.

**Monarch Global Academy Public Contract School**

The mission of Monarch Global Academy Public Contract School is to prepare students in grades K–8 for world citizenship by harnessing student’s natural curiosity, developing their critical thinking skills and capacity to utilize a cross discipline approach to creative problem solving, develop self-discipline, awareness and a commitment to service in an interconnected, dynamic, global economy. This will be accomplished through a unique collaboration of two proven models for excellence, the International Baccalaureate (IB), Primary Years Program (PYP) and the Transformation Education (TranZed) child-serving organization.

**Advanced Co-curricular Programs**

**Co-Curricular Programs**

- 24 Game Competition
- Anne Arundel County Spelling Bee
- AVID Club
- BMAH Club
- Continental Math League
- Destination ImagiNation
- FIRST Robotics
- Integrated Fine Arts Clubs
- MESA (Mathematics, Engineering, Science Achievement)
- Mock Trial
- Model United Nations
- NASA BEST Aerospace Engineering Club
- National History Day
- On-Line Book Clubs
- SEAPerch Underwater Robotics
- Signature-Based Co-Curricular Clubs/Activities
- STEM Approved Co-Curricular Clubs/Activities
- Stock Market Game
- World Language and Culture Clubs

**Adjunct Programs**

- United States Naval Academy
  - Advanced Studies Courses and Saturday Demonstration Physics Labs
- Anne Arundel Community College
  - EXPLORE K–5
  - Middle School Scholars
  - High School Programs
- Maryland Hall for the Creative Arts
  - Art, Theater, & Dance Programs
- St. John’s College
  - Seminars for Honors/AP English and Social Studies Students

**Advanced Co-curricular Activities & Adjunct Programs**

**Online Programs**

- Art, Music, and Social Studies Students
- Science Achievement (Grades: K–8)
- Advanced Studies
- Physics Labs
- Advanced Study
- Demonstration
- Debate
- Mock Trial
- Model United Nations
- National History Day
- On-Line Book Clubs
- SEAPerch Underwater Robotics
- Signature-Based Co-Curricular Clubs/Activities
- STEM Approved Co-Curricular Clubs/Activities
- Stock Market Game
- World Language and Culture Clubs

**Find more online:**

- **Charter Schools:** www.aacps.org/charterschools
- **Chesapeake Science Point:** www.mycsp.org
with one another to discuss an advanced level novel. At the end of each six week book club, students and parents are given the opportunity to meet face-to-face, participate in a Socratic discussion, and receive recognition.

**International Baccalaureate Primary Years Programme (IB PYP)**
The IB Primary Years Programme, for students aged 3 to 12, focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. At the heart of the program’s philosophy is a commitment to structured, purposeful inquiry as the leading vehicle for learning.

The following schools currently offer the IB Primary Years Programme as authorized or candidate schools: Germantown, Manor View, Monarch Global Academy, Southgate, Hebron-Harman, South Shore, Eastport, Overlook and Sunset elementary schools. IB PYP schools are community (not magnet) schools.

**PreK–12 Science, Technology, Engineering & Mathematics (STEM) Programs**
The STEM Office at AACPS offers suites of STEM academic in-school, co-curricular, online, and camp programs for PreK-12 students during the academic year and summer months. These programs enrich and enhance learning, build STEM career awareness, and engage students in challenging STEM-related projects and events. AACPS is in the process of building an exciting, rich learning environment to substantially increase the numbers of young people who see value and reward in studying and working in Science, Technology, pre-Engineering, and Mathematics discipline areas.

**Magnet Programs**
Magnet Programs offer highly motivated and academically-able students the opportunity to engage in a specialized course of study or emphasis on instruction that differs from the traditional curriculum. These programs provide unique environments and a highly personalized education. There are currently three different Magnet Programs for grades 6–8 and five different Magnet Programs for grades 9–12 offered at a total of 17 different schools. A student’s Magnet School is determined by his/her home middle school. The Magnet Programs are housed in schools that may be different from their home school.

Admission to all Magnet Programs is by formal application. Each program has its own eligibility criteria and there are a variety of pathways for a student to be eligible for admission to an AACPS Magnet School Program. Interested students are evaluated on their interest, and passion, in addition to their academic history. We encourage a diverse group of students to apply for admission and offer accommodations for English language learners and special education students.

**Middle School Magnet Programs**

**International Baccalaureate Middle Years Programme (IB MYP)**
In the middle schools, the MYP offered at Annapolis, MacArthur, and Old Mill North is a three-year program designed to meet the educational requirements of students in grades 6–8. Offering a teaching methodology that connects school subjects to the world outside of the classroom, it challenges students to consider their role in global and local communities and to take action based upon what they are learning. The MYP offers a balanced education where students engage in eight MYP subject groups each year: Language and Literature (English), Language Acquisition (World Language), Individuals & Societies (Social Studies), Mathematics, Sciences, the Arts, Design, and Health & Physical Education.

**Performing and Visual Arts (PVA)**
The PVA middle school program is offered at Bates and Brooklyn Park Middle Schools for students interested in reaching their maximum artistic and academic potential through advanced coursework in all disciplines and arts-intensive co-curricular opportunities. Students can choose to study in one of five Arts Areas (creative writing, dance, instrumental music, visual arts, or vocal music) and will receive instruction from qualified teachers and Artists-in-Residence to develop the skills needed to be a well-rounded artist or performer.

Participation in Co-Curricular activities, contests, or competitions afford, students additional opportunities to enrich their current program of studies.
Science, Technology, Engineering, and Mathematics (STEM)
The STEM middle school program offered at Central Old Mill Middle South and Lindale Middle Schools encourages students to become lifelong learners and innovators through an interdisciplinary STEM environment that highlights the infinite applications of STEM in every aspect of the world today. STEM students will study both historic and contemporary developments in STEM research by using problem and project-based learning to consider, discuss, and solve hands-on and real-world problems.

High School Magnet Programs

BioMedical Allied Health (BMAH)
The BioMedical Allied Health program is offered at Glen Burnie High School for students interested in exploring fields in the health-care industry while pursuing a rigorous course of study. Through partnerships with major hospitals and institutions in the Baltimore-Washington Professional Corridor and through partnerships with local colleges and universities, BMAH students will participate in regular job shadows and internship opportunities to gain real-world experience in the biomedical and allied health fields.

Centers of Applied Technology (CAT)
The Centers of Applied Technology are dedicated to preparing students for high-skill, high-demand, and high-wage careers. The hands-on environment allows students to perfect technical and academic skills, while building an understanding of workplace expectations and professional work ethics. Students have an opportunity to earn Industry Certifications, College Credit, and/or Apprenticeship Steps.

IB Diploma Requirements
To earn an IB Diploma, a student must:
• study and take IB Exams in six subjects.
• complete the interdisciplinary Theory of Knowledge course.
• write a 4,000 word Extended Essay.
• complete 150 hours of Creativity, Action, and Service.

International Baccalaureate Middle Years and Diploma Programme (IB MYP and DP)
Annapolis, Meade, and Old Mill high schools offer the IB Programme for students aspiring to become competitive and innovative leaders in their area of study or interest including science, mathematics, liberal arts, technology, visual and performing arts, and language. IB students engage in creative and innovative problem solving by taking an active role in their local and global communities and connecting their education with the world around them. Through the internationally recognized IB program, known for its academic breadth and depth, students will learn to prepare for success in post-secondary education and as 21st century visionary frontrunners. The IB MYP prepares students in grades 9 and 10 for the IB DP in grades 11 and 12. Students who successfully complete the requirements of the Diploma Programme will be eligible for the IB Diploma, recognized by colleges and universities around the world.

Science, Technology, Engineering, and Mathematics (STEM)
The STEM high school program, offered at North County and South River high schools, is for students interested in a problem/project-based and hands-on education focused on the fields of Science, Technology, Engineering, and Math. Through partnerships with local colleges, universities, and STEM professionals, STEM magnet students will develop strong research skills, explore STEM careers, and gain real-world experience through internship opportunities.

Find more online:  Signature Programs: www.aacps.org/signature
Signature Programs

A Signature is a theme chosen by a school and its surrounding community to connect classroom instruction with real-world situations and workforce-relevant skills. A Signature brings together educators with local businesses and community leaders to make classroom instruction relevant, interesting, and challenging for students, with opportunities that connect to the 21st Century workplace. Unlike Magnet Programs, which draw students from around the county to a specific Magnet School, Signature Programs provide rich, thematic opportunities for students already attending their home school. Students can choose to enroll in individual Signature-related courses, or they can take multiple courses in their school’s Signature Pathway for the opportunity to earn specialized certificates or college credit while still enrolled in high school. Each of the 12 comprehensive high schools in Anne Arundel County will offer a unique Signature Program.

The high school signature program themes are:

**Annapolis**—Change Engineering

**Arundel**—Community Development, & Global Citizenship

**Broadneck**—Environmental Literacy

**Chesapeake**—Information Management

**Glen Burnie**—Public Service

**Meade**—Homeland Security

**North County**—International Trade, Transportation, & Tourism

**Northeast**—Human Performance

**Old Mill**—International Economics, & Finance

**Severna Park**—Business, Innovation, & Leadership

**South River**—Global Communication & Public Affairs

**Southern**—Design: Preservation, & Innovation

For more information

For more information on any of our Programs of Choice, call the appropriate office below, or visit the website listed at the bottom of the pages.

ALPs and Primary Talent Development  
410-222-5430

AP  
410-222-5434

AVID  
410-222-5458

AACPS Charter School Program  
410-224-8572

Chesapeake Science Point  
443-757-5277

Monarch Academy  
410-760-2072

Monarch Global Academy  
301-886-8648

Co-curricular or Adjunct Programs  
410-222-5434

Magnet Programs  
410-222-5391 x1

Signature Programs  
410-590-5119

Magnet Programs offer highly motivated and academically-able students the opportunity to engage in a specialized course of study or emphasis on instruction that differs from the traditional curriculum.
Early Childhood Services (Birth–Kindergarten)

The Early Childhood Program in Anne Arundel County Public Schools blends the developmental needs of the unique young learner with the Maryland Content Standards. Teachers follow the county curriculum for reading/language arts, mathematics, science, and social studies. Students also receive instruction in physical education, health, art, music, and technology. A child-centered environment is designed to help each student reach his or her learning potential.

Special Education Services

Early Childhood services provide special education intervention directly to students with disabilities from birth through age five, to their parents, or to both.

The Infants and Toddlers Program (ITP) provides developmental, educational, and family support services for children with disabilities from birth through age two. Services are coordinated among the school system, the County Health Department, and the Department of Social Services. Services are usually home-based and are specified on the Individualized Family Service Plan.

Infants and toddlers are eligible for ITP if there is a documented significant difference between their chronological age and their developmental age, or if they have an inherited or physical condition that will probably result in a future disability.

Child Identification

Children who are suspected of having a disability that may require special education can be referred for screening by parents, legal guardians, physicians, school personnel, or other community agencies. Typical areas of concern include:

- medical conditions.
- difficulty understanding simple directions.
- difficulty speaking, hearing, or seeing.
- learning at a slower rate than other children.

Child Find clinicians will first conduct a developmental screening if a child is suspected of having a disability. If needed, a full evaluation will then be undertaken and will include the disciplines of special education and speech therapy. Other disciplines participate as needed.

Community-Based Services (CBS)

The families of an increasing number of preschoolers with disabilities choose to have their children attend regular preschools or child care centers. These children can receive special education, speech therapy, physical therapy, or occupational therapy services in the school provided by school system teachers and therapists. These educators/clinicians provide consultation and technical assistance to preschool teachers while also providing Individualized Education Program (IEP) or Individualized Family Service Plan Extension (IFSP Extension)-determined direct service to children. Children who only have delays in the pronunciation of words (articulation) typically receive services in the elementary school in the community in which they reside.

Early Childhood Intervention

The Early Childhood Intervention (ECI) program provides comprehensive educational services for three and four year olds who require a more structured environment than is typically found in Community-Based Services. Although most students receive speech therapy in addition to special education, some also engage in physical and/or occupational therapy. ECI Classes have low adult to student ratios; however, the goal is for students to participate with non-disabled peers to the maximum extent possible. Thus, the class is co-located, whenever possible, with county prekindergarten settings. Students can attend ECI up to five days per week. Determinations on intensity, frequency, and duration are made through the IEP Process.

Prekindergarten Program (Four Year Olds)

Full or half day prekindergarten, for children who are four years old by September 1, is offered in some elementary schools. Enrollment is limited by funding, and some schools may have waiting lists. Public school prekindergarten programs must serve children from economically disadvantaged or homeless families. If seats remain after all economically disadvantaged children have been enrolled, the system may enroll children who have other school readiness needs.

Kindergarten Programs

Full day kindergarten, for children who are five by September 1, is offered at every elementary school.

For More Information

For information on Early Childhood Services, please contact:

- Infants & Toddlers Program
  410-222-6911
- The Child Find Program
  410-766-6662
- Prekindergarten and Kindergarten
  410-222-5441

Find more online: Early Childhood programs: www.aacps.org/earlychildhood Special Education: www.aacps.org/earlychildhood/special.asp
The focus of elementary school is to provide a firm educational foundation so that students progress through school with confidence to learn skills and strategies in all content areas. Teachers provide opportunities for students to learn independently as well as to work together to creatively solve problems as they apply new learning to novel situations. Throughout the elementary years, students develop a variety of strategies to learn new material, increase their organizational skills, and learn increasingly more complex information. A major goal of elementary school is to develop the whole child intellectually, emotionally, socially, and physically for success in middle school, high school, college, and beyond.

**Academic Program**

Students engage in comprehensive curricula for reading/language arts, mathematics, social studies, and science which emphasize the joy of learning. In addition to these core subject areas, all students participate weekly in art, music, physical education, library media instruction, and Triple E (where applicable). Teachers integrate technology using a variety of programs to extend learning for students. At various grade levels, the curriculum incorporates health, safety, environmental, and financial education. Students may take strings instruction beginning in third grade, and instrumental music instruction beginning in fourth grade. English Language Acquisition services are offered for eligible English Learners.

**Elementary Assessments**

In order to monitor and gauge student progress in the subject areas, the district and state administer a limited number of assessments to elementary students. To help teachers monitor individual student's reading progress, kindergarten, first, and second grade students complete the Fountas and Pinnell (F&P) reading assessments several times each year. These assessments are embedded within classroom time and allow each student to read individually to the teacher. The teacher uses the student’s identified strengths and any Instructional needs to help guide instruction tailored for each child. The teacher will inform the parents of each child’s reading level and suggest appropriate reading materials that can be used at home to support and strengthen their student’s reading development. Some students will also complete the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) as well. The results of DIBELS will also be used to provide appropriate reading support for students. In these early grades, students also take district assessments in math, as well as the second grade national Naglieri Nonverbal Abilities Test. These assessments are used to help identify each student's strengths and to support their individual instructional needs.

Beginning in the third grade, students take quarterly assessments in reading, math, science and social studies. These assessments, as well as teacher-made assessments, are used to monitor student learning. Each spring, students will take the PARCC (Partnership for Assessment of Readiness for College and Careers) Assessment that will assess students math and literacy skills. In fifth grade, students take the Maryland Student Assessment (MSA) in science. All data from these assessments are used to guide future instructional decisions needed to support student academic growth.

**Promotion & Retention [806]**

All decisions regarding the promotion or retention of students are the shared responsibility of the principal and parent/guardian. Communication between the school and the home is an expectation to ensure opportunities for the sharing of information. In the event the school recommends retention and the parent/guardian disagrees, the student will be retained. The parent will have the opportunity to appeal this decision.

**Title I Schools**

Parents have the right to be informed of a teacher’s qualifications and when their child is taught by a teacher who is not “highly qualified” for four or more consecutive weeks. The definition of “highly qualified” is determined by each state’s education department. The Maryland State Department of Education (MSDE) has developed thorough guidelines that define what it means to be highly qualified at each grade level and in each subject area. The Anne Arundel County Public Schools will continue to abide by the state's guidelines in complying with this parental right.

Parents may contact their child’s school regarding the professional qualifications of their child’s teacher. Specifically, parents may ask about the teacher’s undergraduate major, the graduate certification or degree held by the teacher, and the field in which the teacher is certified. In addition, a parent may request information about the status of the teacher’s state certification and licensing measures for the grades and subject areas in which the teacher is teaching.
Triple E

Enhancing Elementary Excellence, or Triple E, is an AACPS Elementary School initiative that promotes student engagement and team collaboration through hands-on exploration. Through student-led, project-based learning, students begin to take ownership for their own learning. The result is transdisciplinary connections to life! Each school chooses from one of four themes:

**STEM in Society**
- an environment that allows students to study challenging and meaningful questions through science, technology, engineering, and mathematics. Students take risks, explore new ideas and become problem-solvers and innovators

**Global Studies**
- an interdisciplinary perspective that connects students to the world around them. Students develop a sense a responsibility as global citizens—caring about issues, assessing perspectives, and reflecting on world connections

**Arts & Humanities**
- an exploration of how people process and record the human need to respond to life through the arts and literature. Students are nurtured through qualities of intelligence and imagination. Students explore through dance, music, theatre, and visual arts

**World Cultures and Language**
- In PYP schools, students engage in inter-related questions, student-centered problem-oriented inquiry learning that recognizes the whole child. In the Triple E classroom a passion for German, French, Spanish, Italian, etc. is ignited through the study of culture and language.

Triple E is currently available in schools in the Meade, North County, and South River regions. The program will expand to other regions as the budget allows.

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**Middle Schools (Grades 6–8)**

In middle schools, a team of Language Arts, Math, Science, and Social Studies teachers is responsible for the educational progress of a group of students. This team of teachers plans the instructional day, coordinates activities, teaches interdisciplinary topics, and meets with parents. This approach promotes a sense of community among students and staff, and gives teachers more time to work individually with students. Students meet with counselors through scheduled guidance activities.

**Scheduling**

All middle school students take English/Language Arts, Mathematics, Science, and Social Studies daily for the entire year. Physical Education/Health is also a required course and is offered on a rotating day basis in all three grade levels. Typically, seventh grade students must take a World and Classical Language course on an alternating day basis, while eighth grade students may choose a daily World and Classical Language course. Encore courses are offered on an A/B/ day, alternating day, and quarterly basis. Magnet schools offer variations to this as well (see page 31).

The six-period day schedule provides two instructional periods for Encore courses each day. Each middle school student must take at least one Fine Arts class (Art, Band, Chorus, General Music or Strings) every year. New Encore courses have been designed to include workforce and life skills to equip learners with the tools they need to succeed in the 21st century. Students who have been recommended for additional reading support will receive intervention instruction during Encore periods.

Co-curricular programs augment instruction outside the regular school day. The availability of Encore courses and co-curricular programs may differ from school to school, depending on student demand, teacher expertise, and teaching resources.

Students use technology within the various subject areas. English Language Acquisition courses are offered for eligible English Learners.

Students entering a traditional or magnet AACPS school from another math sequence in their 6th grade year will be scheduled into Stem 7/8 upon entrance to 7th grade.

**Service Learning Requirements**

Students complete 30 hours of their Service Learning Graduation Requirement in middle school. Service Learning hours are completed through interdisciplinary projects conducted in sixth, seventh, and eighth grade. Students complete the three stages of Service Learning—preparation, action, and reflection—under the supervision and coordination of their interdisciplinary team’s teachers. These teams balance the service experience across the major content areas of English/Language Arts, Social Studies, Mathematics, and Science.

**Extracurricular Activities**

Students participate in extracurricular activities such as intramural sports, chorus, instrumental music, dance, yearbook, drama, newspaper, and other activities that are offered to meet student interests in the various schools. Some after school programs are closely linked to a student’s instructional program and require enrollment in specific classes. Please check with the advisor of the activity for the published guidelines.

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Find more online: Middle School Courses: [www.aacps.org/html/studt/2013_14ms.pdf](www.aacps.org/html/studt/2013_14ms.pdf)
Middle School Assessments

In order to monitor and gauge student progress in the specific subject areas, the district and state administers a limited number of assessments to middle school students. Students take quarterly district assessments in English language arts, mathematics, social studies, science, and world and classical languages. These assessments, as well as teacher-made assessments, are used to monitor student learning. Each spring, students take the PARCC (Partnership for Assessment of Readiness for College and Careers) Assessment that will assess students’ mathematics and literacy skills. In eighth grade, students take the Maryland Student Assessment (MSA) in science. All data from these assessments are used to guide future instructional decisions needed to support student academic growth. Middle school students who take Algebra I or a world and classical language for high school credit, must pass a corresponding final exam in order to earn high school credit in these courses.

Preparation for High School

In middle school, students learn about high school graduation requirements and begin the process of planning a program to meet those requirements. Parents should meet with their child and school counselor to discuss this six-year plan, which helps their child select the appropriate high school courses to prepare for a college education, future employment, or both.

Students who are interested in our high school magnet programs, including BioMedical Allied Health (BMAH), Centers of Applied Technology (CAT), International Baccalaureate Middle Years and Diploma Programme (IB MYP/DP), Performing and Visual Arts (PVA), or Science, Technology, Engineering, & Math (STEM), should reference the descriptions for those programs on page 32, or visit the website below.

Promotion of Students [BOE]

In order for a middle school student to be promoted to grade 7, he/she must pass three of four Core courses (Language Arts, Mathematics, Science, and Social Studies). In addition, if a student takes fewer than five Encore courses, he/she may fail no more than one Encore course. If a student takes five or more Encore courses, he/she may fail no more than two Encore courses.

In order for a middle school student to be promoted to grade 8, he/she must pass three of four Core courses (Language Arts, Mathematics, Science, and Social Studies). If a Core course is failed, it must not be in the same subject failed in a previous year. In addition, if a student takes fewer than five Encore courses, he/she may fail no more than one Encore course. If a student takes five or more Encore courses, he/she may fail no more than two Encore courses.

In order for a middle school student to be promoted to grade 9, he/she must pass three of four Core courses (Language Arts, Mathematics, Science and Social Studies). If a Core course is failed, it must not be in the same subject failed in a previous year. In addition, if a student takes fewer than five Encore courses, he/she may fail no more than one Encore course. If a student takes five or more Encore courses, he/she may fail no more than two Encore courses.

Skipping a Grade

For information on the procedures to have a child skip a grade, please contact your school principal.

Summer School

The secondary summer school program offers students the opportunity to make up courses which they unsuccessfully completed during the school year. There is a fee for each class.

There are 12 comprehensive high schools in Anne Arundel County. A comprehensive high school serves all of the students in a given attendance area. At the heart of the high school program is a core of subjects which address the skills and knowledge that all students need. In addition, the program includes a wide range of specialized elective courses and extracurricular activities. English Language Acquisition courses are offered for eligible English Learners.

Anne Arundel County Public Schools has one scheduling model for high schools. Most students take eight classes, each approximately 80 minutes long, on an A-day/B-day rotation each year.

To meet the goal of accelerated achievement for all students, all high schools offer an Advanced Placement Certified High Schools Program (APCHS). The APCHS recognizes the high school for conducting a high quality and rigorous AP Program. This program offers a defined number of core AP courses, provides program support, provides for initial and ongoing teacher preparation/professional development, and encourages and recognizes student participation in AP courses.

Anne Arundel County Public schools offers five high School Magnet programs—the BioMedical Allied Health Program, the Centers of Applied Technology, the International Baccalaureate Programme, the Performing and Visual Arts Program, and the Science, Technology, Engineering, and Mathematics Program. For information on these programs see page 32.

Two Centers of Applied Technology serve the county by providing specialized instruction in career and technology education, including Computer Technology, Construction Management, Automotive Technology, and Health Occupations.

In addition to the regular day program, six evening high school centers provide an opportunity for students to earn original or review credits. There is a fee of $300 per course for concurrent students.

An alternative high school program is provided for students who have either committed offenses that may result in expulsion or who have repeatedly violated the Code of Student Conduct in regular high schools. The program aims to minimize the time a student spends outside a traditional educational program while increasing the student’s opportunity for a successful return to the home school.

### Early College Access Program

Anne Arundel County Public School (AACPS) and Anne Arundel Community College (AACC) are joint sponsors of the Early College Access Programs (ECAP), which includes Dual Credit and Non-Dual Credit programs. ECAP is designed to allow authorized high school students to explore college level coursework in a variety of academic areas. This college level coursework can complete the academic day for approved high school students who are progressing toward high school graduation and/or provide the opportunity to study subject matter not otherwise available through the traditional secondary school curriculum. Designated courses may meet the criteria for both college and high school credit. Prior written consent from the school principal or designee, after advisement with the school counselor, is required.

### Selecting & Changing Courses

It is the responsibility of the student to evaluate and select courses carefully, obtaining help, as needed, from teachers, school counselors, and administrators. Parent approval of course selections is required for all students under 18 years of age.

Students have the right to participate in any part of the curriculum in accordance with nondiscriminatory practices. A student who requests a course transfer for a schedule correction within ten school days of the start of a course will be granted the transfer upon approval of the principal and the parents or legal guardian and if there is space available.

### Schedule Corrections

The following reasons may be accepted by the principal to make schedule

<table>
<thead>
<tr>
<th>Credits Required for Graduation</th>
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</thead>
<tbody>
<tr>
<td>English—4</td>
</tr>
<tr>
<td>1 credit in English 9</td>
</tr>
<tr>
<td>1 credit in English 10</td>
</tr>
<tr>
<td>1 credit in English 11</td>
</tr>
<tr>
<td>1 credit in English 12</td>
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Find more online: **Athletics**: www.aacps.org/athletics **Summer School**: www.aacps.org/summer
Promotion of Students [BOE*]

<table>
<thead>
<tr>
<th>To be promoted to grade:</th>
<th>Completed Credits Needed</th>
<th>...in Academic subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>6</td>
<td>at least 3</td>
</tr>
<tr>
<td>11</td>
<td>13</td>
<td>at least 7</td>
</tr>
<tr>
<td>12</td>
<td>20</td>
<td>at least 11</td>
</tr>
</tbody>
</table>

Students who do not successfully complete all courses in a grade level are strongly urged to attend summer school or evening school.

corrections:
1. Adding courses for seniors who need a specific course to meet graduation requirements.
2. Correcting courses for sequential order.
3. Inserting courses to deal with failures from the previous school year or semester.
4. Deleting courses previously taken and passed.
5. Adding new courses to replace those made up in summer school.
6. Adding academic subjects recommended by colleges or employers (must be certified in writing by the college or employer).
7. Correcting courses for health reasons (must be certified in writing by a physician).
8. Changing courses as a result of a course correction in another subject.
9. Changing courses as a result of teacher recommendation.
10. Other reasons as determined by the principal.

Senior Status
Students who have successfully completed three years of high school and earned a minimum of 20 credits by September 1 and who are enrolled in a program that allows them to meet all graduation requirements by June of the same academic year may be considered seniors.

Summer School
The secondary summer school program offers students the opportunity to make up courses in which they were not successful. There is a $300 fee for each class. Contact the Evening High School and Summer School Office for more information at 410-222-5384.

Extracurricular Activities
Students may participate in extracurricular activities in high school. Students pursue interests through a variety of school-sponsored clubs and activities in a supervised setting. Some of the activities have fees.

Some after-school programs are closely linked to a student’s instructional program and require enrollment in specific classes. Please check with the advisor of the activity for the published guidelines.

Academic Eligibility for Extracurricular Programs [BOE*]
The Anne Arundel County Board of Education has established standards of academic eligibility for student participation in interscholastic athletics and extracurricular activities. To be eligible to participate in interscholastic athletics or extracurricular activities in grades 9–12, a student must maintain a “C” average (a 2.0 weighted grade point average or greater) as determined by existing county grading procedures in the courses taken in a given eligibility period. A student may earn a maximum of one “E” grade in courses taken during that eligibility period.

If a student receives two of any combination of “E,” “I” (incomplete) or “U” (unsatisfactory), that student is on academic probation. An “I” (incomplete) equals an “E” until resolved otherwise.

At the end of each academic eligibility period the Athletic Director or sponsor of each activity will notify the principal or the principal’s designee of those students who have failed to meet academic eligibility requirements and are on academic probation or are academically ineligible. A high school student on academic probation must attend academic assistance sessions monitored by the academic advisor. Academic assistance sessions will consist of a minimum of 6 hours spread evenly throughout the 16-day probationary period.

A student who is academically ineligible will not be part of the team or act in the capacity of a team member at games or performances unless participation is a requirement for a grade or credit in a specific course on the student’s schedule.

The student may participate in interscholastic athletic practices or...

<table>
<thead>
<tr>
<th>Basic Technology—1</th>
<th>Fine Arts—1</th>
<th>Electives—8.5</th>
<th>In addition, a student shall successfully complete at least one of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>See your School Counselor or consult a copy of the High School Program of Study for a list of courses that meet this requirement</td>
<td>Music, Art, Dance, &amp; Theatre Arts courses</td>
<td>Any elective course may count.</td>
<td>Two credits of a world or classical language (two years of the same language) or Two credits of American Sign Language</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Two credits of advanced technology education</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A state-approved career and technology program</td>
</tr>
</tbody>
</table>

See the High School Program of Study about the World and Classical Language or Advanced Technology requirement for University System of Maryland Completer.

Athletic Participation and Eligibility: www.aacps.org/athletics/athleteguide.pdf
extracurricular clubs, meetings, or rehearsals. The student must attend a conference with the academic advisor to review his or her eligibility status on the 16th day of probation.

The student may resume participation in interscholastic athletics and/or extracurricular activities on the last day of the academic probation period, provided the academic advisor notifies the principal that the student has met all probationary requirements and is academically eligible.

The academic probation period for each sport season is as follows:

- **Fall** first day of the new school year
- **Winter** the same day of the first marking period report cards are issued
- **Spring** first day of the spring season

If a student with disabilities receiving special education services fails to meet academic eligibility standards to participate in interscholastic athletics or extracurricular activities, the student and/or his/her parent/guardian may contact the principal of the school and request the convening of an Individualized Education Program (IEP) Team meeting to assess if IEP revisions are required to support the student in meeting academic eligibility standards.

To be eligible to participate in interscholastic athletics at the high school level, a student shall also meet the eligibility requirements and standards established in the current edition of the Maryland Public Secondary Schools Athletic Association Handbook and the Anne Arundel County Athletic Handbook.

With the exception of state, county, and school elected and/or appointed officers of the student government, this policy’s academic eligibility requirements will not apply to student participation in student government activities.

State policy dictates that to be eligible to participate in interscholastic athletics at the high school level, a student must be officially registered and attending the school at which it is anticipated he/she will complete his/her graduation requirements.

For more detailed information regarding residency requirements, please see page 4.

### Graduation Requirements

A Maryland High School Diploma is awarded to students who fulfill minimum enrollment, credit, and competency requirements. A student must complete four years of approved study beyond the eighth grade. Competency requirements include taking the required high school assessments. Students must also fulfill a student service learning requirement, beginning in fifth grade. The service learning requirement is part of their regular program of study.

Beginning in the 2011-12 school year, all students participate in the comprehensive environmental education program through their regular program of study to meet their graduation requirement in environmental literacy.

The Maryland Department of Education (MSDE) and AACPS are transitioning from the Algebra I HSA and the English 10 HSA to the PARCC tests for Algebra I and English 10. Depending upon the year students graduate, passing scores from the HSA or PARCC may contribute to their specific graduation requirements. Along with Algebra I and English 10 testing requirements, all students must pass the Biology HSA.

Students in 9th, 10th, or 11th grade must also pass the Government HSA.

The school counselor can assist with the particular requirements for students based upon the year the student will graduate. If a student is unable to pass these required tests the counselor may also determine if a combined score or Bridge Plan is appropriate to meet requirements. To determine which state assessments students are required to take and pass for graduation, students and parents should check with the school.

Students must earn a minimum of 26 credits. They must pursue one of three program options. The World & Classical Language Completer prepares students to enter post-secondary educational programs both in and outside of Maryland. The Career Completer provides students with the skills for immediate employment upon high school graduation or with the technical preparation to continue their education. Students may pursue requirements as both a World & Classical Language Completer and a Career and Technology Education Completer. The third option is to complete two credits of advanced technology to earn the Advanced Technology Completer.

Courses that meet graduation requirements may include approved dual credit courses taken at the community college. The district has procedures for approving early college access programs and students interested should see their school counselor for more information. Procedures should ensure that a student approved for concurrent enrollment has senior status, is enrolled in a minimum of two half-credit classes each semester, be at least 16 years old, maintain a minimum 2.0 cumulative grade-point average, have individual transportation, and will graduate at the end of the year.

---

**Starting Dates for Interscholastic Athletics**

- August 12: **Fall** season begins
- November 15: **Winter** season begins
- March 1: **Spring** season begins

When starting dates for the season fall on a Sunday, practice will start the preceding Saturday.

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**Find more online:** [Graduation Ceremonies](http://www.aacps.org) (click the 2014 Graduation Ceremonies link, available early May)
**Maryland High School Certificate**

There shall be a State Certificate for completion of a special education program named the *Maryland High School Certificate*. This certificate shall be awarded only to students with disabilities who cannot meet the requirements for a diploma but who meet one of the following standards:

1. The student is enrolled in an education program for at least four years beyond eighth grade or its age equivalent, and is determined, by the Individualized Education Program (IEP) Team, with the agreement of the parents of the disabled student, to have developed appropriate skills for the student to enter the world of work, act responsibly as a citizen, and enjoy a fulfilling life. World of work shall include, but not be limited to:
   a. gainful employment
   b. work activity centers
   c. sheltered workshops
   d. supported employment

2. The student has been enrolled in an education program for four years beyond the eighth grade or its age equivalent and has reached age 21.

*Code of Maryland Regulation COMAR 13A.03.02.02.*

**Anne Arundel County High School Certificate** [BOE*]

An Anne Arundel County Public Schools' certificate for completion of a four-year high school program may be awarded at graduation ceremonies, if approved by the IEP team, to certain students with specific developmental disabilities who have not completed requirements for a *Maryland High School Certificate* but have completed their individual high school program of study and will be leaving the high school and entering an alternative AACPS program (i.e., Vocational Citation Program, On-Campus Transition Program). The student will be awarded the Maryland High School Certificate upon completion of the alternative program.

*Ermine* [BOE*]—See Page 42

**Graduation Ceremonies**

Maryland High School Diplomas and Maryland High School Certificates will be awarded at graduation ceremonies only to those students who have met all requirements by that date.

**Participation in Senior Activities** [BOE*]

The culmination of a student's high school career is a special time for families across our county and beyond. The memories our children make in their elementary, middle, and high school years will last them a lifetime.

However, poor decisions in the days leading up to high school graduation can ruin those memories. The Board of Education has adopted a policy stipulating that students who violate the Code of Student Conduct with regard to alcoholic beverages, controlled dangerous substances, or other intoxicants during the last four weeks of school prior to the last scheduled day for graduating students be prohibited from participating in senior activities such as prom and graduation.

Students and their parents are reminded of this issue multiple times during the school year, including acknowledgement of the policy and regulations by signing the form in the front of this handbook.

Please refer to Policy IID and Administrative Regulations IID-RA and JCC-RAC for more specific information about this issue.

**For more information**

For more detailed information regarding high school course offerings and graduation requirements, students and parents should request a High School Program of Study booklet from the guidance office.
Many of the topics in this handbook are covered by Board of Education Policies and Administrative Regulations. Sections with specific references to Policies and/or Regulations are marked with [BOE]. To view those listed in the handbook (as well as others), visit www.aacps.org/boardpolicies.

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<tr>
<th>Topic</th>
<th>Board Policy</th>
<th>Administrative Regulation</th>
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<td>Bias-Motivated Behavior, Bullying &amp; Cyberbullying, Harassment, Hazing, &amp; Intimidation</td>
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<tr>
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<td>JEF</td>
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</tr>
<tr>
<td>Student Conduct</td>
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<td>Grading Policy</td>
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<td>Graduation Requirements</td>
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<td>Homework</td>
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<td>Maryland High School Certificate</td>
<td>IIB</td>
<td>IID-RA</td>
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<tr>
<td>Promotion &amp; Retention of Students</td>
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<td>Release of Student Information</td>
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<td>Social Media (Student)</td>
<td>JCCC</td>
<td>JCCC-RA</td>
</tr>
<tr>
<td>Social Media (Employee)</td>
<td>GAOO</td>
<td>GAOO-RA</td>
</tr>
<tr>
<td>Student Complaints Related to Policy, Regulation, or Law</td>
<td>JCH</td>
<td>JCH-RA</td>
</tr>
<tr>
<td>Students with Known Anaphylactic Allergies or Who are Perceived to be Having Symptoms of Anaphylaxisions</td>
<td>JECA</td>
<td>JECA-RA</td>
</tr>
<tr>
<td>Suicidal Thoughts &amp; Gestures</td>
<td>GAD-RA</td>
<td></td>
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<tr>
<td>Suspected Head Injuries and Concussions</td>
<td>JJE</td>
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</tr>
<tr>
<td>Use of Personal Electronic Devices by Students</td>
<td>JCC</td>
<td>JCC-RA</td>
</tr>
</tbody>
</table>

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For more information, contact:
Anne Arundel County Public Schools Division of Human Resources
2644 Riva Road, Annapolis, MD 21401
410-222-5286 • TDD 410-222-5000
www.aacps.org
**Bullying, Harassment, or Intimidation Reporting Form**

(For definitions of Harassment, Intimidation, and Bullying, see other side)

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

---

<table>
<thead>
<tr>
<th>Was the behavior intentional, repeated over time, intended to harm, involving a power differential, and creating a hostile educational environment?</th>
<th>Yes</th>
<th>No</th>
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</table>

<table>
<thead>
<tr>
<th>Date (mm/dd/yyyy)</th>
<th>School</th>
<th>School System</th>
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<tr>
<th>Person Reporting Incident</th>
<th>Check one:</th>
<th>Student</th>
<th>Student (Witness/Bystander)</th>
<th>Parent/guardian</th>
<th>Close adult relative</th>
<th>School Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Telephone:</td>
<td>E-mail:</td>
<td></td>
<td></td>
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</table>

**1. Name of Student Victim**

<table>
<thead>
<tr>
<th>Age</th>
</tr>
</thead>
</table>

**2. Name(s) of Alleged Offender(s) (If known)**

<table>
<thead>
<tr>
<th>Age</th>
<th>School (if known)</th>
<th>Is he/she a student?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes No</td>
</tr>
</tbody>
</table>

**3. Date(s) of Incident(s) (mm/dd/yyyy)**

<p>| |</p>
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</table>

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

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

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

- On school property
- At a school-sponsored activity or event off school property
- On a school bus
- The way to/from school
- Electronically
6. What did the alleged offender(s) say or do? (Attach a separate sheet if necessary)

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AACPS Educational Television

AACPS Bulletin Board | Inclement Weather School Closing Announcements | AACPS Digest
At Your Service | Athletes in Action | AVID Achievers | Behind the Scenes | Board of Education Meetings
Board of Education Highlights | BOE Meeting Recap | ¡Charlemos Juntos! (Let’s Chat Together!)
Food 4 Thought | Nuestra Comunidad (Our Community) | Parent Connection | Parent’s Corner
Schools in the Court | World View | Special Events | More to come...

Watch us on:

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<th>Channels</th>
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<tbody>
<tr>
<td>96</td>
<td>496 HD</td>
<td>96</td>
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</table>
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