Important Information for Fall 2020

The 2020–21 Student and Parent Handbooks include the **normal operating procedures** for Anne Arundel County Public Schools.
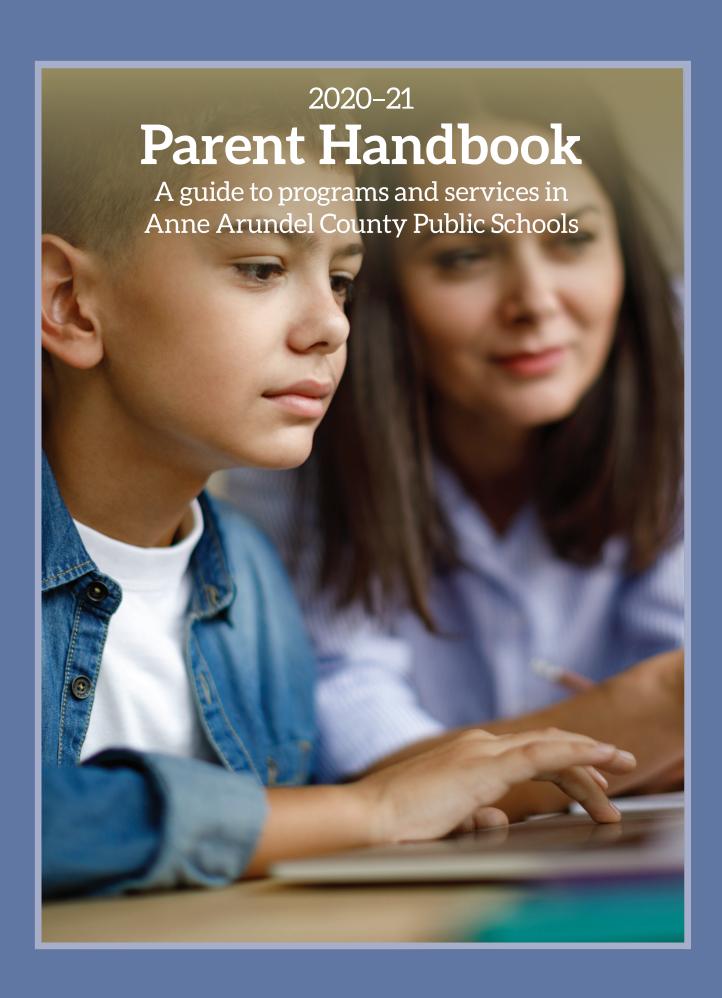
Due to the unique circumstances brought about by the pandemic, some of our operating procedures have been adapted, temporarily, to meet the needs our current virtual learning environment.

These changes include areas such as
- Virtual Learning/Recording Lessons
- Chaperones and Volunteers
- School Security
- School Meals
  and others…

These temporary changes are highlighted, online, at: www.aacps.org/2020handbookedits and will be updated as things change over the first few months of the school year.

All information about the opening of our 2020–21 school year can be found at: www.aacps.org/fall2020

2020–21

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**.

Advanced Studies and Programs/
Programs of Choice — 410-222-5365
Advanced Learner Programs (ALPs) — 410-222-5430
(formerly G/T)
AP/College Prep — 410-224-6829
Alternative Education Programs — 410-222-5193
Art — 410-222-5450
Athletics — 410-222-5463
AVID — 410-222-5458

Board Members Office — 410-222-5311
Bus Transportation — 410-222-2910

Career Technology Education — 410-222-5383
Charter Schools — 410-224-8572
Co-Curricular *(Advanced Clubs & Activities)* — 410-222-5430
Communications — 410-222-5312 or 5316
Curriculum & Instruction — 410-222-5401

Deputy Superintendents
 Academics and Strategic Initiatives — 410-222-5304
 Student & School Support — 410-222-5191
Digital Media & Learning Services — 443-770-5142

Early Childhood (PreK, Kindergarten) — 410-222-5441
English (High School) — 410-222-5452
English Language Acquisition — 410-222-5416
(formerly ESOL)
Equity & Accelerated Student Achievement — 410-222-5354
Evening High School/Summer School — 410-222-5384

Food & Nutrition Services — 410-222-5900

General Information — 410-222-5000

Home/Hospital Teaching — 410-222-5476
Home Schooling — 410-222-5457
Human Relations/Equity Programs — 410-222-5318
Humanities — 410-222-5412

Immunizations — 410-222-4896
Infants & Toddlers — 410-222-6911
International Student
& Family Welcome Center — 410-263-6420

Magnet Programs — 410-533-4815
 BioMedical Allied Health (BMAH-STEM) — 410-222-5391 x1
 Centers for Applied Technology—North — 410-969-3100
 Centers for Applied Technology—South — 410-956-5900
 International Baccalaureate (IB/MYP) — 410-222-5415
 Performing & Visual Arts (PVA) — 410-224-7284
 Science Technology Engineering & Mathematics (STEM) — 410-222-5391 x1
 Triple E — 410-222-5397
 Mathematics (Elementary) — 410-222-5461

Mathematics (Secondary) — 410-222-5464
Military Liaison — 410-222-5280
Music — 410-222-5465

Office of Pupil Personnel — 410-222-5284
Office of Safe & Orderly Schools — 410-222-5288 or 5289
Out-of-Area Placements and Transfers — 410-222-5326
Outdoor Education — 410-222-3822

Physical Education & Health — 410-222-5460

Reading/Language Arts (Elementary) — 410-222-5455
Reading/Language Arts (Middle) — 410-222-5456

School Health — 410-222-6838

School & Family Partnerships — 410-222-5414
School Attendance Boundaries — 410-439-5683
School Counseling — 410-222-5280
School Performance Regional Offices, by Cluster:
 Annapolis/Broadneck — 410-518-6473
 Arundel/South River — 410-626-9745
 Glen Burnie/Severna Park — 410-766-6592
 Chesapeake/North County — 410-518-6471
 Meade/Southern — 410-626-9747
 Northeast/Old Mill — 410-766-6594
School Psychology & School Social Work — 410-222-5321
School Security — 410-222-5083
Science — 410-222-5451
Science & Technologies — 410-222-5490
Signature Programs — 410-222-5342
Social Studies — 410-222-5440
Special Education — 410-222-5410
Student Government, CRASC — 410-222-5405
Student Services — 410-222-5322
Superintendent of Schools — 410-222-5304

Testing — 410-222-5147
Title I — 410-222-5444
Transportation — 410-222-2910

Volunteer Programs, PTA/PTO/CAC — 410-222-5414

World & Classical Languages — 410-222-5424

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**

Questions concerning the Parent Handbook should be directed to:

Jenn Lombardi, *Senior Manager, School & Family Partnerships,* Anne Arundel County Public Schools,
2644 Riva Road, Annapolis, MD 21401 | 410-222-5414

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 & 1961 HD

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 before 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
Bi-monthly meetings are broadcast and streamed live, with multiple rebroadcasts.

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

Charla Educativa (Education Chat)
Events, school programs and community resources of importance to the Hispanic community. *(In Spanish)*

Environmental Literacy, AACPS
A series featuring outdoor experiences with environmental knowledge, skills and motivation to make and act upon responsible environmental decisions.

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

Global Perspective
Exploring and celebrating cultural diversity and connections through conversations with community members about topics local and global.

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.

Plaza Educativa (Education Plaza)
This Spanish language program highlights programs and services offered by AACPS to the Hispanic Community.

Schools in the Court
High school students spend a day in the District Court of Maryland to see cases and hear testimonies about the consequences of poor decision making.

The Score
An in depth look at atheletes in AACPS.

Then and Now
This award winning series features AACPS Alumni celebrating their experiences as a student and how it has had a positive impact in their life.

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

Watch us on

You**Tube** & **livestream**

Click the links at www.aacps.org

Online

PowerSchool Parent Portal
Anne Arundel County Public Schools

To follow the progress of your child, sign up for ParentConnectxp. Visit **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**

...on Facebook—
   www.facebook.com/aacps

...on Twitter—**@AACountySchools**

...on Instagram—**AACountySchools**

AACPS**RELEASES**

To sign up to receive AACPS news releases as they occur, visit **www.aacps.org/news**

A X I S
Your Information Source for Anne Arundel County Public Schools

To subscribe to our weekly *AXIS* e-newsletter (**www.aacps.org/axis**), ask your child's school to enter your email address into the student database.

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.

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

Contents

See the **Student Handbook**
for information on:

*The Code of Student Conduct • 4–15
Student Responsibilities • 19–20
Student Discipline • 21–22*

Find more online: Anne Arundel County Public Schools: www.aacps.org | www.aacps.org/contactus

This handbook can be found online (www.aacps.org/families) and is also available in Spanish.

AACPS Board of Education

Board meetings are broadcast live on AACPS-TV and the web! (see page 1)

Michelle Corkadel
President
410-507-9204

Melissa Ellis
Vice President
410-533-7940

Candace C.W. Antwine
443-510-4640

Terry Gilleland
410-987-3039

Eric Grannon
410-570-0361

Julie Hummer
410-693-7458

Robert C. Leib
443-534-5766

Dana Schallheim
443-534-2660

Drake Smith
Student Member
443-603-7754

For more information, contact
Diane Howell
Executive Assistant to the Members of the Board of Education
410-222-5311

The Board of Education of Anne Arundel County consists of eight adult members—four elected and four appointed by the Governor—as well as one student member who is elected by county students and appointed by the Governor, who serves a one-year term. Beginning December 2020, the Board will consist of seven adult elected members and a student member.

The Board typically meets twice a month during the school year. On the first Wednesday, the Board will meet at 8:30 a.m. in an Open Session before proceeding into a Closed Session. The Board meeting will resume in an Open Session at 10:00 a.m. On the third Wednesday, the Board will meet at 5:30 p.m. in an Open Session before proceeding into a Closed Session. The board meeting will resume in an Open Session at 7:00 p.m. Changes in dates could alter this schedule.

Exceptions to the meeting schedule for the 2020–2021 school year are: **Tuesday, Feb. 16 due to Ash Wednesday.**

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, and in HD at Comcast Channel 996, Broadstripe Channel 496, and Verizon 1961). Board meetings are also streamed live on the Internet and can be accessed at www.aacps.org/cable. Past broadcasts are available through the same link.

Public testimony is taken by the Board of Education at all regularly scheduled meetings. Those wishing to offer comment before the Board can sign up between the time the agenda is posted and 4 p.m. on the day before the Board meeting. up at www.aacps.org/boardtestimony or by calling the Board Office at 410-222-5311.

Special meetings, workshops, and public hearings are scheduled annually.

Before Your Child Goes to School

Enrollment & Residency Requirements [BOE*]

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 enrolling for Pre K, Kindergarten or 1st Grade must provide a completed Maryland Blood Lead Testing Certificate (Form 4620)

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 (substandard 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.

International Students

All students entering grades 1 through 12 who are immigrating from another country and who have not attended another school in the United States, will go to International Student and Family Welcome Center for their initial intake into AACPS. At the Welcome Center 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. Families should call the Welcome Center at 410-263-6420 for an appointment or for questions. For more information, visit www.aacps.org/iwc. If immigrating students are entering kindergarten or if they are transferring from another school system in the United States, they should enroll at their school. The English Language Acquisition (ELA) office will schedule language screenings for students. Documentation of the results of a tuberculin test that was performed within 12 months in the U.S. or in a U.S. military facility is required for school entry for the following:

- All foreign born and exchange students from high TB incidence countries
- Students who leave the U.S. and live 12 months or more in a high-incidence country.

Contact your healthcare provider or Anne Arundel County Department of Health 410-222-7095

Medical Conditions

If your child has a chronic health condition, such as asthma, diabetes, or anaphylactic allergies, you should notify the school health professional immedi-

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

ately 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 the website below.

When to keep your child home from school because of an Illness:

Parents should keep their child home from school because of a serious illness, injury or a condition that can be passed on to other children. Although no comprehensive list is possible, the following conditions may be considered appropriate reasons to keep a student home from school.

Examples of serious illness or injury:

- Vomiting
- Temperature 100 °F or greater. Children with a fever (> 100 °F) must stay home until they are fever-free for 24 hours without fever-reducing medication.
- Abdominal pain
- Earache
- Head injury
- Adverse medication effect
- Suspected fracture
- Chest pain
- Severe pain
- Severe shortness of breath or wheezing

Examples of possible communicable conditions:

- Vomiting
- Loose stools/diarrhea
- Suspected communicable disease
- Nuisance condition not currently being treated, e.g., ringworm, scabies, head lice
- Red, draining eyes

- Persistent runny nose with yellow/green discharge, accompanied by fever
- Productive cough, accompanied by fever
- Undiagnosed rash

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 reviewing the records.

2020–2021 Immunization Requirements

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–12th graders—1 Tdap (Tetanus, diphtheria, pertussis/ whooping cough)
- 7th–12th graders—1 MCv4 (Meningococcal) (can only be given at age 11)
- 3 polio
- 2 measles, 2 mumps, 2 rubella (MMR)
- 3 Hepatitis B
- Varicella (Chicken Pox) *Updated for the 2020–21 school year*
  - K through Grade 6: 2 doses
  - Grades 7–12: 1 or 2 doses
  - Age 13 years or older: 2 doses if previously unvaccinated.

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 Anne Arundel County Department of Health website below.

Section 504: www.aacps.org/section504 | **Health Department:** www.aahealth.org | **Immunizations:** www.aacps.org/immunizations

[BOE]—See Page 45

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.

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

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 bus stop 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.

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. As such you could be subject to audio surveillance. 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 and the Annapolis City Police Department are responsible for the training, placement, and supervision of school crossing guards in their respective jurisdictions. 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 **five 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.

We take pride in our work to build relationships with students, families and partners. To help our students develop into caring, competent, and contributing citizens, every member of the AACPS family has a role to play in making meaningful contributions to student growth. Volunteers are an important part of the AACPS school community. By offering their time and talent, volunteers can enrich the education of our students, support our staff, and serve families in our community.

Family and community members, as well as local businesses, are welcome as volunteers in AACPS. Both short-term and full year opportunities are available. Contact your school's staff liaison for volunteers to learn more about opportunities and become a volunteer.

As Anne Arundel County Public Schools is committed to providing safe and secure learning environments for all students and employees, successful completion of a background check is required before any person has access to students, either on or off school property. The Office of Investigations has continued to work closely with the Office of School Security to review AACPS protocols for conducting background checks.

Background investigations are divided into two categories: Commercial background checks and Fingerprint-supported background checks. Anyone applying to be a chaperone or volunteer must be at least 18 years of age. For details on Commercial Background Checks and Commercial Fingerprint-Supported Background Checks, including how to apply, go to https://www.aacps.org/chaperone.

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:

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, or visiting the AACPS website.

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 provides outreach to international families, It also hosts five AACPS-TV programs, Parent Connection, Parents Corner, Global Perspectives, Charla Educativa, and Nuestra Comunidad (Comcast Channels 96 & 996 HD, Broadstripe Channels 96 & 496 HD, and Verizon Channel 36 & 1961 HD.)

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

Keeping Students Safe & Healthy

Bias Behavior and Language, Bullying, Cyberbullying, Harassment, Sexual Harassment & Intimidation [BOE*]

The Board of Education is committed to providing students with a safe and orderly learning environment that is free from bullying and cyberbullying, harassment, sexual harassment, and intimidation, and/or bias behaviors. Processes for handling these behaviors are clearly defined in Board of Education Policies of Anne Arundel County Public Schools JCC Student Conduct, JCCA/JCCA-RA Bullying, Cyberbullying, Harassment, and Intimidation and JO/JO-RA Bias Behavior and Language, JP Sexual Harassment, and the Anne Arundel County Public Schools Student Handbook.

The Board of Education of Anne Arundel County Public Schools delegates authority to the Superintendent to develop guidance and regulations for ensuring that all schools follow Section 7-424.1 of the Education Article of the Annotated Code of Maryland. The Superintendent shall designate the Principal of each school to ensure that clear guidance and enforcement of rules related to bullying, cyberbullying, harassment, and intimidation, sexual harassment, and bias behavior and language occur at the local school to support this policy, reprisal or retaliation against individuals (victims, witnesses, or bystanders) who report acts of bullying, cyberbullying, harassment and intimidation, sexual harassment, or bias behavior and language is prohibited.

Bullying and cyberbullying, harassment, sexual harassment, and intimidation, and/or bias behavior and language 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 or in the back of this handbook. Students should also be encouraged to report directly to a staff member or administrator.

Bias Behavior & Language
A Guide for Parents of Students Who Have Been Victims of Bias Behavior defines bias behaviors sometimes referred to as prejudice or intolerance. The brochure defines bias behaviors and language as they are described in Board of Education policy and explain school system procedures and legal concerns. It also addresses common feelings and behaviors your child may experience, suggestions on ways to help your child overcome any changes in behavior, and information on how we can help.

We encourage you to share this brochure with your child and to contact members of the Student Services Team at your child's school for assistance. We care about the well-being of your child and stand ready to assist you and your family.

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

Bullying is behavior that is:
- Repeated, intentional behavior.
- Intentional.
- 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.

Keeping informed: www.aacpsnews.org | **Chaperones/Volunteers:** www.aacps.org/chaperone | **Reporting Incidents:** secure.aacps.org/webapps/SEFP/OSOS

*[BOE]—See Page 45

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.

Cyberbullying

The use of electronic communication to harm or harass others in a deliberate, repeated, and hostile manner.

Harassment

Perceived or actual experiences of discomfort which adversely affects a student's ability to participate in or benefit from the school's educational programs or activities. It includes actual or perceived negative actions that offend, ridicule, or demean another individual with regard to race, national origin, marital status, sex, sexual orientation, gender identity, religion, ancestry, physical attributes, socioeconomic status, familial status, physical or mental ability, or disability.

Intimidation

Subjecting an individual to intentional action that seriously threatens and induces a sense of fear and/or inferiority which adversely affects a student's ability to participate in or benefit from the school's educational programs or activities.

Sexual Harassment

Conduct that is of a sexual nature is generally thought to mean actions, language, or visual materials which specifically refer to, portray, or involve sexual activity or language. Conduct of a sexual nature may include overt sexual solicitations, inappropriate touching, sexual jokes, and inquiries about a person's sex life. Sexual harassment is the broader term that encompasses conduct of a sexual nature such as unwelcomed sexual advances, requests for sexual favors, and other verbal or physical contact of a sexual nature. Sexual harassment also includes acts that are not overtly sexual but rather are directed at individuals based on their gender such as profanity or rude behavior that is gender-specific.

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 you or someone you know is a target of one of these behaviors, you can report it using the Bullying, Harassment, and Intimidation Reporting Form, available in the Parent Handbook, on the AACPS website, at www.aacps.org from the main office, or the school counseling office. You can also tell a staff member, who will respond quickly and provide a practical, private, and safe place to report.

- If you are being bullied, report early and often, tell a parent, a teacher, a counselor, or another staff member. Calmly tell the student to stop or say nothing and walk away and try not to show anger or fear.

- If you know someone who is being bullied, report early and often. If you feel safe, tell the bully to stop. If you don't feel safe, say kind words to the student being bullied. Be a friend! Don't encourage the bully by laughing or joining in. Tell other bystanders how to help stop bullying. Tell an adult. Encourage the bullied student to talk to someone.

Reporting an Incident

When a student reports to a staff member that the student is the target of bullying, and/or cyberbullying, harassment, sexual harassment, and intimidation, 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 administration 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. The students involved will receive support from a school counselor, school psychologist, school social worker, pupil personnel worker, or school health staff person to be sure everyone involved feels safe and supported and understands how to avoid these situations in the future.

Parents/guardians, close relatives, and students can submit the *Bullying, Harassment and Intimidation Reporting Form* electronically via the Anne Arundel County Schools website or by utilizing the form located on (page 46) to report instances of these behaviors.

Please note that the relevant policy and regulation are currently under review and may be revised after publication of the Parent Handbook.

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 [BOE*]

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, human trafficking, or neglect are required by law to immediately report such suspicions to the Department of Social Services (410-269-4500) 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.

Stock 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 doors and report directly to the main office before going to any area of the school building or grounds. Visitors may be required to request building access via an audio/intercom phone, state the nature of the visit and provide photo identification prior to being granted entry. Once in the main office, all visitors are required to present a government issued photo ID (driver's license, passport, military ID, etc.) and be entered into our visitor accountability system.

If you are picking your child up early from school, you must complete the sign-out process in the main office. 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. Access to students and/or school building may be temporarily limited during security exercises or events.

Suicidal Thoughts & Gestures [BOE*]

If school employees become aware that your child has implied, stated, written about, or discussed (including through electronic communications) possible suicide or makes suicidal gestures, they 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 asked to discuss the course of action to be taken and may be asked to take your child to be seen by a mental health provider. You will be provided with resources for additional guidance and information and to help you in seeking such assistance.

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.

The compoments of the Wellness Policy with activities in AACPS as well as suggested activities which can be done at home are on provided page 12.

Components of the AACPS Wellness Policy

	What we're doing at school...	How you can help at home...
Health Services 410-222-6838	Caring for students with acute and chronic health conditions. Providing first aid, administering medications, and teaching and promoting health education.	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.
Health Education 410-222-5460	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.	Parents can and should model healthy behaviors which include but are not limited to, making healthy decisions, setting healthy and attainable goals and practicing health enhancing behaviors (eating a balanced diet, exercising on a regular basis and avoiding of the use of of nicotine products, alcohol and other drugs.)
Physical Education & Physical Activity 410-222-5460	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.	Exercise helps the body fight off simple illnesses; include active play in your child's schedule as often as possible. Students should be encouraged to include at least 60 minutes of moderate to vigorous physical activity a day as prescribed by the Centers for Disease Control and Prevention.
Physical Environment 410-439-5658	All new and replacement schools are constructed to meet LEED silver certification. The most notable features in our LEED schools are an increase in natural daylight, lighting controls, bike racks and rain water management. Recycling, pest management and green cleaning assist with keeping a safe and comfortable learning environment. Natural outdoor instruction and recreation opportunities are provided at many of our schools	Recycling, rain water collection, composting and using green cleaning products promotes sustainability in the home. Bike riding and walking to school on safe routes increases time in nature.
Nutrition Environment & Services 410-222-5900	School Meals encourage healthy eating that focus on foods that are nutritious, have great variety and appropriate portion size that taste great. Students are encouraged to fill half their plates with fruits and vegetables from the self-service salad bar during school lunch. All schools offer salad bars with a wide variety of fruits and vegetables. School Meals also support local purchasing of fruits, vegetables, milk, protein and grains.	Build a healthy eating environment at home. Be a role model by eating fruits and vegetables daily with meals and snacks. Encourage your child to fill half their plate with fruits and vegetables. Visit a local farmers market and find a new fruit or vegetable you would like to try. Try vegetables steamed, grilled or roasted. Physical activity and healthier food at home can help make a positive impact while at school.
Employee Wellness 410-222-5221	AACPS believes that the healthy lifestyle of staff sets a good example for students and ultimately enhances the learning process. Wellness activities and programs for staff are offered at the system and school level.	Schedule your routine screenings. Move more and make exercise fun. Plan meals for you and your family. Prioritize good sleep (7-8 hours a night). Develop positive coping skills, such as meditation, to manage stress.
Counseling, Psychological & Social Work, & Pupil Services 410-222-5325	Classroom, small group, and individual instruction and/or counseling provide students with the attitudes, knowledge and skills that support mental wellness and positive behaviors for school success.	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.
Family Engagement 410-222-5414	Encouraging students in community service projects that encourage physical activity.	Make a point of incorporating physical activity into your family traditions. Go for pre and post dinner walks. Plan to walk or run for charity.
Community Involvement 410-222-5414	Establishing partnerships with community members, businesses, and organizations to support healthy initiatives for students and staff within the school and outside of the school building.	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.
Social & Emotional Climate 410-222-5280	School wide programming supports a positive school climate. Through the use of advisory lessons, community building circles, cultural events, and whole school initiatives, schools cultivate a safe and supportive learning environment for all students.	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.

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 an 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.

Additionally, the Emergency Card Verification Report asks parents how to dismiss their child in the event of an emergency.

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, email, 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 Instagram page (aacountyschools); and broadcast on major area radio and television stations, including AACPS-TV (Channel 96/996 on Comcast; 96/496 on Broadstripe, and Channel 36/1961 on Verizon). Notices are also posted on the Twitter pages for all county schools.

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

The "Schools Today" and "Important Message" pop up on the AACPS website, www.aacps.org, are also places where parents can find out about situations such as cancellations of after-school activities, bus delays, and single-school closures.

Communication avenues operated by AACPS, as listed above, are the most accurate sources of information regarding school operations.

Federal Parent-Pupil Survey

Every year, at the end of September, the school system requests information on each student in order to apply

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

School Closing Announcements

The school system's website, Facebook, Twitter, Instagram 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.

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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 that **each survey form be signed and dated by the Parent/Guardian.** Multiple children may be claimed on a single form.

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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

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 delicious, 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 which include afterschool 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.

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.

Breakfast and Lunch
The breakfast meal includes:
- a half pint of fat free or low-fat milk.
- 100% juice and/or fruit.
- one or two servings of whole grain rich foods such as a muffin, cereal, or a granola bar.
- one serving of a protein food such as yogurt or a cheese stick.

The lunch meal includes:
- a half pint of fat free or low-fat milk.
- multiple servings (up to two cups) of fruits and vegetables.
- one or more servings of whole grain rich foods.
- one serving of a protein food such as poultry, fish, beef, cheese, or beans.

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, secure 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 877-237-0946.

- 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 their 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 to avoid any interruptions in meal benefits while new applications

During the School Year

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 webpage 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 schools 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.

Attendance

To be successful, students must 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 (formerly Connect-ED), an automated telephone notification system that phones the homes of absentees. 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.

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 be eligible to 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 counseling office.

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 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.

Lawful Causes of Absence

- Death in family
- Illness
- Religious holiday
- Court appearance
- Suspension
- State of 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
- Other emergencies or circumstances approved by the Superintendent
- Pregnant and parenting student needs

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, indicating 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 ten school days, render a written decision.

Level V

If the student or parent/guardian is dissatisfied 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 businesses, 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

> Our mission is to serve and support students, schools, and families in a manner that is positive, purposeful, and proactive.

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 who 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 Environmental Office 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 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 443-770-5950.

Reducing Energy Use

Anne Arundel County Public Schools (AACPS) is continually working on energy reduction by upgrading building equipment, replacing lights with LED technology, maintaining existing equipment in good working order, as well as renovating existing schools with new equipment, or constructing new schools to exceed the latest energy efficiency codes. AACPS also actively participates in the BGE Smart Energy Savers program and has historically captured over a million dollars in rebates as part of these building upgrades and renovations. AACPS has an agreement with Enel X, North America to review and analyze real-time energy usage in our 50 largest schools. Through this agreement we are able to provide feedback to the schools on their energy consumption and support energy competitions over the holiday breaks. Participating schools are ranked on their energy reduction during the current holiday break as compared to previous holiday breaks; the winners are recognized among elementary, middle and high school levels. Through this agreement

we are also rewarded for reducing our electric during times of peak grid stress where brownouts or blackouts may be imminent. This energy reduction is achieved by limiting HVAC loads as well as unnecessary lighting and miscellaneous plug loads in the schools. These actions help avoid higher energy costs, stabilize the regional power grid, and protect the environment. AACPS also participates in two solar power purchase agreements that supports local renewable energy, regional air quality, and lowers our cost of electric.

For more information call the Facilities Energy Conservation Office at 410-439-8031.

School Improvement Process

All public schools in Maryland are striving to meet the Maryland College and Career Readiness Standards.

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.

Each school will review the AACPS Strategic Plan, the components in the Maryland Every Student Succeeds Act (ESSA), and review their own school's data to determine their own data story to clarify the focus of their individual SIP. For more information on your school's SIP or the process used to create an implement it, please contact the principal.

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.

IMPORTANT NOTE: The Emergency Card Verification Report contains two permission questions regarding social media. Permission for your child to access social media for instruction is independent of permission for your child to be interviewed, photographed, or videotaped for AACPS and other media ventures (which may include posting on social media). A parent can give permission for his or her child to be photographed without giving permission for that child to access social media in the classroom.

Student Equity

The *Office of Equity and Accelerated Student Achievement (OEASA)* provides multiple levels of support, empowers offices, schools, families, and the AACPS community to achieve our collective goal—*Elevate All Students, Eliminate All Gaps.* OEASA promotes achievement for ALL students using

an approach in which that: supports schools in developing and maintaining a responsive, equitable school culture, and facilitates the implementation of engaging, culturally responsive and relevant, research-based, differentiated instruction. OESA's mission is to serve and support students, offices, schools, and families in a manner that is positive, purposeful, and proactive.

Our Focus...
Elevate All Students and Eliminate All Gaps by collaborating with appropriate AACPS offices, administrators and teachers to create an equitable school culture; develop and implement research-based equitable practices and instruction; support active family involvement.

Our Objectives...

- Facilitate professional development for Equity Leads designed to offer concrete strategies to create a positive, equitable 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 professional development via the OEASA 365 site.

- Collaborate with partners to create additional opportunities to support school initiatives and increase parent involvement

- Generate awareness of county-wide and OEASA 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 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.

Directory Information

Under school system regulations, directory information includes:

- name
- AACPS schools attended
- dates of attendance

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 their tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill theri 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 their 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.

Directory Information

Please note that each student record contains personally identifiable information about the student, including directory information.

Directory information may be disclosed without consent. In addition, AACPS is authorized to release student directories to certain entities, such as military recruiters or institutions of higher education.

However, parents of eligible students have the right to refuse to permit any or all of the above categories of information to be included as directory information in the student record. This request can be made within the Emergency Card Verification Report or in writing to the school's principal. To request the withholding of directory information, go to the website below, complete the form, and return it to the principal at your child's school. If you do not have Internet access, a form can be obtained from your child's school.

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 child is enrolled.

Students & Technology [BOE*]

Acceptable Internet Use

Your child will have the opportunity to use the Anne Arundel County Public Schools' network and devices, which includes access to the Internet. The Internet provides 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, using an AACPS device or AACPS account or application. Teachers and parents at home should 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. Please see Student Handbook for more information.

Students shall:

- use only their individually assigned user accounts and passwords.

- use the provided school network account or AACPS devices in an ethical, responsible, and legal manner for school-related tasks only.

- use AACPS-approved tools and electronic or cloud-based resources (i.e., Microsoft Office 365, Microsoft Apps, G-Suite for Education, Google Apps, etc.) in accordance with AACPS Acceptable Use Policy.

- 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 restrictions, on devices, 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. Use AACPS applications and software for instructional intended use only.

- plagiarize online content.

- use or import offensive, obscene, libelous, disruptive, or inflammatory language, pictures, or other material on any AACPS device or network.

- use electronic resources in such a way that it interrupts instruction.

- remove or damage computer, AACPS device or equipment and its components.

- have unauthorized access to devices 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 are listed in the Student Handbook of the Technology Resource Use Regulation are addressed in the Code of Student Conduct (pages 10, 12 — Computer Misuse).

[JCC–RAA] *
Student Responsibilities, continued
*[Board Policy/Administrative Regulation]

Academics

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

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.

English Language Acquisition

The English Language Acquisition program provides asset-based linguistic, academic and socio-emotional support to English learners and their families in order to ensure equitable, appropriate and inclusive educational practices for linguistically diverse AACPS students.

English for Speakers of Other Languages (ESOL) classes foster the development of academic literacy, mathematical competence and social growth among English learners. Instruction in listening, speaking, reading and writing skills supports English learners in obtaining equitable access to grade-level academic curriculum.

Depending on individual school needs, elementary English Language Acquisition teachers meet with students outside the classroom in small groups (pull out) or with students in the regular classroom setting (push in). ELA teachers utilize the English language development curriculum to provide linguistically-focused instruction through a project-based, integrated content approach.

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 letter grade for the marking period shall be established using the following scale:

A = 100%–90% (Excellent)
B = 89%–80% (Good)
C = 79%–70% (Average)
D = 69%–60% (Below Average)
E = Below 60% (Unsatisfactory)
NG = No Grade

The middle and high school programs use an integrated language development curriculum including the Language of Language Arts, Language of Science, Language of Mathematics, Social and Instructional Language, and the Language of Social Studies. Students may take specific ESOL courses, and/or receive instruction with an English Language Acquisition teacher within the regular classroom setting. High School course offerings include ESOL I–V, ESOL Newcomer, ESOL Social Studies 1 and Transitional Math. Middle School course offerings include ESOL Grades 6–8, ESOL I and II, and Transitional Math. Initial placement in ESOL courses is determined by English proficiency scores as measured by the WIDA ACCESS for ELLs Assessment. Subsequent placement is determined by English Language Acquisition teacher and counselor recommendation, based on credit accumulation and English proficiency testing.

Student Eligibility for English Language Acquisition Instruction

The English Language Acquisition program provides instruction to English Learners in grades K–12. Eligibility for participation in the program is determined by an English language proficiency assessment. Upon registration, a home language survey is administered to determine potential eligibility for ELA services. Any student demonstrating limited English language proficiency on the WIDA Screener assessment (as defined by the Maryland State Department of Education) is eligible for instructional services. ELA instruction is provided at all AACPS schools. For more information, please contact the Coordinator of English Language Acquisition at 410- 222-5416.

English Language Acquisition Program Goals

- To encourage a system-wide, asset-based approach to language which supports the development of linguistically diverse students as bi-literate participants in global society.

- To build English language proficiency among elementary English Learners in order to foster the development of academic literacy, mathematical competence and social growth.

- To build English language proficiency among middle school English Learners in order to foster the development of academic literacy, mathematical competence and social growth.

- To build English language proficiency among high school English Learners in order to ensure all English learners graduate high school with adequate preparation to become globally competent participants in society, post-secondary institutions, and the workforce.

- To equip all educators of English learners with the knowledge and skills needed to support their linguistic, academic and social growth.

- To create access and opportunity for linguistically diverse families to support their child's learning in partnership with schools.

The International Student and Family Welcome Center (IWC)

The IWC is the first point of contact for international students entering Anne Arundel County Public Schools.

At the IWC, international families can:

- register a child for school

- have a child screened for English Language Acquisition (ELA) and other educational services

- obtain information about community services and resources for your family

Which students should register at the IWC?

Families who speak a language other than English at home and whose children have attended school in another country should register at the IWC.

Which students should register at their home school?

- All new kindergarten students whose home language is not English

- All new students in grade 1–12 whose home language is not English and who are transferring from another school system in the United States.

How do students register at the IWC?

The registration process includes a verification of documents, including birth records, proof of residency in Anne Arundel County, immunization records, proof of tuberculosis testing, and an evaluation of prior school transcripts. At the time of registration, students are screened for English language proficiency in order to determine eligibility for the English Language Acquisition program.

Call 410-263-6420 for an appointment. The IWC is located at 1411 Cedar Park Road, Annapolis, MD 21401

College & Career Readiness

The mission of Anne Arundel County Public Schools is to educate all of our students to be well-prepared for college and the workforce.

Grading—Overview [BOE*]

The Grading Regulation ensures consistency among schools and clearly defines how schools will work with students to increase academic achievement and mastery of content. Per Grading Regulation, teachers will indicate the number of qualifying assignments (3, 4, or 5) per marking period for which students may have an additional opportunity to improve their scores. The Grading Policy indicates that teachers will provide a minimum grade for assignments on which students made a good faith effort and includes a penalty for work submitted after 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. All course syllabi are to be approved by the school principal.

In addition, each secondary course syllabus will include the following: Per AACPS regulation, students may redo up to (teacher will insert either three, four, or five) assessments and/or assignments each quarter. Students are encouraged, but not required, to participate in teacher-led reteaching. All redo items must be completed within ten days of receiving the original grade and may only be redone one time. The higher of the two grades will be used for calculating the student's quarter grade. The teacher may choose to have the student redo all of an assessment or assignment or may have student only redo specific items or parts of the work. Students may not redo homework, the quarterly assessment, or a large project. However, students may redo parts of a large project, if graded separately by the teacher, with each part counting as a separate redo. Assessments or assignments due in the last week of the quarter are not eligible.

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

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

	Unweighted	Honors	AP, Post-AP, IB
A	4.0	4.5	5.0
B	3.0	3.5	4.0
C	2.0	2.5	3.0
D	1.0	1.0	1.0
E	0	0	0

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.

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 communi-

cate 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 comment sheets. Report cards will be issued four times during the school year. Prekindergarten and kindergarten progress reports will be issued at the conclusion of each semester. The dates of distribution will be printed in the official Anne Arundel County Public Schools calendar.

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; School staff shall report student progress to students and parents on a regular basis. Teachers shall complete quarterly interim reports and/or comment sheets. Report cards will be issued four times during the school year. Prekindergarten and kindergarten progress reports will be issued at the conclusion of each semester. The dates of distribution will be printed in the official Anne Arundel County Public Schools calendar.

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, or needs development for each class and each expected student behavior.

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 or needs development for specific skills in Reading, Writing, Math, Science, Social Studies, Art, Music, Physical Education, and Expected Student behaviors.

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, 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, grading codes shall be given for: Art, Music, Physical Education, Expected Student Behaviors, Chorus, and Band & Orchestra. 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 core subjects (English Language Arts, Social Studies, Science, Mathematics, and Level I or higher World and Classical Languages), students shall take a quarterly assessment. These assessments are aligned to course standards and are used to monitor student progress. Some of the quarterly assessments are traditional pencil and paper assessments, while others are projects or technology-enhanced assessments. For students in grades 6 and 7, the score on the quarterly assessment counts as 5% of the quarter grade and for students in grade 8, the score on the quarterly assessment counts as 10% of the quarter grade.

Teachers shall assign a minimum grade of 50% to assignments or assessments for which the student made a good faith effort, as determined by the teacher, to meet the basic requirements. If a student does no work on an assignment or assessment, the teacher shall assign a grade of zero.

Credit Classes

Maryland State Board of Education policy determines the requirements for students earning high school credit for a course taken in middle school. The Code of Maryland Regulations (COMAR 13A.03.02.04) states that credit toward high school graduation may be earned by middle school students

if the student has taken a high school level course meeting the local school system curricular objectives.

As a result, middle school students in Anne Arundel County Public Schools must earn a final passing course grade in order to earn high school credit for Algebra 1, Geometry, Algebra 2, and Levels 1 and 2 of American Sign Language, Arabic, Chinese, French, German, Italian, Spanish, or Turkish taken while in middle school.

Additionally, according to AACPS Board Policy and Administrative Regulation 608 II-RA, credit will be awarded upon entering ninth grade. The grade for the course will be calculated in the student's GPA in the same manner as other high school courses, including courses with weighted grades. Failure to pass the course will result in a negative impact on a student's high school GPA. In the event that a student is struggling with the high school course and is not earning at least a grade of C, the student and parent/guardian are encouraged to meet with the principal or designee to discuss appropriate options.

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 have their course history evaluated by content coordinators to determine if AACPS will acknowledge/accept the credit.

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 sequential

course. Elective course credit will be determined through documentation without assessment.

Students enrolling from an MSDE approved middle school (K–8), from an MSDE non-approved nonpublic school (church exempt), or from a home school program (including online, correspondence, virtual, and distance learning high schools), may be awarded credit for Algebra I, Geometry, World Language I, and World Language II after successfully testing for credit. Course credits will receive an "S" (Satisfactory) grade without an impact on the GPA.

Parents of students enrolled in the above mentioned courses are asked to sign and return a letter to indicate their understanding of the above information.

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.

Teachers will indicate the number (3, 4, or 5) of qualifying assessments, activities, or assignments that demonstrate knowledge of course content, skills and standards per marking period for which students may have an additional opportunity to improve their scores. To qualify, students must have completed and submitted the original assessment, activity, or assessment by the due date. Teacher-facilitated re-teaching is recommended (before, during, or after school). 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 homework, quarterly assessments, multi-component research projects or written papers (components of the project or paper that are graded separately may be a qualifying assignment), assessments, activities, or assignments completed during the last week of the marking period.

Teachers shall assign a minimum grade of 50% to assignments or assessments for which the student made a good faith effort, as determined by the teacher, to meet the basic requirements. If a student does no work on an assignment or assessment, the teacher shall assign a grade of zero.

Late Assignments

All assignments shall have a due date. Assignments submitted after the due date shall be penalized on a sliding scale basis, as described in the syllabus or course outline, and determined by the course content team in advance. The final date for late work to be submitted shall be five school days from the original due date.

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 Regulation 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.

Grading—High School

Marking period grades are based upon the final percentage of points earned divided by possible points in each weighted gradebook category. Marking period grades 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 two percentage grades. Each of the two marking period grades of a semester shall equal 50%. Quarterly assessments shall count for 10% of each marking period's grades.

Teachers shall assign a minimum grade of 50% to assignments or assessments for which the student made a good faith effort, as determined by the teacher, to meet the basic requirements. If a student does no work on an assignment or assessment, the teacher shall assign a grade of zero. 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.

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.

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

- Each high school credit-bearing course will have a quarterly assessment for each quarter. Quarterly assessments measure student progress towards mastery of course objectives and standards. Quarterly assessments, when not provided by the district, will be teacher-made and may be a pencil/paper assessments, a computer-based assessment, or may be a performance based assessment, including projects or portfolios as well as actual performances. All quarterly assessment grades, regardless of the format, will be worth 10% of the student's quarter grade.

- For graduating seniors who are enrolled in an AP or IB course and who take the corresponding AP or IB examination, the student will be exempt from the quarterly assessment for the fourth quarter. If a graduating senior who has taken the AP or IB course chooses not to take the quarterly assessment for

quarter four, then the student's grade will be determined without a quarterly assessment grade.

- Students unable to take a quarterly assessment due to an emergency situation may, with the approval of the principal, be permitted to take a make-up exam.

- For seniors during the second semester (spring), teachers in all subjects will give written or performance based quarterly assessment designed to be one regular class period in length and to measure subject matter covered up to the week of the assessment. When the quarterly assessment for seniors is not provided by the district, the teacher will create the quarterly assessment that may or may not include a written component.

- 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 children'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 for 10% of the grade for the marking period. In all other middle school courses, homework shall be assigned at the teacher's discretion.

Honor Roll [BOE*]

The honor roll is published each grading period. Anne Arundel County Public Schools Honor Roll certificates are awarded to secondary students at the end of the semester or at the end of the school year, whichever is appropriate.

Superintendent's Honor Roll
The Superintendent's Honor Roll consists of high school students whose grades for both marking periods are all "As" or "Ss" for an entire semester.

Principal's Honor Roll
The Principal's Honor Roll consists of students who receive all "As" or "Ss" in a marking period.

Middle School Honor Roll
The Honor Roll consists of students who make all "As," "Bs," and "Ss" during a marking period. Those receiving one "C" are included, provided there is at least one offsetting "A" for that marking period.

High School Honor Roll
The Honor Roll consists of students who have a weighted GPA of 3.0 or greater and have no final course grades of "D," "E," or "U" for a marking period.

PowerSchool Parent Portal

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. PowerSchool Parent Portal supplements, not replaces, existing tools that currently support communication between you, your child's teacher(s) and the school. Power-School Parent Portal provides parents with a range of useful information. PowerSchool Parent Portal is accessible 24 hours a day, seven days a week, after you have registered using your student's credentials. PowerSchool Parent Portal can be accessed from any computer with Internet access. Gradebook data is available in PowerSchool Parent Portal in real time as teachers enter in assignments and scores. (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 their 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 to PowerSchool Parent Portal

Parents who do not have an account can request a letter from their child's school with account creation information. Once you have this letter, you may create an account online.

Adding Additional Children to an Active Account

All of your AACPS students can be added to your existing PowerSchool Parent Portal account. Only one account is needed. Once you have obtained the student credentials from each school, it is easy for you to link to all of your students and view their grades online.

Using PowerSchool Parent Portal

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

Parent/Teacher Conferences
October 12 & 13 2020 & March 10, 2021

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/Interim Reports/ Progress Reports

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. Prekindergarten and Kindergarten progress reports are issued at the end of each semester.

Interim reports are also sent home at the end of the fifth week of each nine-week marking period. To allow for potential corrective action, teachers shall communicate with the parents of students who are in danger of failing a subject or those whose grades have dropped by two or more letter grades at any point during the marking period. Interim Reports for Prekindergarten and Kindergarten will be sent home at the end of the 1st and 3rd Marking Periods.

Report Card Distribution (Grades 1–12)

Report cards will be distributed on:
- November 24, 2020
- February 9, 2021
- April 23, 2021

Progress Report Distribution (Pre-K and Kindergarten) February 9, 2021

Weather-related closings may affect these dates. The final report cards and progress reports 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 grade.

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

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Service Learning Graduation Requirements

Anne Arundel County Public Schools students meet the state's graduation requirements of 75 hours of service learning in the following grades and courses:

Grades 5: 5 hours
(Social Studies)

Grades 6–8: 30 hours

Grades 9–12: 40 hours
10 hours each, in
Health
US Government
Science 10
English 11

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enters in the ninth through eleventh grade will be expected to make up all Service Learning hours required in highs school (40 hours) through an independent investigation. Parents should consult with their child's guidance counselor about the requirements for high school students transferring into AACPS in grades 11 and 12. For more information on Service Learning, please refer to www.aacps.org/servicelearning.

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. We believe 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 Director of Alternative Education at 410-222-5193.

Charter/Contract 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.

Currently, AACPS authorizes two public charter schools—Chesapeake Science Point Public Charter School and Monarch Academy Public Charter School—and two Public Contract Schools—Monarch Global Academy and Monarch Annapolis Academy Public Contract Schools.

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 lifelong 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 (Grades: K–8)
The mission of Monarch Global Academy Public Contract School is to prepare students in grades K–8 for world citizenship by harnessing a 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) at the elementary level and Project Based Learning (PBL) and Information Technology at the middle school level. Both of these programs will overlap with the Transformation Education (TranZed) child-serving organization model.

Monarch Annapolis Public Contract School (K–5)
Monarch Academy Annapolis blends Transformation Education with the International Baccalaureate Primary Years Programme. Monarch Academy

Annapolis is guided by the belief that the school culture is integral to creating a sense of caring, commitment and critical thinking in our students. Monarch Academy Annapolis utilizes these proven methods and tailors them to the uniqueness of the Annapolis community, one rich in diversity and cultural heritage.

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. Day school students can also take courses in Evening High School for original or remedial credit. 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 in which they were unsuccessful 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 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 access to Honors and Career and Technology Education (CTE). The three in-house CTE completer programs at Phoenix include: Food and Beverage Management (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.

Summer School: www.aacps.org/summer | **Mary Moss:** www.aacps.org/marymos | **Phoenix Academy:** www.aacps.org/phoenix

*[BOE]—See Page 45

State and National Assessments

While attending Anne Arundel County Public Schools, your child will participate in state-mandated 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.

Maryland Comprehensive Assessment Program

	English Language Arts/Literacy (ELA)	Mathematics	Science	Social Studies
General Education	• Kindergarten Readiness Assessment (KRA) • ELA/L 3–8, 10 • ELA/Literacy 10	• Mathematics 3–8 • Algebra I • Geometry • Algebra II	• HS Maryland Integrated Science Assessment (MISA) • MISA 5 • MISA 8 • HS MISA	• Government • Social Studies 8
Alternate Assessment	• Alt ELA/Literacy 3–8 • Alt ELA/Literacy 11	• Alt Mathematics 3–8 • Alt Mathematics 11	• Alt MISA 5 • Alt MISA 8 • Alt MISA 11	
English Learners	ACCESS for ELLs 9–11			
Alternate Assessment	Alt ACCESS for ELLs 9–12			

The Maryland Comprehensive Assessment Program

The Maryland Comprehensive Assessment Program covers state and federally mandated assessments in English Language Arts/Literacy (ELA), Mathematics, Science, Social Studies, English Language Proficiency, and Kindergarten Readiness. MCAP also includes Alternate Assessments for selected students.

A brief description follows for each state-mandated and national assessment. Schools will notify parents with specific testing information as each date approaches. Specific questions about any of the assessments can be directed to the School Testing Coordinator at your child's school.
(see link below)

English Language Art/Literacy (ELA)
The ELA assessments are end-of-course exams given to students in grades 3–8 and 10. For the ELA assessments, students will read literary and informational passages from published texts and engage with multimedia such as video or audio clips. Students will demonstrate their mastery of ELA standards through written responses and computer enhanced items. Unless a waiver is provided by the Maryland State Department of Education, the Grade 10 ELA assessment is a requirement for graduation.

Mathematics

The mathematics assessments are given in grades 3–8, and once in high school. Middle school students taking high school credit bearing mathematics courses (Algebra 1) will take the test aligned with that course. Students in grade 9 may take the test aligned with their course enrollment. The mathematics assessments require students to solve multi-step problems that require reasoning and address real-world situations. Students will demonstrate their ability to reason mathematically, make sense of quantities and their relationships in order to solve and show their understanding through real-world problems. Unless a waiver is provided by the Maryland State Department of Education, the Algebra 1 assessment is a requirement for graduation.

Maryland Integrated Science Assessment (MISA)

The MISA is aligned with the Next Generation Science Standards and will require students in grades 5, 8, and 10 to demonstrate their ability to ask questions and define problems, plan and carry out investigations, construct explanations and design solutions, and obtain, evaluate, and communicate information.

The Grade 5 MISA will address performance expectations identified in grades 3, 4, and 5. The grade 5 MISA will predict a student's readiness for middle school science courses.

The Grade 8 MISSA will address on performance expectations identified in grades 6, 7, and 8. The grade 8 MISA will predict a student's readiness for high school science courses.

The High School (HS) MISA will be given at the end of 10th grade. The HS MISA is designed to assess standards in Earth and space science, life science, physical science, and engineering, technology and applications science. Unless a waiver is provided by the Maryland State Department of Education, the HS MISA assessment is a requirement for graduation.

Social Studies

Government is an end-of-course exam that provides students with the opportunity to demonstrate mastery of the US Constitutional framework and democratic process that structures the State and National political system. Unless a waiver is provided by the Maryland State Department of Education, the Government exam is a requirement for graduation.

The 8th Grade Social Studies assessment is designed to measure student knowledge of United States History from 1763-1890. The 8th Grade Social Studies will be field tested in the Spring of 2020, and in May of 2021 will be fully operational.

Kindergarten Readiness Assessment (KRA)

The Kindergarten Readiness Assessment measures a child's readiness for Kindergarten. It may be used by your child's Kindergarten teacher to measure what your child knows and can do in the early learning areas of social foundations, language and literacy, mathematics, and physical well-being and motor development. (This assessment does not determine whether your child can be enrolled in Kindergarten.) Kindergarten teachers will administer the KRA during the testing window established by the Maryland State Department of Education (MSDE).

ACCESS for English Learners (ELLs)

ACCESS for English Learners (ELLs) 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 ELA and Mathematics (Alt-ELA/Math), and Alternate Maryland Integrated Science Assessments (Alt-MISA).

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

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.

Bridge Plan Academic Validation

The Bridge Plan for Academic Validation provides an opportunity for students who continually struggle to demonstrate their content knowledge and skills on the Algebra 1, English 10, and the Government assessments to meet their graduation testing requirements. Students who fail to meet the minimum passing score(s) on any of these assessments 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. Successful completion of a Bridge Project will satisfy the Maryland graduation assessment requirements for that subject.

Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), SAT, ACCUPLACER, ACT, and AP Exams

In addition to the state mandated assessments, high school students may opt to take a number of tests offered by the College Board and ACT. AACPS will be administering the PSAT to all juniors in October of 2020. AACPS will also administer the SAT to all

juniors in March of 2021. Both the PSAT and SAT will be administered to juniors during the regular school day and will be free of charge for students.

The **PSAT** is typically taken prior to the SAT, and is designed to measure critical reading, mathematics, and writing. Students will demonstrate their ability to understand and analyze written material, solve mathematical problems, interpret data, reason quantitatively, and demonstrate their ability to recognize and conform to the conventions of standard written English. Students who take the PSAT in their third year of high school can qualify for scholarships through the PSAT/NMSQT program.

Many colleges use the SAT as one of several admissions requirements. It is normally taken by college-bound students in grades 10, 11, or 12. The redesigned SAT measures a student's ability to read, analyze, evaluate, and comprehend challenging texts, revise and edit extended texts for expression of ideas, grammar and punctuation, use and cite textual evidence as they read and write, and demonstrate skill in analyzing data, and solve real world mathematical problems. The skills, knowledge, and understanding assessed on the SAT are used as a prediction of student success in college and workforce training programs.

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.

The *SAT Subject Tests* indicate a student's readiness to take college-level courses in specific subject areas. There are 20 SAT Subject tests in the areas of English, history, science, mathematics, and language. 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 most 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. See your school counselor for additional information.

Community Colleges, including Anne Arundel Community College, use the **ACCUPLACER** to determine student placement in English and Mathematics courses. The ACCUPLACER is required for students who want to take a community college course in high school or who plan on taking some course work after graduation at the community college. Students should see their counselors for more information.

Advanced Placement (AP) Exams

Students enrolled in AP courses have the opportunity to sit for the corresponding exams in May. 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.

With the exception of AP Studio Art, which is a portfolio assessment, each AP exam contains a free response section (either essay

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2020–2021 Testing Dates

ACCESS for ELs
TBD

MISA
Window: March 8–26, 2021

MCAP—English Language Arts/Math
Grades 3 through 8,
English 10, Algebra 1
Window: March 29–June 4, 2021

HSA Government and HS-MISA
Window: May 4–June 5, 2020

Grade 8 Social Studies
May 3– June 4, 2021

AP Exams
May 3–14, 2021

Test dates are subject to change.

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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.

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 the School Testing Coordinator at your child's school for information on the exams and associated fees.

Advanced Studies & Programs/ Programs of Choice

ASP's 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.

Primary Talent Development (Primary ALPs) **and Advanced Learner Programs** (ALPs)

The Primary Talent Development (PTD) program offers Pre 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 gifted and talented (GT) and advanced learners on a daily basis while also ensuring all students have access to more advanced instructional opportunities. ALPs *Single-Subject instruction* is presented by a classroom teacher trained in using the advanced curriculum for a minimum of one hour daily. Through participation in ALPs Single Subject instruction in Language Arts/Reading and/or Mathematics, students identified as GT or Advanced learners experience learning at greater levels of depth and complexity.

Additionally, AACPS's curriculum integrates learning extensions and explorations so that all students have an opportunity to engage in advanced learning strategies and more rigorous instructional activities. Blended with grade-level standards, students explore complex materials, develop higher level thinking skills, and nurture untapped potential.

Differentiated Advanced Learning Initiative (DALI)

The Differentiated Advanced Learning Initiative (DALI) is designed to advance the quality of learning for all students while meeting the unique academic needs of highly able and Gifted and Talented (GT) students. Through a collaboration between the Offices of Middle School Mathematics and Language Arts and the Advanced Learning Office, open ended learning tasks were created for our most advanced learners. In math, this consists of pre-assessments and learning extensions that are aligned to class standards but they allow students to work collaboratively on real-world math problems that may have multiple "right answers." In Language Arts, DALI consists of quarterly learning modules that provide more complex and challenging opportunities in reading materials and written assignments.

Students who were identified as GT in second grade will receive DALI instruction for math, language arts, or both — depending on their identification. Students who were identified as GT as fifth graders will also receive DALI instruction. In addition, teachers may offer DALI instruction to any

Math 6/7, Math 7/8, Language Arts 6, Language Arts 7, or Language Arts 8 student who demonstrates readiness for a more challenging learning opportunity.

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. It also develops instructional guides and unit resources for use by our educators. AP exams are designed, administered and evaluated by the College Board. 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.

AVID Cord Requirements

To earn an AVID Cord at graduation a student must:

- Take an AP/IB 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

Advancement Via Individual Determination (AVID)

Advancement via Individual Determination (AVID) is an accelerated academic program that prepares students for a rigorous course of study which 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 participate in the AVID elective course, students must apply, interview, and be accepted into the AVID program. Students who are accepted into AVID commit to earning good grades, maintaining a rigorous course schedule, 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 in-class tutorials to support rigorous coursework.

Students who are accepted into AVID commit to earning good grades, maintaining a rigorous course schedule, and excellent behavior and attendance.

Advanced Co-Curricular Programs

The Advanced Co-Curricular Programs Office supports programs that provide an enriching complement to a student's regular educational experience. These programs may be offered before school, during school, after school, on weekends, and/or during the summer. Some take place with face-to-face contact while others are online, requiring remote access. Participation in these activities, contests, or competitions afford students additional opportunities to enrich their current program of studies. The number of co-curricular activities varies at each school location. In addition, adjunct programs, or partnerships with organizations in the community, offer unparalleled resources for students.

International Baccalaureate Primary Years Programme (IB PYP)

The IB Primary Years Programme, for students aged 4 to 11, excites and engages students by building on their innate curiosity for the world around them! At the heart of the program's philosophy is a commitment to the development of the whole child as an inquirer, both in the classroom and in the world outside. Our youngest IB learners engage in a second language, ask questions about and take action in the world around them, and learn to collaborate and communicate with their peers.

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, Sunset, Waugh Chapel and

Advanced Co-Curricular Activities & Adjunct Programs

Co-Curricular Programs
- 24 Game Competition
- Anne Arundel County Spelling Bee
- AVID Club
- BMAH Club
- Continental Math League
- Triple E Based Co-Curricular Clubs
- FIRST Robotics/Robotics Club
- VEX Robotics
- Humanities Approved Co-Curricular Clubs/Activities
- 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
- World Language and Culture Clubs

Adjunct Programs

United States Naval Academy— STEM Outreach
- Advanced Studies Courses and Saturday Demonstration Physics Labs.

Anne Arundel Community College
- EXPLORE K–5
- Middle School Scholars
- High School Programs

Chesapeake Arts Center
- Art, Theater, & Dance Programs

Destination ImagiNation (DI)
- Non-Competitive Challenges
- STEM and Humanities Challenges

Maryland Hall for the Creative Arts
- Art, Theater, & Dance Programs

St. John's College
- Seminars for Honors /AP English and Social Studies Students

Tracey's elementary schools. Jacobsville elementary and Monarch Academy Annapolis are pursuing PYP candidacy. IB PYP schools are community (not Magnet) schools.

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 performance extension opportunities. Students can choose to study in one of five Arts Areas (creative writing & drama, 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.

Science, Technology, Engineering, and Mathematics (STEM)

The STEM middle school program offered at Central, Old Mill, 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.

2021 Virtual Magnet Information Sessions

Please attend any or all of the 2021 Fall Magent sessions. A full list is found at www.aacps.org/magnet.

High School Magnet Programs

STEM: BioMedical Allied Health (BMAH)

The STEM 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 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.

High school students can attend one of the Centers as part of their regular daily schedule and earn credits required for their high school graduation. CAT offers an extension of comprehensive high school courses with an in-depth study of 25 technical programs.

International Baccalaureate Middle Years and Diploma Programme (IB MYP and DP)

Annapolis, Meade, and Old Mill high schools offer the IB Program 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

PVA: www.aacps.org/pva | **STEM:** www.aacps.org/stem | **Magnet Programs: AVID • Co-Curricular • CAT-North & South:** www.aacps.org/magnet

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Diploma Programme will be eligible for the IB Diploma, recognized by colleges and universities around the world.

Performing and Visual Arts (PVA)

The PVA high school program is offered at Annapolis High School, Broadneck High School and Studio 39. The program is designed to provide serious artists who demonstrate artistic ability, interest and potential, a curriculum of rigorous training that emphasizes the creative process through collaborative opportunities. In PVA students build their artistic skill and gain real-world experiences to prepare for higher education or a career in the arts. Through an arts-intensive curriculum, PVA students have the opportunity to foster their artistic passions both in front of an audience and behind the scenes through premiere arts venues and exhibitions. Students can choose to study in one of the following Arts Primes: creative writing & drama, dance, film & new media, technical design/production, acting, visual arts, instrumental music (including piano), and vocal music through the lens of composition.

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 et students will develop strong research skills, explore STEM careers, and gain real-world experience through internship opportunities.

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 13 comprehensive high schools in Anne Arundel County 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

Crofton—Safety and Security in the Digital Age

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

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 College and Career Readiness 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 their 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 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

Child Find: www.aacps.org/childfind | **Infants and Toddlers:** www.aacps.org/itp | **Prekindergarten:** www.aacps.org/prekindergarten

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Elementary School
(Grades 1–5)

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, careers, 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 literacy, and financial literacy. 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

To help teachers monitor individual students' reading progress, teachers administer the Fountas and Pinnell (F&P) Benchmark Assessment System two to three times throughout the school year. This diagnostic assessment is embedded within classroom instruction and affords each student an opportunity to read to the teacher individually. The teacher uses the assessment to identify each student's strengths and opportunities for growth in the area of reading. Teachers use the results of the assessment to personalize and tailor their literacy instruction to meet the individual needs of each reader.

In these early grades, students also take district assessments in math, as well as the second grade CogAt (Cognitive Ability 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 district 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 Maryland Comprehensive Assessment Program (MCAP) that will assess students math and literacy skills. In fifth grade, students take the Maryland Integrated Science Assessment (MISA). All data from these assessments are used to guide future instructional decisions needed to support student academic growth.

Promotion & Retention [BOE*]

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. In

Triple E students begin to take ownership in their education by actively engaging in student-led, project-based 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 of 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

- an igniting of passion in the study of culture and language (German, French, Spanish, Italian, etc.) within a student-inquiry environment (PYP). Through this theme, students engage in inter-related questions and student-centered problem-oriented learning that recognizes the whole child.

- Triple E is currently available in schools in the Annapolis, Broadneck, Chesapeake, Glen Burnie, Meade, North County, Northeast, and Southern clusters. The program will expand to other regions as the budget allows.

Middle School (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 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 based on their specific needs. 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 schedule and interval as well (see page 33 for more information about Programs of Choice).

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 or mathematics 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 throughout the school day. English Language Acquisition courses are offered for eligible English Learners.

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.

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, Science, and Social Studies, and World and Classical Languages. These assessments, as well as teacher-made assessments, are used to monitor student learning. Each spring, students take the Maryland Comprehensive Assessment Program (MCAP) that will assess students' mathematics and literacy skills. In eighth grade, students take the Maryland Integrated Science Assessment (MISA). All data from these assessments are used to guide future instructional decisions needed to support student academic growth.

Preparing 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 33, or visit the website below.

Promotion of Students [BOE]

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

In order for a middle school student to be promoted to grade 8, they must pass three of four Core courses (English/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, they may fail no more than one Encore course. If a student takes five or more Encore courses, they may fail no more than two Encore courses.

In order for a middle school student to be promoted to grade 9, they must pass three of four Core courses (English/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, they may fail no more than one Encore course. If a student takes five or more Encore courses, they may fail no more than two Encore courses.

Skipping a Grade/ Grade Acceleration

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.

High School (Grades 9–12)

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 33.

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 the comprehensive 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 Schools (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, most often seniors, to explore college level course work in a variety of academic and career-relevant 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. AACC requires all students to take the Accuplacer to determine appropriate course placement.

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 (after referencing the following list) 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 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 18 appropriate 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. Summer school does not award original credit.

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 8 sessions for a minimum of 6 hours spread evenly throughout the 16-day probationary period.

A student who is academically ineligible may not play in games or wear any part of a team uniform at games during the 16-day probationary period 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 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.

Assessments required for graduation COMAR (Code of Maryland Regulations) requires students to pass four content specific assessments for graduation. They include Algebra

1, English 10, U.S Government and Science. The Maryland Integrated Science Assessment (MISA) will be given to students in 10th grade. Unless a waiver is provided by the Maryland State Department of Education, the assessments are required for graduation..

All four Assessments are given at the completion of the corresponding course(s). Please check with your school counselor or the School Testing Coordinator to discuss the specific requirements for your child. Additional information about these tests can be found on page 29 of this handbook.

The school test coordinator 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 test coordinator 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

Credits Required for Graduation					
English—4	**Social Studies—3**	**Mathematics—4**	**Science—3**	**Physical Education—1**	**Health—0.5**
1 credit in *English 9* 1 credit in *English 10* 1 credit in *English 11* 1 credit in *English 12*	1 credit in *History of the US* 1 credit in *U.S. Government* 1 credit in *World History*	1 credit of *Algebra 1* 1 credit of *Geometry* 2 mathematics elective credits Math is required for all students in Grades 9–12 *Algebra 2 for college completers	1 credit in *Biology* 2 credits, including laboratory experience in any of the following areas: • Earth Science • Life Science • Physical Science	1⁄2 credit in *Fitness for Life* 1⁄2 physical education elective credit	1⁄2 credit in Health
Basic Technology—1	**Fine Arts—1**	**Global Community Citizenship—0.5**	**Electives—8.0**	**In addition, a student shall successfully complete at least *one* of the following:**	
Global Technology Concepts (Complete four .25 credit modules) or Foundations of Computer Science or AP Computer Science Principles or one of the following one credit courses available at Project Lead the Way schools Honors of Principles of Engineering or Honors Engineering Design & Development 1	Music, Art, Dance, & Theatre Arts courses	0.5 credit in Global Community Citizenship (begniing with the class of 2023)	Any elective course may count.	Two credits of a world or classical language (two years of the same language) or Two credits of American Sign Language Two credits of advanced technology education A state-approved career and technology program *See the High School Program of Study about the World and Classical Language or Advanced Technology requirement for University System of Maryland Completer.*	

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, has individual transportation, and will graduate at the end of the year.

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.

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.

Latin Honors

Each high school shall annually honor graduating students who qualify for Anne Arundel County Public School's Latin Honors.

- Students receiving the summa cum laude recognition, the highest honor, must have greater than or equal to a 4.3 weighted GPA after the second semester of high school in the student's senior year.

- Students receiving the magna cum laude recognition, with great honor, must have greater than or equal to a 4.0, but less than a 4.3 weighted GPA after the second of high school in the students' senior year.

- Students, receiving the cum laude recognition, with praise, must have greater than or equal to a 3.4 unweighted GPA after the second semester of high school in the student's senior year.

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 school counseling office.

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.

Board Policies and Regulations [BOE]

M any 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*.

Topic	Board Policy	Administrative Regulation
Academic Eligibility Extracurricular Programs	JJA	JJA-RA
Bullying, Cyberbullying, Harassment, & Intimidation	JCCA	JCCA-RA
Bias Behavior & Language	JO	JO-RA
Child Abuse & Neglect	JEF	JEF-RA
Educational Equity Policy	JCCA JCCA-RA	JO JO-RA
Enrollment & Residency Requirements	JAB	JAB-RA
Field Trips	IFS	IFS-RA
Fundraising	KE	KE-RA
Grading Policy	II	II-RA
Graduation Requirements	IIC	IIC-RA
High School Honor Roll		II-RA
Homework	II	II-RA
Diplomas and Certificates	IIC IIE	IIC-RA IIE-RA
Promotion & Retention of Students	IIB	IIB-RA
Release of Student Information	JCM JH	JCM-RA JH-RA
Social Media (Student)	JCCC	JCCC-RA
Social Media (Employee)	GAOO	GAOO-RA
Student Complaints Related to Policy, Regulation, or Law	JCH	JCH-RA
Student Conduct	JCC	(See Student Conduct Regulations)
Students with Known Anaphylactic Allergies or Who are Perceived to be Having Symptoms of Anaphylaxis	JECA	JECA-RA
Suicidal Thoughts & Gestures	GAD	GAD-RA
Suspected Head Injuries and Concussions	JJE	JJE-RA
Use of Technology and Social Media by Students	JCC JCCC	JCC-RAA JCCC-RA

Anne Arundel County Public Schools prohibits discrimination in matters affecting employment or in providing access to programs on the basis of actual or perceived race, color, religion, national origin, sex, age, marital status, sexual orientation, genetic information, gender identity, or disability.

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

www.aacps.org/boardpolicies

Anne Arundel County Public Schools | Office of Safe & Orderly Schools

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.

Today's Date (mm/dd/yyyy)	School	School System

Person Reporting Incident Check one: ☐ Student ☐ Parent/guardian of a Student ☐ Close adult relative of a Student ☐ School Staff ☐ Bystander

Name: *Telephone:* *E-mail:*

1. Name of Student Victim	Age	School (if known)

2. Name(s) of alleged witnesses (If known)	Age	School (if known)

3. Name(s) of Alleged Offender(s) (If known)	Age	School (if known)	A student?
			☐ Yes ☐ No
			☐ Yes ☐ No
			☐ Yes ☐ No

4. Date(s) of Incident(s) (mm/dd/yyyy)

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

☐ Any bullying, harassment, or intimidation that involves physical aggression

☐ Getting another person to hit or harm the student

☐ Teasing, name-calling, making critical remarks, or threatening, in person or by other means

☐ Demeaning and making the victim of jokes

☐ Making rude and/or threatening gestures

☐ Excluding or rejecting the student

☐ Intimidating (bullying), extorting, or exploiting

☐ Spreading harmful rumors or gossip

☐ Related to the student's disability

☐ Related to the student's perceived sexual orientation

☐ Cyber bullying (e.g. social media including Facebook, Twitter, Vine, Instagram, etc.)

☐ Electronic communication (e.g. email, text, sexting, etc.)

_____

_____

☐ Gang related

☐ Gang recruitment

☐ Human trafficking/Prostitution recruitment

☐ Racial Harassment

☐ Sexual Harassment

☐ Sexual in nature

☐ Other (specify)

_____

_____

*Will be collected unless specifically excluded by local board policy

6. 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 ☐ On the way to/from school* ☐ Via Internet—sent on or off school property

7. What did the alleged offender(s) **say or do?** (Attach a separate sheet if necessary)

_____

_____

_____

8. Why did the bullying, harassment or intimidation occur? (Attach a separate sheet if necessary)

_____

_____

_____

9. Did a physical injury result from this incident?

☐ No   ☐ Yes, but it did not require medical attention   ☐ Yes, and it required medical attention

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

11. Was the student victim absent from school as a result of the incident?

☐ No   ☐ Yes   If yes, how many days was the student victim absent from school as a result of the incident? _____

12. Did a psychological injury result from this incident?

☐ No   ☐ Yes, but psychological services have not been sought   ☐ Yes, and psychological services have been sought

13. Is there any additional information you would like to provide? (Attach a separate sheet if necessary)

_____

_____

_____

_____

Signature	Date

Definition of Bullying, Harassment, and Intimidation

Repeated, intentional conduct, including verbal, physical or written conduct, or an intentional electronic communication, that creates a hostile educational environment by substantially interfering with a student's educational benefits, opportunities or performance, or with a student's physical or psychological well-being. The conduct must (1) be motivated by an actual or a perceived personal characteristic including race, national origin, marital status, sex, sexual orientation, gender identity, religion, ancestry, physical attributes, socioeconomic status, familial status, or physical or mental ability or disability, or (2) be threatening or seriously intimidating. Electronic communication means communication transmitted by means of electronic device, including a telephone, cellular phone, computer and pager. Conduct that is of a sexual nature is the most commonly reported form of sexual harassment. This term is generally thought to mean actions, language or visual materials which specifically refer to, portray or involve sexual activity or language. Conduct of a sexual nature may include overt sexual solicitations, inappropriate touching, sexual jokes and inquiries about a person's sex life. Sexual harassment is the broader term that encompasses conducts of a sexual nature such as unwelcomed sexual advances, requests for sexual favors, and other verbal or physical contact of a sexual nature. Sexual harassment also includes acts that are not overtly sexual but rather are directed at individuals based on their gender such as profanity or rude behavior that is gender-specific.

*Will be collected unless specifically excluded by local board policy