

AACPS Parent Info Book

Handbook for Parents about the Programs & Services of Anne Arundel County Public Schools

DO I WATCH YOU ON TV? WHO HAS ACCESS TO MY CHILD'S RECORDS? WHO DO I DO IF I THINK MY CHILD IS BEING BULLIED? HOW MUCH DO BREAKFAST AND LUNCH COST? CAN I FOLLOW MY CHILD'S PROGRESS ONLINE? WHAT IF MY CHILD SPEAKS A LANGUAGE OTHER THAN ENGLISH? WHAT ARE THE SCHOOL SYSTEM'S GOALS? WHAT ARE MY RIGHTS IF MY CHILD HAS A DISABILITY? WHO ARE THE CURRENT BOARD MEMBERS? WHAT IS THE SERVICE LEARNING REQUIREMENT? WHEN ARE REPORT CARDS DISTRIBUTED? WHAT IS THE OFFICE OF CIVIL RIGHTS MEDIATED AGREEMENT? HOW MUCH HOMEWORK CAN MY CHILD EXPECT TO HAVE EVERY NIGHT? WHAT IMMUNIZATIONS DOES MY CHILD NEED BEFORE SHE CAN BE ENROLLED? WHEN DO THE INTERSCHOLASTIC ATHLETICS SEASONS START? WHAT IS THE HIGH SCHOOL ASSESSMENT? WHAT ARE THE TESTING REQUIREMENTS? HOW MUCH DOES THE FINAL EXAM COUNT? HOW CAN I FIND OUT IF SCHOOLS CLOSE BECAUSE OF THE WEATHER? CAN I BE A CHAPERONE? WHAT IS HOME AND HOSPITAL TEACHING? WHAT IS THE EMERGENCY NOTIFICATION CARD? HOW MANY CREDITS DOES MY CHILD NEED IN ORDER TO GRADUATE? HOW DO WE APPLY FOR FREE OR REDUCED PRICE MEALS? WHEN ARE THE PARENT/TEACHER CONFERENCES? WHAT ARE ALP, STEM, AVID, MYP, & IB? DO YOU HAVE A WEBSITE? CAN MY CHILD SKIP A GRADE? WHAT DATES ARE SCHOOLS CLOSED THIS YEAR? WHAT IS WEIGHTED GRADING? CAN I CHANGE THE BUS MY CHILD TAKES TO SCHOOL? WHAT IS A CODE RED? WHAT ARE MAGNET AND SIGNATURE PROGRAMS? WHO DO I CONTACT IF I HAVE A COMPLAINT? HOW CAN MY CHILD BE SAFE AT THE BUS STOP? WHAT IS ACADEMIC ELIGIBILITY? WHAT COUNTS AS AN EXCUSED ABSENCE? HOW DO I CONTACT A BOARD MEMBER? WHAT ARE MY RIGHTS AS A NON-CUSTODIAL PARENT? WHAT ARE YOUR RULES FOR STUDENT GRADUATION? WHAT IS YOUR PROMOTION AND RETENTION POLICY? HOW CAN I GET INVOLVED IN MY CHILD'S SCHOOL? WHAT IS THE PRINCIPAL'S HONOR ROLL? DO YOU USE PESTICIDES AT THE SCHOOLS? WHAT IS THE MIDDLE SCHOOL SCHEDULE? HOW DOES A STUDENT EARN AN AP DIPLOMA? WHAT IS YOUR POLICY FOR USING THE INTERNET? WHAT IS THE SCHOOL IMPROVEMENT PROCESS? WHAT IS ECI? WHAT IF MY CHILD NEEDS MEDICATION WHILE AT SCHOOL? WHAT IS BIAS-MOTIVATED BEHAVIOR? WHAT IS SECTION 504? CAN MY CHILD PARTICIPATE IN EXTRACURRICULAR ACTIVITIES? WHAT IS CHILD IDENTIFICATION? WHAT ARE YOUR PROMOTION AND RETENTION POLICIES? HOW IS A STUDENT'S GRADE POINT AVERAGE CALCULATED? ARE THERE ANY CONFIDENTIAL HOTLINES FOR STUDENTS? WHAT ARE THE TESTING DATES FOR STATE ASSESSMENTS? WHO CAN I CALL IF I NEED MORE INFORMATION?

2011 - 2012

New this year!

The Great Eight: Essential Guideposts for the Journey to Greatness

is a resource to help parents make decisions along their child's pathway from kindergarten through Grade 12.

Each guidepost is aligned to the Anne Arundel County Public Schools strategic plan and promotes the development of a strong foundation for student success in college or in a vocational career.

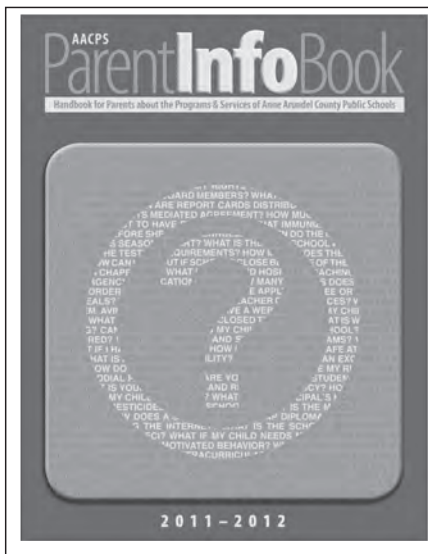
The Great 8 website details each of the eight guideposts and has information about:

- Why they are important.
- How they are measured.
- What to do if your child does not reach the guidepost.
- How to help your child stay on track.

You can also find tips for success as well as other helpful resources for both parents and students.

For more information, visit us online at:

www.aacps.org/great8



This handbook is also available in Spanish and Korean.

Published for parents of Anne Arundel County Public Schools students by the Office of the Superintendent, in conjunction with the Department of Curriculum and Instruction, the Office of School Performance, Office of School and Family Partnerships, and the Office of Design & Print Services.

Questions concerning the Parent Handbook should be directed to:

Teresa Tudor, Senior Manager of School & Family Partnerships,
Anne Arundel County Public Schools, 2644 Riva Road, Annapolis, MD 21401
410-222-5414

Anne Arundel County Public Schools prohibits discrimination in matters affecting employment or in providing access to programs on the basis of race, color, religion, national origin, sex, age, marital status, sexual orientation, or disability unrelated in nature and extent so as to reasonably preclude performance.

For more information, contact:

Mr. Leslie N. Stanton, Human Relations Specialist
Anne Arundel County Public Schools, 2644 Riva Road, Annapolis, Maryland 21401
410-222-5318 • TDD 410-222-5500

www.aacps.org

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Dear Parents and Guardians:

One of the true marks of greatness is the ability to overcome challenges and move forward despite difficult circumstances that may exist. As a school system, we have done exactly that on our Journey To Greatness. Despite the fiscal constraints that our county, state, and nation continue to face, we are continuing to create more opportunities for more children than ever before.

Parents and children have more avenues of public school choice because of our growing middle and high school magnet school program. Our two charter schools offer even more alternatives at the elementary, middle, and high school levels. At all levels, we continue to create pathways of rigorous and relevant instruction to open access to those programs to more students from traditionally underrepresented student groups.

Our progress has taken place, in large part because of the dedication and commitment of our parents, students, and employees, and also because of our growing number of community and business partners. I have said many times that no school system can be great by itself, and our collaborative relationships are key to our improvement.

We still have much work to do. We are working hard to become the first system in the nation to fully close the achievement gap, to enable every one of our students to be able to achieve his or her full potential.

Communication and knowledge are the keys to our continued improvement as a system. In these pages you will find general information to help you navigate the services, initiatives, and regulations established for your child's education. From details regarding instructional programs to grading guidelines, this resource has been designed to foster solid communication and good relationships between our educators, students, and parents.

Please take the time to review this Parent InfoBook and to discuss it with your child. Together, we can continue to create safe, encouraging schools that inspire our students to reach their academic and personal potentials. Thank you for everything you do for your child and for our school system. Together, I believe we will make this a great school year.

Sincerely,

Kevin M. Maxwell, Ph.D.
Superintendent of Schools

The Goals of Anne Arundel County Public Schools

Academic Achievement

All students will reach high standards, as established by Anne Arundel County Public Schools and state performance level standards in English/Reading/Writing, Mathematics, Science and Social Studies. Achievement disparities among all No Child Left Behind (NCLB) groups of students will be eliminated.

Safe and Supportive Learning Environment

All students will be educated in a safe, positive, and supportive learning environment with a focus on security enhancements that support system-wide safety and discipline standards. AACPS will eliminate disparities among all No Child Left Behind (NCLB) student groups in the referral, suspension, and expulsion rates for violation of the Code of Student Conduct.

Workforce Quality

Anne Arundel County Public Schools will ensure and maintain a work environment of respect and mutual collaboration by attracting and retaining a quality work force that demonstrates a commitment to providing a positive learning environment, values diversity, and reflects the diversity of the county and the relative labor market.

Community Engagement

All Anne Arundel County Public School students will be educated in schools that are family-friendly, welcoming environments. Anne Arundel County Public Schools will eliminate disparities in parent and community representation and participation in traditional and non-traditional school-community activities.

Equity

Anne Arundel County Public Schools will address the diversity that students and staff bring to the learning environment and organize schools and classrooms to support the academic achievement and success of all students. Equity is infused throughout the preceding goals.

What you need to know about...

The Anne Arundel County Board of Education



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President
410-757-0454



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410-672-6987



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410-674-5354



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410-271-2944

*Executive Assistant to the Members
of the Board of Education*

Molly Connolly
410-222-5311

Programs and policies of the public school system are established by a nine-member Board of Education. Eight board members serve overlapping terms of five years each and are appointed by the Governor. Board members may serve two consecutive terms.

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

The Board meets twice a month during the school year, usually on the first Wednesday, beginning at 10:00 a.m. and on the third Wednesday beginning at 7:00 p.m., at the Dr. Carol Sheffey Parham Building, 2644 Riva Road, Annapolis. Exceptions to the meeting schedule are during the months of February and June, when both meetings occur at 10:00 a.m. for budget consideration. In addition, the Board meets once in July and August on dates determined in advance. Call the Board office at 410-222-5311 or go to www.aacps.org > *Board of Education* > *Board Meetings* for the exact dates.

Board meetings and public hearings held at the Parham Building are broadcast live on AACPS-TV (Comcast & Broadstripe Channel 96 & Verizon Channel 36). Board meetings are rebroadcast at 6:00 p.m. the day after the meeting and 2:00 p.m. on subsequent Sundays.

All meetings are open to the public, and citizen participation is encouraged. At the beginning of each meeting, the Board sets aside 30 minutes for public participation. During that time, any citizen may speak to the Board on any item not on the meeting's agenda. However, personnel concerns are confidential matters and may not be discussed.

Citizens are asked to hold their comments on specific agenda items until the time for those items specified on the agenda.

Special meetings, Board workshops and public hearings are scheduled annually and as otherwise established by the Board.

Contents

For specific information about the Code of Student Conduct and Student Discipline, see the Student Handbook, which is sent home with your child.

For more information, contact your school, or visit us online at www.aacps.org.



Did you know...

With more than 75,000 students, AACPS is among the 50 largest school systems in the country.

Important Phone Numbers

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Starting the School Year

What you need to know about...

Communicating with your School

When parents and teachers stay in touch — through telephone calls, conferences, notes, e-mails, and letters — students benefit. 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 the school PTA, PTO, CAC, School Improvement Team, and Human Relations Committee.

We hope you will stay involved. 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.

Emergency Information Card

It is important for you to keep the school up to date on work and home telephone numbers as well as the names of people to contact in case of emergency. You will receive an emergency information card from the school to fill out and return. 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 School Closings, Early Dismissals, Late Openings & Special Operational Delays

Changes to school schedules caused by inclement weather or other emergency conditions are announced through the Connect-ED automated telephone notification system; on major area radio and television stations, including *AACPS-TV (Channel 96 on Comcast and Broadstripe, and Channel 36 on Verizon)*; and are posted on

the school system's website (www.aacps.org). In addition, announcements are posted (and you may sign up for e-mail alerts) at School's Out (www.schoolsout.com) and/or the Baltimore Sun (<http://essentials.baltimoresun.com/macro/school-closings>). **The school system's website and AACPS-TV remain the best places to check for accurate, up-to-date information.** Please do not call the school or central offices to find out about closings and other emergency-related schedule changes.

A "code red" announcement means that all school offices and central offices are closed. A "code blue with liberal leave" announcement means that schools are closed for students and teachers, and that school office and Central Office employees may report to work up to two hours late. There will be no announcement if school hours are not being adjusted. No special broadcast is made for an early closing or late opening that has previously been published in the school calendar.

Phone numbers used by the Connect-ED system are pulled from each school's student information system. Text versions of messages are also sent to email addresses on file with schools. It is critical to keep emergency contact numbers and email addresses up to date at your child's school.

Enrollment and Residency Requirements

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

- the child's evidence of birth
- proof of residence (proof of residency includes mortgage papers/lease, and one additional supporting documentation such as a utility bill issued within 60 calendar days of enrollment.)
- a copy of the immunization record.

(*Please visit www.aacps.org/enroll if you have questions regarding custody. A caregiver who is not the biological parent or court-awarded guardian must seek approval to enroll through the Division of Student Services.)



Did you know...

Nearly 8,000 students join AACPS each year.

◀ *Proof of parents(s)/guardian(s) identity includes driver's license, passport, Motor Vehicle identification card, or other legal forms of identification.*

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

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

Board of Education Policy JAB & Administrative Regulation JAB-RA

Federal Survey Cards

Every year, at the end of September, the school system requests information on each student in order to apply for federal funds under the Impact Aid law. While the results of the Parent-Pupil Survey cards provide approximately \$3 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 will greatly enhance our school system's quest to move from good to great. This is a multi-student form prepared to help reduce paperwork for Parents/Guardians.

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 US 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.

Homeless Students

The McKinney-Vento Homeless Education Assistance Act has been reauthorized and incorporated into the No Child Left Behind Act. The reauthorization 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 is 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 410-222-5326.

International Student Office

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

2011-12 Immunization Requirements

- All doses of measles, mumps, rubella (given as MMR vaccine) and varicella must be given on or after the first birthday.
- PVC7 (Prevnar-Pneumonia vaccine) is required for all pre-school aged children.

Prekindergarten

- 4 diphtheria-tetanus-pertussis (DTP, DT or DTaP)
- 3 polio
- 1 measles-mumps-rubella (MMR)
- 1 Varicella (Chicken Pox)
- 3 Hepatitis B
- 2 PCV7 ages 12-23 months
- 1 PCV7 24-59 months

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.)
- 3 polio
- 2 measles (MMR)
- 1 mumps
- 1 rubella
- 3 Hepatitis B
- 1 or 2 varicella (Chicken Pox) If your child is 13 years or older, 2 doses of varicella are required.

For additional information on Immunizations, visit the Maryland Department of Health website at: www.edcp.org/html/school-require.cfm.

MD Department of Health

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.**

Medical Conditions

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

For more information about school health services, visit www.aahealth.org/parentsguide.

See the **Request to Withhold Student Information** form on pages 33–34, or download the Opt Out form at www.aacps.org/optout.pdf

The *Parent's Request to Administer Medication at School* can be obtained from your school health professional or downloaded from the Department of Health website: www.aahealth.org. (Click on "Clinic & School Health," then "Parents Guide to School Health.")

Breakfast and Lunch

The breakfast meal includes:

- a half pint of milk
- 100% juice or fruit
- one or two servings of a bread product (bagel, cereal, or muffin just to name a few)
- one source of protein

The lunch meal includes:

- a half pint of milk
- unlimited servings of fruits or vegetables
- one or more servings of bread/grain (whole grain available upon request)
- one serving of a protein food such as chicken, fish, beef, or cheese

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. Requests must be submitted to the school guidance office for secondary students and the school principal for elementary students.

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 of higher education institutions without your prior written consent, please complete the "Opt-Out Form" available at high schools.

School Meals

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

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

Pre-Pay for Meals at School or Online

FNS offers for your convenience 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 *MealpayPlus* Online Pre-Payment System.

At no cost, *MealpayPlus* allows families to:

- Create a free, secured account.
- Check your child's current account balance.
- Monitor the food and beverage items your child purchases.

To create a MealPayPlus account:

Visit the website at www.mealpayplus.com.

Follow the onscreen directions and register your child using his/her student ID number (available from your child's school).



Did you know...

AACPS serves over 4.8 million lunches each year. Included in these healthy lunches are more than 700,00 pounds of unlimited fresh fruits and vegetables.

Applying for Free and Reduced-price Meals

You may apply for free and reduced-price meals any time during the school year by requesting an application from your child's school. The information provided on the application is confidential.

- Create settings to receive e-mail notifications when the account reaches a low balance.

For a small *MealpayPlus* program fee per deposit, it also allows families to:

- Make a prepayment into your student's meal account using an electronic check, credit card, or debit card at www.mealpayplus.com or by calling 866-430-3907 or 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.

Monies remain on the student account as they advance to a higher grade and/or transfer to a different school in Anne Arundel County. In addition, 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.

Free & Reduced-Price Meals

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

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

All children are treated the same regardless of

ability to pay. No child will be discriminated against because of race, sex, color, national origin, age, economic status, or disability.

Student Transportation

Transportation is provided from designated bus stops for elementary students who live more than one mile from their school and for middle and senior high students who live more than one and one-half miles from their school.

Transportation is provided for kindergarten students who live more than one-half mile from their school.

Transportation is provided for prekindergarten students who live within the school's attendance area and in excess of one-half mile from the attending school.

Proper behavior by students at bus stops and on the school bus translates to safe transportation. Students who do not follow bus rules face the loss of bus privileges.

Conduct on School Buses

Appropriate student behavior on school buses is essential to safe operation of the school bus. The slightest distraction to the driver may have significant student safety consequences. 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.

Student Supervision

Parents are responsible for the supervision and safety of students 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.

Meeting the Bus & Supervision

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 immediately provide for your child's pick-up at the school.

Schedules and Services

The Transportation Division is responsible for any concern involving the school bus, be it the schedule, the driver, the attendant, the bus stop, 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 school bus operators at bus stops. Doing so is dangerous and constitutes an act that may be misinterpreted by other persons and other parents.

Unauthorized entry into a school bus

The Maryland Education Article, Section 26-102, prohibits unauthorized entry into a school bus. Parents are advised not to enter a school bus without the consent of Anne Arundel County Public Schools or its authorized agent or employee. Persons violating this rule are subject to a misdemeanor offense. Conviction may result in fines or imprisonment, or both. Fines may not exceed \$1,000. Imprisonment may not exceed six months.

Requests for Alternate Bus Transportation

Students are assigned specific buses and bus stops at the beginning of the school year. When special bus transportation arrangements are needed, you must complete an "Exceptional Transportation Request" form five working days before the date the special 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 afternoon, Monday through Friday, for each school day, for the time period requested. Requests for occasional, inconsistent days 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.

Transportation will be approved on a first-come, first-serve 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.

Services are not available to areas beyond the

school's attendance area. Transportation for students outside the attendance area is the responsibility of the parent(s)/guardian(s).

Walking Routes & Pedestrian Practices

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 vehicular 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

Local police departments are responsible for the training, placement, and supervision of school crossing guards. All requests for school crossing guards are to be made in writing through a school's PTA or Citizen Advisory Committee and forwarded to the Transportation Division for processing and evaluation with the appropriate police and traffic agencies.

Traffic Signs, Crosswalks, & Traffic Conditions

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 Transportation Division.

Video Cameras & Audio Recording Devices

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

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).

Most of those killed are pedestrians, five to seven years old, according to the NHTSA. They are hit in the danger zone around the bus either by a passing vehicle or by the school bus itself. It is illegal for a car to pass a bus with its red light flashing.

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 think a bus stop is in a dangerous place, talk with your child's school principal or the school system's supervisor of transportation.

Tips for Parents to Keep Children Safe

- Children should leave home early enough to arrive at the designated school bus stop ten minutes before the scheduled arrival time of the school bus. This enables the bus operator to account for students upon approaching the bus stop. Bus operators activate red flashing lights when the bus comes to a complete stop at the school bus stop. Motorists must stop for these lights. Tardy passengers cause motorists to become impatient and some will ignore the lights. For this reason, bus operators are instructed, generally, 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, wait far away from the road, and avoid rough play. Please respect private property.
- Teach your child to ask the driver for help if he drops something near the bus. If a child stoops to pick up something, the driver cannot see him. 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.

During the Year

What you need to know about...



Did you know...

Schools are in session 181 days each year.

Lawful Causes of Absence

- Death in Family
- Illness
- Religious Holiday
- Court Appearance
- Suspension
- State Emergency
- Hazardous Weather Conditions
- Work Approved or Sponsored by the School
- Lack of Authorized Transportation (excluding students suspended from bus for disciplinary reasons)
- A visit with a parent/guardian who is an active duty member of the uniformed services and has been called to duty for, is on leave from, or immediately returned from deployment to a combat zone or combat support posting

Attendance

To be successful, students need to attend school regularly. Parents can encourage proper attendance by ensuring that their child:

- gets enough rest
- eats a healthy breakfast
- has adequate time to get to school

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

Maryland residents between the ages of 5 and 16 are required to attend public school unless they are educated in a private school or other alternative educational setting recognized by Maryland education bylaw. The local school system must approve home instruction and be notified by parents of alternative kindergarten decisions.

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.

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, but will receive no credit for the work.

A student who misses six or more days of school in a semester is considered "excessively absent." At the secondary level, excessive absences may result in the denial of credit for the semester. At the elementary level, excessive

absences may result in a recommendation for retention, based upon the reasons for absences, the total amount of missed instruction, and the adverse academic impact.

A student on religious absence will not be subjected to attendance review and/or denial of credit provided the total number of non-religious absences is not excessive.

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

Bias-Motivated Behavior Bullying and Cyberbullying Harassment, Hazing & Intimidation

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

To ensure that students are aware of processes to be followed regarding these behaviors, students participate in lessons at the beginning of the school year and a minimum of once more during the school year about how to report and handle these behaviors and the consequences of them as defined by the Code of Student Conduct. Included in these lessons is how to access and use the Bullying, Harassment, and Intimidation Reporting Form required by the Maryland State Department of Education (see page 35).

In order to ensure that parents are informed about these procedures, information about how to report these behaviors and how they are handled will be included at least twice a year in the school newsletter. This information is also available on the school and the school system websites.

Bias Motivated Behavior

Parents are able to request *A Guide for Parents of Students Who Have Been Victims of Bias Behavior* (sometimes referred to as prejudice or intolerance) from the Office of Equity Assurance and Human Relations or your child's Student Services Team at school. The brochure defines bias-motivated behaviors in Board of Education policy and explains school system procedures and legal concerns. It also addresses common feelings and behaviors your child may experience and ways to help your

◀ *The Bullying Harassment, or Intimidation Reporting Form can be found on page 35.*

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.

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

www.aacps.org/html/Parents/chaperone.asp

child overcome any changes in behavior, and information on how we can help.

Reporting an Incident

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

Parents or guardians, close relatives, and students can submit the Bullying, Harassment, or Intimidation Reporting Form to report instance of these behaviors.

Chaperones and Volunteers

Background investigations are required for all overnight chaperones and volunteers who have unsupervised access to students either on or off school property. (Unsupervised access is defined as an adult having the responsibility for a student or students without the presence of a school staff member.) Background investigations are not required for day trips unless there will be unsupervised access. Chaperones or volunteers with an approved AACPS background investigation completed in the 2009–2010 school year, are not required to undergo a new investigation. The Office of School Security can verify if anyone is a current employee and if an updated background investigation is required for any chaperone or volunteer who has undergone a previous background investigation.

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

Complaint Procedures

Each school will accept and consider responsible individual and group complaints. A complaint is a claim that there has been a violation or misap-



Did you know...

Last year, students took field trips ranging from visits to the local fire hall all the way to Quebec, Canada.

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.

plication of a written provision of school policy. 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. The conference shall take place within ten school days.

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

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

Board of Education Policy and Administrative Regulation 902.08

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, file a formal written complaint to the principal, indicating the specific policy 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 Chief School Performance Officer. The Chief School Performance Officer will, within ten school days, render a written decision.

Level IV – If the parent or student 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 appropriate assistant superintendent will forward all complaints and appropriate records to the Superintendent. The Superintendent will, within 15 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 school days. A hearing examiner may be appointed by the Board of Education to hear the appeal. It is recommended that the Board make every effort to render a decision at its next regularly scheduled meeting, unless there is a mutually agreed upon extension.

Board of Education Policy and Administrative Regulation 902.08

Custody

Noncustodial parents retain full parental rights unless these are limited by a court 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

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.

Board of Education Policy and Administrative Regulation IFS/605.19

Fundraising

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 in accordance with the Code of Maryland Administrative Regulations.

Board of Education Policy KE/504

The OCR Mediated Agreement

In September 2005 an Office of Civil Rights Mediated Agreement (OCR MOA) was signed between Anne Arundel County Public Schools, the Anne Arundel County NAACP, and other groups and individuals. In 2007, the agreement was amended to adopt the goals in the AACPS 2012 Strategic Plan.

The expressed intent of the OCR MOA is to establish strategies and take action to improve access, opportunity, and achievement among African-American students in the Anne Arundel County Public Schools system so they meet the standards determined by the indicators in the 2012 Strategic Plan.

AACPS staff and representatives from the African-American community meet on a regular basis to monitor the progress and challenges in meeting the goals and terms that are written into the agreement, make recommendations for eliminating disparities, and provide status reports to the public. Anyone with any questions regarding the OCR MOA should contact the Office of Equity Assurance and Human Relations, at equityoffice@aacps.org or 410-222-5354. To download the agreement or view updates and planned activities regarding the OCR MOA, go to www.aacps.org/ocr.

Pest Management Program

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. Pesti-

cides 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 on our website. Those parents, guardians or staff members that do not have access to the internet, or e-mail, and wish to receive the common chemical pesticide listing via non-electronic formats, may do so by contacting the Integrated Pest Management Division for a paper copy of the listing.

Bait Stations

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

Notification Lists— Middle and High School Only

In conjunction with the above described universal written notification procedures, Maryland law allows parents and guardians of children and staff in middle and high schools the opportunity to be placed on a separate pesticide application notification list. If you desire to be on this separate list, please complete the information block regarding pesticide notification on your child's *Emergency Information Card* and return it to your child's school.

Parent and Community Involvement

Parent and community involvement provide strong, positive forces in the academic success of

Copies of the Material Safety Data Sheet, or label 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 Matthew Edward Almes, the Environmental Issues Program Manager, Operations Division, 9034 Fort Smallwood Road, Pasadena, MD, 21122 or by calling 410-360-0138.

The pesticide list can be found on our website at www.aacps.org/schools/info



Did you know...

Last year, over 21,000 volunteers spent 550,000 hours helping out. Can you join them?

students in Anne Arundel County Public Schools. Many years of research have shown that when parents, schools, and community members work together collaboratively, students benefit. As a parent, there are many ways to be involved in your child's education. Here are a few:

- Join your PTA/PTO, CAC, School Improvement Team, or Human Relations Committee. Contact your school for meeting times and dates.
- Volunteer in your child's school. You can be a guest reader, speak about your job for Career Day at school, help with class events, chaperone a field trip, become a mentor, and much more. Talk to your school's volunteer coordinator to find out about volunteer opportunities.
- Communicate with your child's teacher about your child's progress. Attend parent-teacher conferences, request a meeting when you have concerns, and attend back-to-school night to learn about your child's academic program. Support your child's academic success at home by talking about the value of education, creating a place for your child to do homework and study, monitoring homework to be sure it is completed, getting extra homework help if needed, and limiting TV time.
- Learn about what is happening in your school and in schools across the county by visiting your child's school during American Education Week, reading the school newsletter, visiting the AACPS website, www.aacps.org, and tuning in to AACPS-TV (Comcast & Broadstripe Channel 96 & Verizon Channel 36).

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

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

School Improvement Process

All public schools in Maryland are striving to meet the standards established by the *Bridge to Excellence in Public Schools Act* and the *No Child Left Behind Act*. To find information on your school's performance in each of the areas

that are measured against established state standards, go to its website, which can be accessed at www.aacps.org.

Each school in Anne Arundel County has a *School Improvement Plan (SIP)* that is developed and modified each year 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 improve areas such as test scores and other measures of academic performance, student attendance, school safety, community engagement, and equity. A copy of each school's School Improvement Plan is also posted on its website.

The SIT meets regularly to monitor the implementation of the School Improvement Plan.

School Safety & Security

Child Abuse & Neglect

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

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

Board of Education Policy JEF/904.05

Internet Use: What's Acceptable?

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

For more information regarding the school improvement process in your school, please contact your principal.

The Maryland State Department of Education website on school improvement (www.mdk12.org) can also provide you with additional information on what schools are doing about improving student performance.

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

Students shall:

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

Students shall not:

- Seek to override or bypass computer or network security provisions.
- Use any network account for non-school related activities.
- Conduct unauthorized copying of licensed software, download or copy files without permission, or install personal software on computers.
- Plagiarize online content.
- Read, send, or forward personal email, chat messages, or instant messages.
- Use or import offensive, obscene, libelous, disruptive, or inflammatory language, pictures, or other material on any AACPS computer or network.
- Remove or damage computer components.
- Willful unauthorized access to computers or software to 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.

Board of Education Policy JCC/902.03A

School Security

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

If you are picking your child up early from school for medical or dental appointments, you must sign the sign-out log that is kept in all school offices. 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.

Buildings equipped with *any form* of public video surveillance, i.e., entrance cameras, hallway cameras, exterior cameras, parking lot cameras, etc., *must* announce and publicize the following:

“(Name of School) is equipped with a video camera system. It covers selected interior and exterior public portions of the building and grounds. It is NOT monitored constantly, but it is monitored during emergency situations. During certain events, when the safety or security of students may be in question, authorized personnel from local, state, or federal police or fire emergency units may be given access to view images projected on the camera system. If you have any questions about the system, you should call the Supervisor of School Security at 410-222-5083.

Student Records

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 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.

Academics

What you need to know about...

Earning Credit

Procedures shall be established to regulate the credit earning process.

- **Final examinations** are comprehensive evaluations for the semester. Final examinations are two hours in length with the exception of final exams for second semester seniors, which are one class period in length. Final examinations will include a variety of question types, including at least one essay question. On the second semester final examination for seniors, the inclusion of an essay will be at the discretion of the teacher.
- **Tests or other means of evaluation** will be designed so that teachers will be able to determine the extent to which the course objectives for the grading period are being met. The evaluation will be a comprehensive examination or alternative assessment, as appropriate, for the semester and will be teacher made, teacher selected, or county mandated. Course requirements include the completion of a final examination/alternative assessment in each course; however, the final examination or alternative assessment shall be waived at the election of a student should he or she take the Advanced Placement (AP) or International Baccalaureate (IB) examination in the same subject. In that event, the final grade shall be determined by the average of third and fourth marking period grades (see Board of Education Policy IIA/608.01). The principal may deny credit for those courses in which course requirements are not completed.
- **Students unable to take a final exam due to an emergency situation** may, with the approval of the principal, be permitted to take a make-up exam. In extenuating circumstances and solely at the discretion of the principal, a waiver to the final exam may be considered.
- **High schools will schedule two exams** on each designated day, and students will be dismissed approximately two hours early on exam days. Teachers will use the two hours of additional planning time to grade the exams.
- **For seniors during the second semester** (spring), teachers in all subjects will give written exams designed to be one regular class period in length. Practicum exercises are not to be part of the exam. The teacher has the discretion to include an essay for second semester senior exams.
- **Summer and evening high school grades** for students enrolled in a regular day school program will be transferred and calculated into the student's GPA.
- **All county high schools will award credit** based upon the established policies and regulations of Anne Arundel County Public Schools.
- **With the prior approval of the principal, students may earn additional or alternative credit** toward high school graduation. The grades for these courses will be "S" (Satisfactory) or "U" (Unsatisfactory). Alternative credit may be applied only to the "elective" credits required for graduation. Alternative credit programs must be consistent with the educational goals and objectives of Anne Arundel County Public Schools. Alternative credit experiences may provide up to four elective credits toward graduation.
- **Credit for a college course** may be awarded when the principal determines that the content of the proposed course is consistent with Anne Arundel County Public Schools' goals and objectives. The grades for these courses will be "S" (Satisfactory) or "U" (Unsatisfactory).
- **Credits for internship/mentorship programs** are awarded by the principal based upon successful completion of the program requirements.
- **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.

Board of Education Policy and Administrative Regulation II/608



Did you know...

More than 650 high school students attended classes at Anne Arundel Community College last year.

Grading — General Information

At the beginning of a grade or course of study, teachers shall provide students and parents a written overview of:

- the content, skills and concepts students are expected to acquire.
- the grading/evaluation procedures to be used.
- the procedures parents can use to contact the teacher.
- the materials parents are expected to supply.
- the procedures for providing absence notes to the teacher, including the process of obtaining make-up work.
- the frequency and types of homework assignments.

Teachers shall evaluate student progress to determine the degree of mastery of course objectives, skills, content, and concepts. Teachers shall determine grades and/or codes, which are symbols reflecting the teacher's evaluation of student achievement and progress.

School staff shall report student progress to students and parents on a regular basis.

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

Teachers must complete quarterly interim reports and/or comment sheets only for students making unsatisfactory progress.

Report cards will be issued four times during the school year. The dates of distribution will be printed in the official Anne Arundel County Public Schools calendar.

Teachers and schools shall maintain records of student progress.

Board of Education Administrative Regulation II/608

Grading — Elementary School

Grades are given to elementary students to document mastery and application of skills, concepts, and processes.

Grades should be weighted differently according to the nature and complexity of the assignment, task, or activity.

The evaluation of student progress, which culminates in an achievement indicator on the report card, is a continuous process involving many evaluated activities. These activities parallel the learning experience in which each student is engaged.

Assignments completed at home should not be given as much weight as those completed at school.

Prekindergarten and Kindergarten

Prekindergarten and kindergarten progress reports are used to report student mastery and application of skills, concepts, and processes to parents. Teachers discuss progress during the fall and spring parent-teacher conferences.

Grades 1 and 2

In grades 1 and 2, each teacher shall keep a record of students' performances in each area of the report card. This entry shall be representative of a student's performance over time rather than an average of the student's performance or the student's performance on a single task.

In grades 1 and 2, report cards indicate "consistently demonstrating," "progressing in the development of skill," and "needs improvement" for specific skills in Reading, Writing, Mathematics, Science, Social Studies, Art, Music, Physical Education, and expected student behaviors.

Grades 3–5

For grades 3, 4, and 5, the teacher shall make an entry every five to eight school days as an assessment of the student's performances for each indicator in Reading, Writing, Mathematics, Science, Social Studies, Art, Music, Physical Education, and expected student behaviors. Each entry shall be dated and a notation of the activity observed and/or task shall be included in the record.

In grades 3–5, report cards indicate student achievement by letter grade for Reading, Writing, Mathematics, Science, Social Studies.

Grading Terminology

Grades Pre-K – K

Consistently Demonstrating

The student exhibits the skills independently with minimal teacher intervention.

Progressing in the Development of the Skills/ Behavior

The student exhibits the skills with teacher guidance and support.

Needs Development

The student has never exhibited the skills/behaviors or has exhibited the skills in isolated or rare instances.

Grades 1–5

Consistently Demonstrating

The student exhibits the skills independently with minimal teacher intervention.

Progress in the Development of Skill

The student exhibits the skills with teacher guidance and support.

Needs Improvement

The student exhibits 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.

Letter Grades

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

A = Excellent

B = Good

C = Average

D = Below Average

E = Unsatisfactory

Each letter grade on the report card shall be based upon a compilation of the grades recorded during the marking period.

In Art, Music, Chorus, Instrumental Music, Physical Education, and expected student behaviors, report cards shall indicate “consistently demonstrating,” “progressing in the development of skill,” and “needs improvement.”

Grading — Middle School

Grades are given to middle school students to document mastery of course objectives, skills, content, and concepts. Guided practice, assigned before mastery is expected, should not be graded.

Teachers shall use points to evaluate individual assignments. Teachers may choose to assign extra credit work and factor it into the student’s grade.

A student who exhibits academic dishonesty, as determined by the teacher, will receive a zero on the particular assignment or assessment in question.

Teachers will help prepare students for the workplace by providing opportunities for cooperation, especially since current research underscores the value of cooperative learning. However, each student will receive an individual grade for work performed in groups.

Semester middle school course grades are determined by the average of the two marking period percentage grades. Full year middle school course grades are determined by averaging the four marking period percentage grades. However, if the grade does not accurately reflect the student’s performance, the teacher, with the principal’s permission, may change the grade to the more accurate grade.

Board of Education Policy and Administrative Regulation II/608

Grading

Middle & High School

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

100% - 90% = **A**

89% - 80% = **B**

79% - 70% = **C**

69% - 60% = **D**

59% or less = **E**

Grading — Middle School & High School

When calculating marking period grades, teachers shall calculate the total points earned by each student. Teachers shall determine the percentage of the total points available earned by each student. The percentage of points earned shall be calculated to the tenths place and then rounded to a whole number (.5 and higher rounds up).

The letter grade shall be reported on the report card.

In middle school and high school:

- **Any student receiving an “A” should show exceptional understanding of concepts, skills, and processes presented.** The student should consistently exhibit leadership and independence in the classroom. The student’s response, written or oral, to questions and testing situations, should be consistently accurate, logical, and rational. The student’s interest, attitude, retention, initiative, originality, and responsibility toward all school work are consistently at the highest level of achievement for course standards.
- **Any student receiving a “B” should show above average understanding of concepts, skills, and processes presented.** In doing so, the student’s leadership and independence require occasional teacher support. Written and oral responses to questions and testing situations show above average accuracy, logic, and reasoning. The student’s interest, attitude, retention, initiative, originality, and responsibility toward all school work are consistently at a high level of achievement for course standards.
- **Any student receiving a “C” should show satisfactory understanding of concepts, skills, and processes presented.** In doing so, the student may occasionally display some leadership and independence. Written and oral responses to questions and testing situations show satisfactory accuracy, logic, and reasoning. The student’s interest, attitude, retention, initiative, originality, and responsibility toward all school work consistently meet course standards.
- **Any student receiving a “D” should show a minimal understanding of concepts, skills, and processes required.** The student should be able to follow directions when given a reasonable amount of time and teacher support. Written and oral responses to questions and testing situations show a minimum amount of accuracy, logic, and reasoning. The student’s interest, attitude, retention, initiative, originality, and responsibility toward all school work are consistently at the minimum acceptable level of achievement for course standards.

- Any student receiving an “E” should be failing to meet the criteria as listed in the previous section. The student would receive no credit toward graduation or promotion.
- A student with lawful absences near or at the end of a grading period may receive a temporary “I” (Incomplete).
- Any student receiving an “S” (Satisfactory) has satisfactorily completed the requirements for the course and will receive credit, but the “S” will not be calculated into the grade point average (GPA).
- Any student receiving a “U” (Unsatisfactory) has not met course requirements, and the “U” will not receive credit nor be calculated into the student’s grade point average (GPA).
- Any student receiving a letter grade with a suffix of “W” has had credit withheld for excessive absence or failing to meet course requirements. The student will not receive credit. The grade will be calculated into the student’s grade point average (GPA) as a credit attempted. Calculation shall be the same as that of a grade of “E.”
- 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 and approval by the principal to override a numerical average.
- If a teacher believes a student has made significant improvement during any grading period, the student’s record shall be thoroughly evaluated to determine the grade given. There must be thorough documentation and approval by the principal.
- Students with three or more unlawful absences in a marking period will receive an “E” for the marking period.
- In eighth grade, students will take comprehensive final exams in Language Arts/Reading, Mathematics, Science, and Social Studies at the end of each semester. Exams will be one class period in length. Final exams for eighth grade students will count 10 percent of the second- and fourth-quarter marking period grades. Middle school students taking courses for high school credit must take an examination comparable to the high school examination.
- Any student taking a high school course before entering high school will receive credit if he/she passes the course and passes the final exam. 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.

Board of Education Policy and Administrative Regulation II/608

Grading — High School

Calculating Grade Point Average

School staff shall calculate grade point average (GPA) for high school students. High school course semester grades are determined by averaging three percentage grades, except for those students who receive a waiver as provided on page 13:

First Marking Period Grade	Second Marking Period Grade	Final Exam
40%	40%	20%

The student must receive a passing grade for two of the three grades or an “E” is earned regardless of numerical average.

- An additional .50 quality point will be awarded to students who earn grades of A, B, or C in “honors” and *Extended Learning Program* (ELP) courses. No additional quality points will be added for grades of D or E.
- An additional quality point will be awarded to students in *Advanced Placement and International Baccalaureate* courses and other high level courses, as determined by the Superintendent, who earn grades of A, B, or C. No additional quality points will be added for grades of D or E.
- A system of grading, including weighted grades for honors, ELP, advanced placement, and International Baccalaureate courses, will be applied for all school system activities and situations, such as ranking in class and extracurricular eligibility. This system will be designated on all student transcripts.
- **Grade Point Average calculation for “S” and “U” grades:** Some courses such as work study, special inclusion classes, and some alternative credit programs produce a grade of “S” (satisfactory) or “U” (unsatisfactory) instead of grades A–E. The grade is recorded on the transcripts 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, and there is no credit attempted factored into the GPA calculations. Department aides are not awarded credit, and their grades are not used in GPA calculations.
- **Grade Point Average calculation for courses repeated:** The highest grade earned for a repeated course will be calculated into the GPA, with the lower grade dropped from the transcript. For the purpose of cumulative grade point average calculations, only those courses appearing on the transcript will be factored into the calculation.

Calculating Grade Averages

For determining a course grade, the following scale shall be used:

100% – 90%	=	A
89% – 80%	=	B
79% – 70%	=	C
69% – 60%	=	D
59% or less	=	E

Weighted Grading

Honors, ELP, Advanced Placement and International Baccalaureate classes:

Grade	Honors Unweighted	AP ELP	IB
A	4	4.50	5
B	3	3.50	4
C	2	2.50	3
D	1	1	1
E	0	0	0

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

This applies to those courses taken for original credit beginning in the 2006–07 school year.

- **Grade Point Average calculation for courses where credit is denied:**

At the discretion of the principal, credit may be withheld due to excessive absences or for failing to meet course requirements.

In the case of credit withheld, the grade for the course is recorded with a suffix of “W,” credit attempted, but credit earned is recorded as a zero. Calculation shall be the same as that of a grade of “E.”

Homework

Homework is required for student achievement. A teacher’s evaluation of homework is reflected in each student’s grades. The age and developmental readiness of students are the first considerations of a homework policy.

All homework assignments shall be designed to meet one or more of the following outcomes:

- promote attainment of positive work habits and study skills
- practice material and skills already taught
- prepare for upcoming lessons
- study for upcoming assignments
- extend student understanding of concepts

At the beginning of a grade or course, students and parents are to be provided with the names and telephone numbers of school personnel to contact if there are concerns about homework. Students are expected to dedicate focused time outside of school hours to complete homework.

Teachers are responsible for evaluating assigned homework. Teachers have the discretion to evaluate some assignments for completeness, while evaluating others for accuracy. Teachers must maintain records to document student performance on homework assignments.

In elementary school, homework is reflected in the grade or code given for expected student behaviors.

In middle school, courses differ in design and content. Teachers will assign and evaluate homework in middle school Language Arts, Mathematics, Reading, Science, Social Studies, and World Language. Homework grades will count no less than 10 percent and no more than 15 percent of the total available points for the marking period. In middle school courses being taken for high school credit, homework will be assigned and evaluated. Homework grades will count no less than 15 percent and no more

than 20 percent of the total available points for the marking period. In all other middle school courses, teachers have the discretion to assign homework and determine the weight of homework, not to exceed 15 percent of the total available points for the marking period.

In high school, courses differ in design and content. Teachers will assign and evaluate homework in high school English, Mathematics, Science, Social Studies, and World Language courses. Homework grades will count no less than 15 percent and no more than 20 percent of the total available points for the marking period. In all other high school courses, teachers have the discretion to assign homework and determine the weight of the homework, not to exceed 20 percent of the total available points for the marking period.

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Honor Roll

The honor roll is published each grading period. Anne Arundel County Honor Roll certificates are awarded to 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 students whose grades for both marking periods and semester examinations 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 grades of “D,” “E,” “I,” or “U” during a marking period.

Board of Education Policy and Administrative Regulation II/608

Instructional Materials

The schools provide students with the textbooks, other instructional materials, and equipment required by a course of study.

Time Guidelines for Homework

General guidelines on time allotments for homework are:

Grades Pre-K-Kindergarten
20 minutes per night, two to three times per week

Grades 1-2
30 minutes per night, three to four times per week

Grades 3-5
45 minutes per night, three to four times per week

Grades 6-8
60 minutes per night, four to five times per week

Grades 9-12
Two hours per night, four to five times per week

Advanced Courses
Honors, ELP, Advanced Placement, and International Baccalaureate courses in high school may require additional time to meet homework expectations.

In certain Honors, ELP, AP, and IB courses, expectations may include pre-course assignments.



Did you know...

The names of students who achieve the honor roll are published in the local newspaper.

Some courses require small fees for materials. Students are responsible for carefully using all books and materials loaned or assigned to them, and are required to return these items in good condition, allowing for wear from normal usage. Students must pay for damage to instructional materials.

Committees of county educators, parents, and students review all textbooks and other instructional materials for their appropriateness. Instructional materials are approved for use as basic textbooks and materials through a county-wide review process. Using the same criteria established for the county-level review process, school-based committees may review and approve supplementary instructional materials and school media/library materials.

If you have a question or you would like to have certain materials reconsidered, you should first discuss the concern with the local school principal.

If, after this meeting, you still want the material reconsidered, you should complete a “*Request for Reconsideration of Instructional Materials/Library Media*” form and return it to the principal. This request activates a reconsideration process that begins with a school-based committee and may include the next steps of review by a county-level committee, the superintendent, and ultimately, the Board of Education. Parents, students, and educators are actively involved in the review and evaluation of materials as members of committees. If you are interested in participating in this process, you should talk with your local school principal.

Instructional Technology

We are in an age when teaching and learning increasingly are influenced by powerful computers and related technologies. These technologies provide options for teachers in using hands-on and student-centered activities, often involving real-life problems. As a tool for expanding teaching options and for improving student learning, the potential of instructional technology is vast.

The goal of the instructional technologies program is to work with teachers as they design instructional opportunities to help students develop the skills to gather, manage, and present information from a vast array of resources. Because of the diversity of information available on the Internet, the school system uses filtering software to assist in the screening and blocking inappropriate sites. Prior to accessing the enterprise network and the Internet, students and their parent or guardian must sign a permission form. Ultimately, students and their parents are responsible for ensuring

that students comply with standards that include honoring copyright, privacy, and security. To help promote strategies that encourage safe Internet experiences for students, the Office of Instructional Technology worked with the Social Studies and Health offices to develop and deliver a mandatory Digital Citizenship curriculum to all students. This curriculum will continue to be part of these content areas each year.

Misuse of technology will result in disciplinary sanctions, from parent conference to expulsion and restitution, depending on the severity of the offense.

Board of Education Policy DI/409; Board of Education Policy JCC/902.03A; Education Article 7-305

ParentCONNECTxp

ParentCONNECTxp is an easy-to-use tool for communicating student progress that will allow you to take an even more active role in your child’s education. Parents and guardians of middle and high school students now have online, timely, and secure access to their child’s grades, attendance and more through the ParentCONNECTxp portal site.

Parents and/or guardians can access the information and registration form by going online at www.aacps.org/parentconnectxp.

Report Cards & Parent/Teacher Conferences

The report card is one method of communication between home and school regarding a student’s academic performance. Report cards are issued four times a year at the end of each marking period.

Interim reports are also sent home at the end of the fifth week of each nine-week marking period. Secondary teachers are required to send home interim reports for students in danger of failing a subject or those whose grades have dropped by two or more letter grades. Elementary teachers may also send home interims to inform you of your child’s academic standing, but this practice varies from school to school and from teacher to teacher.

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

Report Card Distribution

Report cards will be distributed on:

- Nov. 11
- Feb. 3
- April 23

Weather related closings may affect these dates.

The final report cards for secondary students will be mailed to parents, while elementary students will take their report cards home on the last day of school.

Parent/Teacher Conferences

2011-12
Conference Dates
November 21 & 22

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*

Section 504 Rights

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

“no qualified person with a disability shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity which receives or benefits from 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 following rights under Section 504:

1. to be informed of the rights available under Section 504
2. to receive benefits from public education programs without discrimination
3. to receive all information in their native language or other primary mode of communication
4. to have their child receive a free, appropriate public education
5. to have their child given an equal opportunity to participate in school programs and extracurricular activities sponsored by the school
6. to receive notice before the school identifies or evaluates their child, or changes their child’s placement
7. to inspect and review all of their child’s educational records
8. to have educational evaluation and placement decisions based on information from a variety of sources and by persons who know their child’s educational needs, the meaning of the evaluation information, and the placement options available in the school system
9. periodic review of a “Written 504 Plan,” if one is developed and, if their child is eligible under Section 504, to periodic re-evaluation before any significant changes occur in their child’s placement

Service Learning

Service Learning is a state graduation requirement in Maryland. In Anne Arundel County Public Schools, students complete the requirement through participating in curriculum-

Disabilities

Speech and/or Language Impairment
 Specific Learning Disabilities
 Intellectual Disability
 Emotional Disability
 Orthopedic Impairment
 Traumatic Brain Injury
 Autism
 Multiple Disabilities
 Hearing Impairment
 Visual Impairment
 Other Health Impairment
 Deafness
 Blindness
 Developmental Delay



Did you know...

Each year, AACPS students complete approximately 400,000 hours of service learning.

Service Learning Graduation Requirements

Anne Arundel County Public Schools students meet the state’s graduation requirement of 75 hours of service learning in the grades and courses below:

Fourth or Fifth Grade
5 hours
 (Social Studies)

Sixth–Eighth Grade
30 hours

High School
40 hours

10 hours in each course:
 Health
 US Government B
 Science 10
 English 11

based projects in fifth through eleventh grades.

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

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

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; and
- 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/peer-reviewed strategies (academic, social and behavioral) are incorporated in instructional deliveries, consistently assessed through data collection/analysis and monitored for effectiveness; and
- stakeholders are valued.

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, birth through age 20, who have been identified with a disability and who are in need of specialized instruction. Services may include screening, evaluation, identification, and, for eligible students, an Individualized Education Program (IEP).

If you suspect that your child may be experiencing learning difficulties, you may request a referral through the school principal. For more information, please call the director of special education at 410-222-5410.

Tests & Assessments

Your child will take a variety of tests during his/her years in public school, including state-mandated achievement tests, assessments required for grade promotion and graduation from high school, college level exams related to advanced placement studies, and scholastic aptitude tests required for college admission.

Your child's academic performance is based on more than test results. However, test and assessment results are vital to monitoring student progress, as well as evaluating and improving instruction and curricula to ensure student success.

A brief description follows for each state-mandated test. Schools will notify parents with specific testing information as the test dates approach.

The guidance office in each school will have additional information about these tests and test-taking strategies for you and your child.

High School Assessments (HSAs)

Students enrolled in English 10, Biology and Algebra/Data Analysis will take the High School Assessments at the end of each of these courses. The High School Assessments (HSA) consists of three tests, one each in Algebra/Data Analysis, Biology, English 10. Students, including middle school students taking high school level courses, take each exam after they have completed the corresponding course containing the Core Learning Goals. The High School Assessments in Algebra/Data Analysis, Biology, and English 10 also fulfill the requirement under No Child Left Behind (NCLB) that high school students be administered on an annual basis, an assessment in English, mathematics, and science. Students are required to earn a passing score on all three HSAs, or obtain an overall combined score of 1208, in order to earn a Maryland High School Diploma. Individual student results are shared with the parent/guardian.

Modified High School Assessments (Mod-HSA)

The Mod-HSAs are Modified Assessments based on grade-level Academic Content Standards and Modified Academic Achievement Standards. The Mod-HSA tests are alternates to the tests in the Maryland High School Assessment (HSA) program and are designed for students with disabilities who, based on a decision-making process undertaken by their IEP Team, meet specific eligibility criteria. The Mod-HSA tests are intended to meet the testing requirements for high school graduation as well as the high school test requirements for English/Language Arts, Mathematics, and Science under the federal No Child Left Behind Act of 2001 (NCLB).

Bridge Plan Academic Validation

MSDE recognizes that there will be some students who will struggle on the HSAs, even after they take the tests several times and take advantage of academic remediation. The Bridge Plan for Academic Validation would provide another way for students to meet the HSA graduation requirement and earn a high school diploma, while meeting the same standards as those students passing the HSAs. For more information visit the Maryland High School Assessments website at: www.hsaexam.org

◀ Please refer to the AACPS website for additional information on Testing and Student Achievement in Anne Arundel County Public Schools. www.aacps.org/testing



Did you know...
Not counting individual course tests and quizzes, students take about 75 standardized tests and assessments on their journey from pre-K through 12th grade.

◀ For more information on state testing, please visit the MSDE website at www.mdk12.org.

Maryland School Assessment (MSA)

As a result of the No Child Left Behind Act of 2001 (NCLB) legislation, students in grades 3 through 8 attending public schools in Maryland are administered the Maryland School Assessments annually. These tests are designed to measure student, school, county, and statewide achievement in the areas of Reading, Mathematics, and Science. The MSA tests produce a score that describes how well a student masters the Reading and Math content specified in the Maryland Content Standards. Each student will receive a score in each content area that will categorize their performance as Basic, Proficient, or Advanced. Individual student results are shared with the parent/guardian annually.

The Maryland School Assessment/Science is a measure of student achievement in Science in grade 5 (testing content from grades 4 and 5) and grade 8 (testing content from grades 6, 7, and 8). The test will consist of selected and constructed responses. Schools are held accountable for student achievement on MSA/Science testing (as measured in terms of the proficiency levels of Basic, Proficient, or Advanced). Schools are also responsible for ensuring that at least 95 percent of students participate in testing, as measured by each grade, content area, and disaggregated subgroup. Individual student results are shared with the parent/guardian annually.

Alternative Maryland School Assessment (Alt-MSA)

The Alternative Maryland School Assessment (Alt-MSA) is Maryland's assessment program for students with the most significant cognitive disabilities who meet eligibility criteria. The Alt-MSA measures a student's progress on attainment of Mastery Objectives in reading and math in grades 3 through 8 and 10 and in science in grades 5, 8, and 10. A student who participates in Alt-MSA is pursuing a Maryland Certificate of Program Completion and may not be eligible for a high school diploma if they continue to participate in the alternate assessment program. The decision for the student to participate in the Alt-MSA is made annually through the IEP Team process.

Modified Maryland School Assessment (Mod-MSA)

The Mod-MSAs are modified assessments based on grade-level Academic Content Standards and Modified Academic Achievement Standards. The Mod-MSA is an alternative assess-

Testing Dates

PSAT/NMSQT

October 12
Grades 9 through 11

Maryland School Assessments (MSA)

March 13-28
(grades 3 through 8)

MSA Science Assessments

April 16-May 4
(Grades 5 and 8)

Alternative Maryland School Assessments (Alt-MSA)

September 1, 2011-
March 2, 2012
(grades 3 through 8, 10)

High School Assessments (HSA)

January 9-20
(make-ups January 18-21)
April 16-20
May 21-June 6
July 23-27

Test dates are
subject to change.

For further information on PSAT, SAT, and AP exams, visit the College Board website at www.collegeboard.org.

For further information on the ACT, visit the American College Testing Program website at www.act.org.

ment to the Maryland Assessment program for students with disabilities who meet particular eligibility criteria and who are unable to participate successfully in the MSA, even with accommodations. Student eligibility is determined through the IEP Team process, based on the State's decision-making process.

English Language Proficiency Test

An English Language Proficiency Test has been developed to meet the NCLB requirements for testing English Language Learners (ELLs) in English proficiency. The test is to determine a student's abilities in English when his/her primary language is other than English.

Preliminary SAT (PSAT) Scholastic Aptitude Test (SAT I) American College Testing Program (ACT)

In addition to the above state-mandated assessments, high school students may opt to take a number of different tests offered by the College Board and/or the American College Testing Program.

The Preliminary SAT/National Merit Scholarship Qualifying Test is co-sponsored by the College Board and National Merit Scholarship Corporation. High school students take the PSAT/NMSQT which can qualify them for scholarships and prepare them for the SAT I. All students in grades 9, 10 and 11 take the PSAT/NMSQT in October of each year. This test measures student performance in language usage, writing, reading, and mathematics. A student's PSAT score is a reliable indicator of his or her readiness for Advanced Placement courses.

The SAT I and/or the ACT is used by colleges as one of several admission requirements. They are used to measure a student's college readiness. Students may take these tests during their high school years.

Advanced Placement (AP)

High school students may choose to take the Advanced Placement (AP) exams in specific subjects. Many colleges and universities will award college credit or accelerated course enrollment for students who score well on an AP exam. Colleges and universities also use the AP results to determine college preparedness, student motivation, and placement. The AP tests are administered in May.

Special Academic Programs

What you need to know about...

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

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

In the Exploratory trail, students who traditionally may have had limited access to advanced learning opportunities participate in more rigorous instructional activities. Strategies and materials designed to develop higher level thinking skills, introduce complex material and nurture untapped potential are blended with grade-level curriculum. Students demonstrating need for even greater challenge are re-grouped during mathematics and/or a portion of language arts and receive fully differentiated instruction through participation in mathematics and language arts single-subject trails, presented by a classroom teacher trained in using the advanced curriculum. Each single-subject trail meets for a minimum of one hour daily.

Advanced Placement Courses

At the middle and high school level, Advanced, Honors, and Advanced Placement (AP) courses offer a rigorous academic program. Anne Arundel County Public Schools' unique Advanced Placement Diploma endorsement recognizes outstanding achievement for those students who meet the criteria at all 12 high schools.

Advanced Placement Certified High Schools Program

To meet the goal of accelerated achievement for all students, Anne Arundel County Public Schools promotes the access of every student to rigor-

AP Diploma Requirements

To earn an AP Diploma, a student must:

- Earn a minimum of five AP Credits
- Complete AP classes in four of five content areas:
 - Languages (English and/or World or Classical Languages)
 - Social Studies
 - Mathematics
 - Natural Sciences
 - Computer Science and/or Fine Arts
- Earn a 3.0 unweighted Grade Point Average (GPA) in AP Courses taken (Students must earn all "A"s and "B"s in AP classes taken; those receiving one "C" are included, provided there is at least one offsetting "A")
- Sit for a minimum of five AP Exams

◀ For more information on ALPs and PDT please call the Office of Advanced Studies and Programs at 410-222-5430 or visit our website at www.aacps.org/gifted.

◀ For more information on the Advanced Placement Certified High Schools Program, please visit the AACPS website at www.aacps.org/gifted/ap.

ous academic courses and programs. Our efforts ensure that all K–12 students are provided with opportunities, resources, and services they need to be ready and prepared for college success.

The Advanced Placement Certified High Schools Program (APCHS) is a certification and recognition program established by the school system and designed to reward high schools that offer a high quality Advanced Placement (AP) Program. This program offers, encourages, and supports initial and ongoing teacher preparation/professional development. In addition, we have developed an AP Diploma Endorsement that recognizes and celebrates students' participation in AP courses. Both are local programs established and sanctioned by Anne Arundel County Public Schools.

Advancement Via Individual Determination (AVID)

Advancement Via Individual Determination (AVID) is an accelerated academic program that prepares students for a rigorous course of study that will enable them to meet requirements for a four-year university enrollment. AVID is an elective course offered to students in grades 6–12. In order to take the AVID elective course, students must apply, interview, and be accepted into the AVID program. Students who are accepted into the AVID program commit to a minimum of 1–2 hours of homework per night, schedule changes to include advanced courses, and excellent behavior and attendance. The AVID elective provides a strong relevant writing and reading curriculum, study skills, assistance with organization and time management, and tutoring.

Co-Curricular Programs

The Advanced Co-Curricular Programs Office supports programs that augment the instructional program outside the regular school day. They provide an enriching complement to a student's regular educational experience. These programs may be offered before-school, during school, after-school, weekend and/or during the summer. Some take place with face-to face contact while others are on-line requiring remote access. Participation in these activities, contests or competi-

tions affords 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 (see sidebar).

Online book clubs provide a new opportunity for advanced learners. Students from multiple schools connect with one another to discuss an advanced level novel. At the end of each six-week book club, students and parents are given the opportunity to meet face-to-face, participate in a Socratic discussion, and receive recognition.

Magnet and Signature Programs

Magnet and Signature Programs are designed to offer students unique program choices within our middle and high school programs of study.

A magnet school offers an educational program with a specialized course of study or an emphasis on instruction that is different from the traditional curriculum offered in Anne Arundel County Public Schools. Magnet schools attract qualified students from a designated geographic area who complete an admission process. In some schools, a magnet program may comprise the school's entire curriculum offering. Magnet school programs provide students with access to specialized curriculum and instructional activities that meet their specific intellectual interests and needs. These programs provide unique environments and more highly individual personalized education. Research studies have shown that students in magnet school programs often show an increased level of achievement in addition to higher attendance and lower drop-out rates.

Anne Arundel County students are eligible to apply to the Magnet Programs available in their geographic areas. Each program has its own eligibility criteria. There are a variety of pathways for a student to be eligible for admission to AACPS Magnet School Programs. We encourage a diverse group of students to apply for admission and offer accommodations for English language learners and special education students.

Signature programs, operating only at our high schools, offer all interested students enrolled at a given high school thematic, workforce-relevant, curricular and co-curricular offerings along with opportunities to earn Signature-related college credit while still enrolled in high school. All twelve of our comprehensive high

Co-curricular Activities & Adjunct Programs

Co-curricular Programs

National History Day
24 Game
Model United Nations
Continental Math League
NASA BEST Aerospace
Engineering Club
Destination ImagiNation
SEAPERch
Underwater Robotics
MESA
(Mathematics, Engineering,
Science Achievement)
Stock Market Game
World Language Clubs
LEGO and FIRST
Robotics Clubs

Adjunct Programs

Advanced Studies
*United States Naval
Academy*
EXPLORE K-5
Middle School Scholars
High School Programs
*Anne Arundel
Community College*
Art, Theatre, & Dance
*Maryland Hall for the
Creative Arts*

*For more information on
Co-curricular or Adjunct
Programs, call the Advanced
Co-curricular Programs
Office at 410-222-5434*

◀ *For more information about
any of our Magnet and
Signature programs, visit
www.aacps.org/advanced-programs/magnet.asp.*

schools will implement community-based Signature Programs within the next three years.

Applied Technology Program

The Centers of Applied Technology are public educational facilities dedicated to providing the students with professional work ethics in addition to technical and academic skills needed for community involvement, career opportunities, and continuing education.

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. The Centers offer an extension to the courses at the comprehensive high schools with an in-depth study of 27 technical areas. They provide an environment in which students apply theory and knowledge toward skills proficiency and practice safe work habits and professional ethics.

The primary goal of education is to help students prepare for success in an ever-changing world. The Center of Applied Technology North and the Center of Applied Technology South offer programs that expose students to new technology and develop and enhance students' employability skills.

Graduating seniors who have completed one of the high school Tech Prep programs of study with an average grade of "B" or higher are eligible to receive Anne Arundel Community College credits.

BioMedical Allied Health (BMAH) Magnet School

The new BioMedical Allied Health Magnet Program at Glen Burnie High School is designed to engage the highly motivated and academically able high school student who desires a rigorous study of the STEM (Science, Technology, Engineering, and Mathematics) disciplines with a focus on health and biomedical technologies. Local and regional healthcare organizations & hospitals and higher education institutions are partnering with AACPS to bring this new magnet program to life.

International Baccalaureate (IB) Magnet Diploma Programme

Annapolis, Meade, and Old Mill High Schools offer the IB Middle Years Programme (MYP) magnet, for academically able and motivated students in grades 9 and 10. This program will prepare students for the two-year International

Baccalaureate Diploma Programme in grades 11 and 12.

The IB programs are intended to provide for the education of the whole person with a broad and balanced curriculum. The MYP requirements include the study of eight subject groups and the completion of the MYP Personal Project. MYP magnet students must be eligible for, and plan to complete, the IB Diploma Programme. IB Diploma students are required to study and take IB Exams in six subject groups, complete an interdisciplinary course (Theory of Knowledge), write an Extended Essay of 4,000 words, and complete 150 hours of Creativity, Action, and Service. Students who successfully meet these requirements are awarded the prestigious IB Diploma which is recognized by colleges and universities around the world.

The global curriculum promotes student-centered inquiry, critical thinking, effective communication, and the application of knowledge. All three high schools are fully authorized to offer the IB Diploma Programme as IB World Schools.

IB Middle Years Magnet Programmes (MYP)

Students in our middle schools can take advantage of a world class program as well. Annapolis Middle, MacArthur Middle, and Old Mill Middle North offer the IB Middle Years Magnet Programme (MYP).

In the middle schools, the MYP is a three-year program designed to meet the educational requirements of students in grades 6–8. It offers a teaching methodology that connects school subjects to the world outside school and challenges students to consider their role in global and local communities. The program provides a strong foundation for the International Baccalaureate Diploma Programme.

The MYP offers a balanced education where students engage in eight MYP subject groups each year: English, World Language, Social Studies, Mathematics, Science, the Arts, Technology, and Physical Education. Students in IB programs will be enrolled by geographic region.

Performing and Visual Arts (PVA) Magnet Programs

Anne Arundel County Public Schools is pleased to offer the PVA Magnet Program at Bates and Brooklyn Park Middle Schools for all arts-interested middle school students.

Magnet Fair General Information Sessions

September 22, 2011
Annapolis High School
6:30–8:00 p.m.

October 5, 2011
Old Mill High School
6:30–8:00 p.m.

All magnet programs
will be showcased
and discussed.

◀ *For more information on the IB Diploma Programme, visit the our website at www.aacps.org/ib.*

▶ *For more information about the STEM Program visit www.aacps.org/stem.*



Did you know...
Over 10,000 students are enrolled in our magnet and signature schools.

The PVA Magnet School Programs are designed to engage students in an integrated arts environment where they will be challenged in both core and encore subject areas and in the study of voice, instrumental music, dance, creative writing, and the visual arts in great depth alongside arts educators and artists-in-residence.

We will also be accepting applications during fall 2011 for the opening of the first PVA Magnet Program for High School students entering the 9th and 10th grade in the 2012–13 school year. The PVA Magnet High School is designed to provide the artistically and academically motivated student with a global reflective approach to the arts in the areas of arts management, creative writing, film, dance, theatre, music, and visual arts.

STEM Magnet High School

The STEM Magnet High School is an educational choice for academically able and motivated high school students interested in rigorous and relevant studies in Science, Technology, Engineering and Mathematics. The STEM Magnet School Programs at North County and South River High Schools are designed to engage students in an exciting project-based, technology-rich learning environment where expectations are high and student success expected. Global vision, 21st century high tech and communication skills, solid STEM coursework foundations, collaborative problem solving, research and internship opportunities, project-based learning, self-direction, and social responsibility are the driving forces behind the STEM programs at these schools.

Science, Technology, Engineering & Mathematics (STEM) Programs

The STEM Office at AACPS offers suites of STEM academic and co-curricular programs for preK–12 students during the academic year and summer months to enrich and enhance learning, build STEM career awareness, and engage students in challenging STEM-related projects and events. AACPS is in the process of building an exciting, rich preK–12 learning environment for Anne Arundel County youth to substantially increase the numbers of young people who see real value and reward in studying and working in Science, Technology, pre-Engineering, and Mathematics discipline areas. Co-curricular, online, camp, and in-school STEM programs are available for K–12 students.

Instruction: Early Childhood

What you need to know about...

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; or
- 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 clinicians provide consultation and technical assistance to preschool teachers while also providing Individualized Education Plan (IEP)-deter-

mined 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 pre-kindergarten settings. Students can attend ECI up to five days per week. Determinations on intensity, frequency and duration are made through the IEP Process.

Note: Families of children who have been in the Infants and Toddlers Program and transition to preschool special education may have services through an Individual Education Program or an Individual Family Service Plan (IFSP).

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 Sept. 1, is offered at every elementary school.

For More Information

For information on Early Childhood Services, please contact the numbers below.

Infants & Toddlers Program
410-222-6911

The Child Find Program
410-766-6662

**Prekindergarten
and Kindergarten**
410-222-5441
[www.aacps.org/
earlychildhood](http://www.aacps.org/earlychildhood)

Instruction: Elementary Schools

What you need to know about...

For information on the procedure for early admission of children under the age of six to first grade or to have a child skip a grade, please contact your school principal.

Overview

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

Academic Program

The academic curriculum for all grades Pk-5 is aligned to the Maryland Content Standards and the Maryland Common Core State Curriculum Framework. Students are guided and engaged in a comprehensive curriculum for reading/language arts, mathematics, social studies, and science. In addition to these core subject areas, all students participate weekly in art, music, physical education, and library media instruction. Teachers integrate technological skills using a variety of computer programs to solidify and extend learning for students. At various grade levels, the curriculum incorporates health, safety, citizenship, environmental, and financial education. Students may take strings instruction beginning in third grade, and instrumental music instruction beginning in fourth grade.

Elementary Assessments

In order to monitor and gauge student progress, the district administers a variety of assessments in core subject areas. To guide instructional decision making, kindergarten and first grade students take the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). In grade 2, the Naglieri Nonverbal Abilities Test assists in determining strengths of second graders. In grades 2-5 county level benchmark assessments are also administered in

reading, mathematics, science and social studies. In the spring of each year students in grades 3-5 take the Maryland School Assessment (MSA) in reading and mathematics. Fifth graders also take Science MSA.

Promotion & Retention

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.

Board of Education Policy and Administrative Regulation IIB/608.02

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.

Instruction: Middle Schools

What you need to know about...

Overview

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

Scheduling

All middle school students take English/Language Arts, Mathematics, Science, and Social Studies for 58 minutes 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. 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/C day, alternating day, and quarterly basis.

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

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

Students use technology within the various subject areas. English for Speakers of Other Languages (ESOL) services are also offered.



Did you know...

Middle school students can choose from a wide variety of Encore courses, including subjects such as Fashion Design, Dance, and Space Exploration

Service Learning Requirements

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

Extracurricular Activities

Students participate in extracurricular activities such as intramural sports, chorus, instrumental music, yearbook, drama, newspaper, and other activities that are offered to meet student interests in the various schools.

Middle School Assessments

The Maryland School Assessments will be administered to all students in grades 6, 7, and 8. Students take the Maryland School Assessment in late winter/early spring. Maryland School Assessments will produce individual student scores and results will be returned to schools before school starts the following fall.

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 four-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 one of our high school magnet programs, including the International Baccalaureate (IB) Middle Years and Diploma Programme, BioMedical Allied Health, or the STEM program should reference the requirements for those programs on pages 22–24.

Promotion of Students

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

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

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

Board of Education Policy and Administrative Regulation IIB/608.02

◀ *For information on the our Magnet School programs, see pages 22–24, or visit our website at www.aacps.org/advancedprograms.*

◀ *For specific information on Middle School Promotion, please see Administrative Regulation IIB/608.02 in the Policies and Regulations Manual of the Anne Arundel County Board of Education, which is available in every public school, as well as on our website at www.aacps.org/boardpolicies.*

Skipping a Grade

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

Summer School

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

Instruction: High Schools

What you need to know about...

Overview

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.

Anne Arundel County Public Schools has one scheduling model for high schools. All students take eight 86-minute courses 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 two high school *magnet* programs—The International Baccalaureate Programme, and the STEM (Science, Technology, Engineering, and Mathematics) Program. For information on these programs, see pages 22–24.

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, five evening high school centers provide an opportunity for students to earn original or review credits. There is a fee of \$200 per course for concurrent students.

An alternative high school program is provided for students who have either committed offenses that may result in expulsion or who have repeatedly violated the Code of Student Conduct in regular high schools. The program aims

to minimize the time a student spends outside a traditional educational program while increasing the student's opportunity for a successful return to the home school.

Selection and Changing of 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 non-discriminatory practices.

A student who requests a course transfer within ten school days of the start of a course will be granted the transfer upon approval of the principal and the parents or legal guardian and if there is space available.

Summer School

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

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. Correcting a schedule for technical errors.
5. Deleting courses previously taken and passed.
6. Adding new courses to replace those made up in summer school.
7. Adding academic subjects recommended by colleges or employers (must be certified in writing by the college or employer).
8. Correcting courses for health reasons (must be certified in writing by a physician).
9. Changing courses as a result of a course correction in another subject.
10. Changing courses as a result of teacher recommendation.
11. Other reasons as determined by the principal.

Promotion of Students

see *Administrative Regulation IIB/608.02*

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

Students entering Grade 9 in 2004–05 and earlier:

To be promoted to grade:	Completed Credits Needed	Credits in Academic subjects
10	5	at least 3
11	10	at least 6
12	16	at least 9

Senior Status

Students who have successfully completed three years of high school and earned a minimum of 16 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.

Students entering Grade 9 in 2005–06 and thereafter:

To be promoted to grade:	Completed Credits Needed	Credits in Academic subjects
10	6	at least 3
11	13	at least 7
12	20	at least 11

Senior Status

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

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

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 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.

A high school student on academic probation 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

Students placed on academic probation may participate in interscholastic athletic practices and/or extracurricular clubs, meetings, or rehearsals provided the student attends academic assistance sessions approved by the principal.

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.

Starting Dates for Interscholastic Athletics

August 13 · *Fall* season begins

Nov. 15 · *Winter* season begins

March 1 · *Spring* season begins

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



Did you know...

Each year, approximately 10,000 students participate in extracurricular sports.

◀ For more detailed information regarding residency requirements, please see page 2.

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 their graduation requirements.

Board Policy and Administrative Regulation JJA/909.01

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 sixth grade. The service learning requirement is part of their regular program of study. Beginning in the 2011–12 school year, all students will participate in the comprehensive environmental education program through their regular program of study to meet their graduation requirement in environmental literacy. Students, beginning with the graduating class of 2009 and beyond, are required to earn a passing score on all the required HSAs in order to earn a Maryland High School Diploma (see pages 20–21).

Students entering grade 9 in 2004–2005 or earlier must earn a minimum of 22 credits and students entering grade nine in 2005–06 and thereafter must earn a minimum of 26 credits. They must pursue one of three program options. The *University System of Maryland 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 *University System of Maryland Completer* and a *Career Program Completer*. The third option is to earn two credits of advanced technology.

Courses may include those taken at the community college including Jump Start and Dual Credit. The district has procedures for approving early college access programs and students interested should see their school counselor for more information. Procedures should ensure that a student approved for concurrent enrollment has senior status, enrolled in a minimum of two half-credit classes each

High School Graduation Requirements		
In order to graduate from Anne Arundel County Public Schools and receive the Maryland High School Diploma , students must complete the following graduation requirements, which include Service Learning (see page 19)		
Students entering Grade 9 in 2004–05 and earlier: Minimum Requirements—22	Students entering Grade 9 in 2005–06 and thereafter: Minimum Requirements—26	
English—4 1 credit in English 9 1 credit in English 10 1 credit in English 11 1 credits in English 12		
Social Studies—3 1 credit in United States Government 1 credit in World History 1 credit in United States History		
Mathematics—3 Algebra I Geometry 1 mathematics elective credit	Mathematics—4 1 credit of Algebra I 1 credit of Geometry 2 mathematics elective credits	
Science—3 (1 credit must be Biology) 3 credits, including laboratory experience in any or all of the following areas: · Earth Science · Life Science · Physical Science		
Physical Education—1/2 1/2 credit in Fitness for Life	Physical Education—1 1/2 credit in Fitness for Life 1/2 credit Physical Education Elective	
Health—1/2 1/2 credit in Health Education		
Basic Technology—1 See your School Counselor or consult a copy of the High School Program of Study for a list of courses that meet this requirement		
Fine Arts—1 Music, Art, Dance, & Theatre Arts courses		
Electives—6	Electives—8.5	
Any elective course may count. (See the High School Program of Study about the World and Classical Language or Advanced Technology requirement for University System of Maryland Completer.)		
In addition to meeting the specific credit requirements, a student shall successfully complete one of the following:		
· Two credits of world or classical language (two years of the same language) or two credits of American Sign Language (beginning with the class of 2008)	· Two credits of advanced technology education	· A state-approved career and technology program

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.

For more detailed information regarding high school course offerings and graduation requirements, students and parents should request a High School Program of Study booklet from the guidance office or a copy of Administrative Regulation IIC-RA 608.03, available at www.aacps.org/boardpolicies.

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

An Anne Arundel County Public Schools' citation 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.

Board of Education Policy IID/608.04

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.

Graduating Students' Involvement with Drugs or Alcohol

Graduating students who violate Board of Education policies on possession, consumption, and distribution of alcoholic beverages, controlled dangerous substances, counterfeit controlled dangerous substances, noncontrolled substances as defined by Article 27, Section 286B of the Annotated Code of Maryland, or other intoxicant at any time during the last four weeks prior to the last scheduled day for graduating students, or during the time between the last scheduled day and the graduation ceremony, whether the activity takes place on school buses, within a school building or upon any school property, or during any school, school-related, or Board of Education-sponsored activity, whether held on school property or at locations off school property, including private clubs, businesses, or commercial establishments, shall be prohibited from participation in all senior activities, including proms, award ceremonies, and graduation ceremonies.

Diplomas earned by students denied participation in graduation ceremonies shall be available upon request in the office of the appropriate school principal on the first work day following graduation ceremonies.

Board Policy JCC, Administrative Regulation JCC-RAC



Did you know...

Nearly 5,000 AACPS students graduated last year.

Other Information

What you need to know about...

Access to Official Student Records

Your rights under the Family Educational Rights and Privacy Act (FERPA) and state and local policies and regulations regarding access to, confidentiality, and release of these student records.

A student record is maintained for every student who is attending or has attended the Anne Arundel County Public Schools. Records may be maintained in the student's school or by school staff who provide services to the student. These records are confidential. Parents or eligible students have the right to consent to disclosure of any personally confidential information contained in them.

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

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

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

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

Directory Information

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

Under school system regulations, *directory information* includes:

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

Directory information may be disclosed without consent. In addition, Board of Education Policy JCM/902.13 explicitly authorizes the school system to release student directories to certain entities, such as military recruitment or institutions of higher education.

However, parents or 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 must be made in writing to the school’s principal. To request the withholding of directory information, go to www.aacps.org/optout, complete the form (pictured here), 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 concerning alleged failures by the Anne Arundel County Public Schools to comply with the provisions summarized in this letter and detailed in Administrative Regulation JH.

For More Information

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

Anne Arundel County Public Schools | Office of School Counseling
Request to Withhold Student Directory Information (Opt-out form)
 from Military Recruiters, Institutions of Higher Education, and Others

Student's Name _____ Student ID # _____

Please withhold the following directory information from **everyone**, including military recruiters and institutions of higher learning:

Please withhold the following directory information only from:

- Military Recruiters
- Institutions of Higher Learning
- All others

Please be advised that I **DO NOT** give permission for the school to disclose the following categories of directory information:

All categories

Only the following designated categories:

- Name and address
- Date/place of birth
- Major field of study
- Weight/height
- Dates of attendance
- Degrees/awards received
- Honor roll selection
- Current school
- Photographs
- Most recent previously attended school
- Participation in officially recognized activities and sports

Student's Signature (if over 18, parent/guardian signature is not needed) _____ Date _____

Name of Parent/Guardian _____ Parent/Guardian Signature _____ Date _____

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◀ The Request to Withhold Student Directory Information form can be found at www.aacps.org/optout.



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.

Was the behavior intentional, repeated over time, intended to harm, involving a power differential, and creating a hostile educational environment?

Yes

No

Date (mm/dd/yyyy) **School** **School System**

Today's Date:

Person Reporting Incident Check one: Student Student (Witness/Bystander) Parent/guardian Close adult relative School Staff

Name:

Telephone:

E-mail:

1. Name of Student Victim	Age

2. Name(s) of Alleged Offender(s) (If known)	Age	School (if known)	Is he/she a student?
			<input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Yes <input type="checkbox"/> No

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

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

- Any bullying, harassment, or intimidation that involves physical aggression
- Getting another person to hit or harm the student
- Teasing, name-calling, making critical remarks, or threatening, in person or by other means
- Electronic Communication (specify) _____
- Other (specify) _____

- Demeaning and making the victim of jokes
- Making rude and/or threatening gestures
- Excluding or rejecting the student
- Intimidating (bullying), extorting, or exploiting
- Spreading harmful rumors or gossip

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

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

*Will be collected unless specifically excluded by local board policy

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

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

8. Did a physical injury result from this incident?

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

9. If there was a physical injury, do you think there will be permanent effects? Yes No**10. Was the student victim absent from school as a result of the incident?**

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

11. Did a psychological injury result from this incident?

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

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

Signature

Date

Definition of Bullying, Harassment, and Intimidation

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



AACPS
EDUCATIONAL TV

AACPS Educational Television

AACPS Educational Television broadcasts original programming highlighting the students, teachers, and programs of Anne Arundel County Public Schools. Programming includes:

AACPS Bulletin Board

Current and upcoming events running for several minutes before the top of each hour.

AACPS Digest

News from and about AACPS.

Attacking The Gap—

The Battle For Our Children's Future

A program which features discussions on eliminating differences in performance of students across all categories supporting their academic capacity to meet important standards.

AVID Achievers: Stories of Success

Students, educators, and volunteers of the Advancement Via Individual Determination program in middle and high schools.

Board of Education Meetings & Public Hearings (Broadcast live!)

Live coverage of the bi-monthly meetings with rebroadcasts at 6:00 p.m. the day after the meeting and 2:00 p.m. on subsequent Sundays. When possible, public hearings are also broadcast.

BOE Meeting Recap

Meeting recap beginning on the Friday following the Board meeting.

Business Goes to School

Local business partners highlight their important relationships with AACPS.

Centers of Applied Technology

The students, educators, programs and business partners offered to career and college bound students.

Chesapeake Connection

Exciting environmental and outdoor education opportunities.

Community Conversations

Events, activities, and community partnerships with AACPS.

Food 4 Thought

Features conversations about Food and Nutrition for students in AACPS.

Health Matters

Happenings in the areas of wellness education, physical education and dance.

Inglès En Un Minuto (English In A Minute)

Basic English lessons for the Spanish-speaking community.

Inside AACPS

A program that features the people and programs of Anne Arundel County Public Schools.

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. (Broadcast in Spanish)

Parent Connection

Highlighting the contributions of parent and business volunteers.

Parent's Corner

Valuable information to adults and students in AACPS.

OCR Update

Updates on the Office of Civil Rights (OCR) agreement with AACPS.

On The Road To Success—

College and Career Readiness

Program will featuring valuable information for planning life after high school, in college or career choices.

Reach Out

Effective prevention and intervention strategies promoting positive student behaviors to reduce behavioral problems through Positive Behavioral Interventions and Supports (PBIS) initiatives.

Schools in the Court

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

Stand up and Lead

Highlighting all the ways students are developing leadership skills in AACPS.

Teen Talk

An interview show by students, about students, for students, highlighting accomplishments and topics important to everyday student life.

To the Point

Each program features a discussion related to Human Resources in AACPS.

Visual Arts Portfolio

Student artists display and provide insight into their artwork and photography.

World View

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

The following scheduled programs are not produced by Anne Arundel County Public Schools:

NASA Educational Programming

From midnight to 6 a.m. daily, AACPS-TV broadcasts shows from NASA Educational Programming.

Piano Guy – Playing Music For Fun

A program that demonstrate how to play the piano for the joy of playing with tips the professionals use.

For the current schedule, click the AACPS-TV logo on our website.

AACPS-TV is produced by the Division of Design & Print Services.

AACPS.org



Visit our website to find the most current news and information about Anne Arundel County Public Schools.

Find links to:

- The Great 8
- Individual schools
- Available jobs
- Highlights of school and student achievements
- Board meetings and agendas
- Prekindergarten–grade 12 curriculum
- Press releases
- School menus
- Enrollment procedures
- School calendar
- PTA & CAC information
- Programs and services
- Board policies and regulations
- The budget process
- Forms and publications
- and much more!

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2011–12 Early Dismissals and School Closings

The calendar is subject to change over the course of the school year.
For the most current version, visit www.aacps.org/schoolcalendar.

September	5	Labor Day – All Schools and Central Offices closed.
	14	Attacking the Gap! Professional Development. Two-hour early dismissal for all students. Schools closed for p.m. prekindergarten and E.C.I.
	29	Rosh Hashanah. All Schools and Central Offices closed. No extracurricular activities.
October	19	Attacking the Gap! Professional Development. Two-hour early dismissal for all students. Schools closed for p.m. prekindergarten and E.C.I.
	21	Schools closed for students. MSEA Convention. Professional Development Day.
	28	End of first marking period (46 days). Two-hour early dismissal for all students. Schools closed for p.m. prekindergarten and E.C.I.
November	9	Attacking the Gap! Professional Development. Two-hour early dismissal for all students. Schools closed for p.m. prekindergarten and E.C.I.
	21 & 22	Schools closed for students. Parent/Teacher conferences for elementary and middle schools. Professional Development day/Workday for high school teachers.
	23–25	Thanksgiving Holiday. All Schools and Central Offices closed.
December	23–31	Christmas/Winter Break. All schools closed December 23 through January 2 for students, teachers, and school-based Unit IV employees. Central Offices closed December 23, 26, 30 and January 2.
January	2	All Schools and Central Offices closed.
	11	Attacking the Gap! Professional Development. Two-hour early dismissal for all students. Schools closed for p.m. prekindergarten and E.C.I.
	16	Martin Luther King, Jr. Birthday Commemoration. All Schools and Central Offices closed.
	17–20	High School Semester Examinations. Two-hour early dismissal for all students, teacher workdays. Schools closed for p.m. pre-kindergarten and E.C.I. students.
	23 & 24	Schools closed for students. Professional Development day/Workday for elementary and middle school teachers. Workday for high school teachers. (See notes.)
February	20	Presidents Day—All Schools and Central Offices closed
March	30	End of third marking period (47 days). Two-hour early dismissal for all students. Schools closed for p.m. prekindergarten and E.C.I.
April	2–9	Easter/Spring Holiday. All schools closed April 2–9 for students, teachers, and school-based Unit IV employees. All schools and Central Offices closed April 5–9.
	3	Primary Election Day. All schools and Central Offices closed.
May	2	Attacking the Gap! Professional Development. Two-hour early dismissal for all students. Schools closed for p.m. prekindergarten and E.C.I.
	24 & 25	Schools closed for prekindergarten, kindergarten, & ECI. Spring Conferences for parents of those students
	28	Memorial Day—All Schools and Central Offices closed.
June	7, 8, & 11	High School Examinations, textbook collection. Two-hour early dismissal for all students. Schools closed for all half-day pre-kindergarten and E.C.I.
	12	Last day for students. Two-hour early dismissal for all students. Schools closed for all half-day pre-kindergarten and E.C.I.

Inclement Weather and Emergency School Closings

This calendar has four days built in at the end of the school year for emergency closings, making the school year 185 student days and 195 teacher days. If any of the four emergency days are not used, they shall be deducted from the June closing date. Additional emergency closings shall be made up as follows:

- Additional emergency closing days will be made up by adding on days to the June closing date.
- If emergency closings fall on January testing days or the teacher workdays, secondary schools will reschedule so that there are four consecutive testing days followed by two teacher workdays. This scheduling affects all schools.

Religious Observances

Tests and examinations shall not be scheduled on the day of a major religious observance. Tests and examinations for evening high school will not be scheduled on the day a religious observance begins. Jewish and Muslim Holiday dates are set according to the Hebrew Lunar calendar; they begin at sundown on the preceding evening and conclude at sundown on the dates noted. (Aug. 31 – Eid al-Fitr; Sept. 29 – Rosh Hashanah; Oct. 8 – Yom Kippur; Nov 7 – Eid al-Adha)

Who can I call if I have questions?

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 Public Information Office at 410-222-5312 or 410-222-5316.

Advanced Studies and Programs _____ **410-222-5365**

Advanced Programs:	
Kindergarten-Grade 8 Gifted/Talented and Talent Development	410-222-5430
Co-Curricular	410-222-5434
AP/College Board	410-222-5434
Alternative Education Programs	410-222-5193
Art	410-222-5450
Athletics	410-222-5463
AVID	410-222-5458

Board of Education Administrative Assistant _____ **410-222-5311**

Bus Transportation	410-222-2910
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Continuing Education _____ **410-222-5384**

Curriculum & Instruction	410-222-5400
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Deputy Superintendent _____ **410-222-5191**

Early Childhood _____ **410-222-5441**

(Prekindergarten, Kindergarten)	
English (High School)	410-222-5454
Equity Assurance and Human Relations	410-222-5318
ESOL (English for Speakers of Other Languages)	410-222-5425
Evening High School/Summer School	410-222-5384

Food & Nutrition Services _____ **410-222-5900**

Home Hospital Teaching _____ **410-222-5476**

Home Schooling	410-222-5457
Human Relations/Equity Programs	410-222-5318

Immunizations _____ **410-222-6838**

Infants & Toddlers	410-222-6911
International Student Office	410-263-6420

Library Media Services _____ **410-222-1020**

Magnet & Signature Programs _____ **410-222-5391**

BioMedical Allied Health (BMAH)	410-570-9274
International Baccalaureate (IB/MYP)	410-222-5415
Performing & Visual Arts (PVA)	410-570-0315
Science Technology Engineering & Mathematics (STEM)	410-222-5391
Mathematics (Elementary)	410-222-5461
Mathematics (Secondary)	410-222-5464
Music	410-222-5465

Out-of-Area Placements and Transfers _____ **410-222-5322**

Outdoor Education	410-222-3822
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Physical Education & Health _____ **410-222-5460**

Public Information	410-222-5312 or 5316
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Reading/Language Arts (Elementary) _____ **410-222-5455**

Reading/Language Arts (Middle)	410-222-5452
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School & Family Partnerships _____ **410-222-5414**

School Attendance Boundaries	410-439-5683
School Counseling	410-222-5280

School Performance Regional Offices:

Annapolis & Southern Clusters	410-626-9745
Arundel & South River Clusters	410-626-9747
Broadneck & Meade Clusters	410-518-6473
Chesapeake & Old Mill Clusters	410-518-6471
Glen Burnie & Northeast Clusters	410-766-6594
North County & Severna Park Clusters	410-766-6592

School Psychology	410-222-5321
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School Security	410-222-5083
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Science	410-222-5451
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Science & Technologies	410-222-5490
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Social Studies	410-222-5440
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Special Education	410-222-5410
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Student Government, CRASC	410-222-5405
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Student Safety & Discipline	410-222-5288 or 5289
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Student Services	410-222-5320
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Superintendent of Schools	410-222-5304
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Testing _____ **410-222-5147**

Title I	410-222-5444
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Transportation _____ **410-222-2910**

Volunteer Programs, PTA/PTO/CAC _____ **410-222-5414**

World & Classical Languages _____ **410-222-5424**

Student Safety Hotline

To confidentially report bullying, fighting, abuse, harassment, weapons, gangs, or any other dangerous situation at school

Student Safety Hotline	1-877-676-9854
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Other Important Hotlines

Anne Arundel County Crisis Response	410-768-5522
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Maryland Youth Hotline	1-800-422-0900
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Visit us online at www.aacps.org

Watch AACPS-Educational Television on Channel 96 (Comcast and Broadstripe) and Channel 36 (Verizon)