



ANNE ARUNDEL COUNTY PUBLIC SCHOOLS

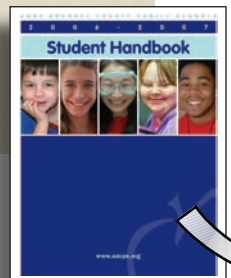
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Parent Handbook

www.aacps.org

Turn over
for the
Student
Handbook





Dear Students, Parents, and Guardians:

As the new superintendent of Anne Arundel County Public Schools, I welcome you to the 2006–2007 school year. I am honored to join such a dedicated team of professionals and look forward to building on the strong foundation of quality teaching and learning to move the school system forward to meet the challenges of No Child Left Behind.

The purpose of this handbook is to familiarize you with the programs, services, policies, and regulations of the Anne Arundel County Public Schools. We recognize that parental support and guidance are essential in working with the school in forging a partnership designed to provide the best possible educational experience for every student, and that it is also critical to ensure that students have access to all of the information they need to have a successful and rewarding school experience. In that spirit, this handbook is designed to provide information that will facilitate a partnership between home and school. Together we can ensure that all students have the opportunity to maximize both their academic and personal potential by providing a quality environment that expands instructional time, minimizes safety and security threats, and ensures that school is a positive, encouraging, and inspiring place for both students and parents.

The Student and Parent Handbook contains general information useful to students and parents, descriptions of instructional programs and initiatives, information pertaining to the health and welfare of students, and other information

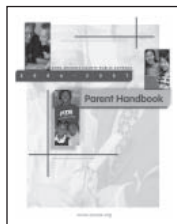
designed to ensure good relationships between staff, students, and parents. It is our hope that this handbook will assist parents as they engage in discussions with their children about the importance of their educational experience as it relates to their future goals and dreams.

It is our expectation that all of our students will come to school with a desire to learn and will demonstrate the pursuit of academic excellence, self-discipline, and respect for the rights of others. Programs designed to support an understanding of positive character traits such as responsibility, respect, trust, citizenship, and caring will support this expectation and are in place in all of our county schools.

We are committed to providing parents with information that will assist them in working with school staff, and to providing information to students that will enrich their learning. It is very important that our schools present a welcoming atmosphere for everyone so that we can work together to promote opportunities for success for all students. We value the energy, talent, and commitment that both students and parents bring to this partnership dedicated to the teaching and learning process. We thank you for your support of the school system. Best wishes for a successful school year!

Sincerely,

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



Questions concerning the Parent Handbook should be directed to:

Teresa Tudor
Administrator of Volunteer Programs
Anne Arundel County Public Schools
2644 Riva Road, Annapolis, MD 21401
410-222-5414

This handbook is also available in Spanish and Korean.

The Goals of the Anne Arundel County Public Schools

Anne Arundel County Public Schools has established the following goals:

Academic Achievement	We will accelerate achievement for all students and eliminate the achievement disparities among all subgroup student populations.
Safe and Orderly Environment	We will create a safe learning environment that promotes accelerated achievement for all subgroup student populations.
Community Collaboration	We will establish community partnerships to promote accelerated achievement in a welcoming school environment.

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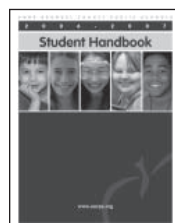
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All Board policies are currently in a review process and transition to a new coding system. In this handbook, policies will be referred to by their existing number codes. Please be advised that the Board of Education may revise or create policies over the course of the school year. Policies and regulations referred to in this handbook are available in the Anne Arundel County Board of Education Policies and Regulations Manual located in each public school office or on our website at www.aacps.org.



For information on

- *Expected Student Behaviors;*
- *The Code of Student Conduct;*
- *Student Rights and Responsibilities;*
- *Getting Help with School Problems,* and more,

see the **Student Handbook** in the back of this document



No Child Left Behind

In January 2002, President Bush signed into law the No Child Left Behind Act, which includes provisions to ensure that parents are notified of:

1.

Their right to request teacher qualifications.

Parents may request information 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. Parents can obtain information by submitting a request in writing to the Anne Arundel County Public Schools, Public Information Office, 2644 Riva Road, Annapolis, Maryland 21401.

2.

Their right to be informed 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.

3.

Their right to transfer their child under the "Title I" transfer provision.

Parents of children in Title I schools that fail to make "adequate yearly progress" (AYP) for two or more years have the right to request a transfer for their child out of that school and into a school that is making AYP, with transportation provided. MSDE currently is developing a definition of AYP that will apply to future transfer option decisions. Parents of children eligible for the Title I transfer option will be notified each school year of their option to transfer and the designated schools to which they may have their child transferred. Board Policy and Administrative Regulations 900.02 set forth the requirements and process for the transfer option.

4.

Their right to transfer their child from a "persistently dangerous school" or if their child is the victim of a violent criminal offense while in or on the grounds of his or her school.

Parents of children in schools defined as "persistently dangerous," according to criteria established by MSDE, will have the option to transfer their child out of the school; however, transportation is not provided. The same option is provided to parents of a child who is the victim of a violent criminal offense while in or on the grounds of his or her school. MSDE currently is developing definitions and criteria that the Anne Arundel County Public Schools will follow in implementing this part of the law.

5.

The AACPS parent involvement policy.

Parents have a right to know about the AACPS parent involvement policy and are encouraged to become involved in their children's school and in the school system in general. Board Policy 507 is the current AACPS policy on this subject.

6.

A description of the ELL (English Language Learners) program and their options for their child.

Parents of students who are currently participating in ELL programs, as well as parents whose children who have been newly identified for participation in ELL programs, are entitled to a description of the program and their rights under the law. If you have additional questions about this information, please call 410-222-5424.

7.

The right to "opt out" of having information provided to military recruiters and institutions of higher education.

The *No Child Left Behind Act* requires that schools provide to military recruiters and institutions of higher education access to secondary school students' names, addresses and telephone listings. However, the Act provides that a secondary school student or the parent of the student may request that the information not be released. Parents can access the form for such a request by clicking on the *No Child Left Behind* icon on the AACPS website (www.aacps.org).

For more information on the No Child Left Behind Act, please visit our website at www.aacps.org or the federal government's website at www.nochildleftbehind.gov.

General Information

Home-School Communications

When parents and teachers stay in touch—through telephone calls, conferences, notes, 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 a Career Day at school, help with class parties, 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.

Parental & Community Involvement

A successful school system depends on the many resources provided by students, parents, staff, and community members. Parental and community involvement are strong, positive forces in the academic success of students in public schools.

You are encouraged to call your local school to arrange a visit or to volunteer. Each school holds a back-to-school night for parents to acquaint themselves with their child's instructional program, and you are encouraged to take advantage of the invitation. Many schools also offer special visitation times during American Education Week in November.

The *Family Resource Center* maintains a lending library, community resource files, and telephone referral services to all Anne Arundel County parents. Currently, 17 schools make up the network of school-based Parent Centers to serve families and communities throughout the county. The *Family*

Resource Center publishes and distributes a monthly calendar of programs and events for parents and families. Please call the Center at 410-222-6429 for information or visit the Center's website at www.aacps.org/aacps/boe/commu/frc/frchome.htm.

The involvement of parents and community members is critical to the success of students in Anne Arundel County Public Schools.

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 Public Law 874, Impact Aid. 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. In order to take some of the burden off of the teachers and administrators, the school system will mail the Parent-Pupil Survey card to each household. This is in response to concerns expressed by parents regarding student confidentiality. The completed surveys will be checked against the student roster by school system staff and a second mailing will follow for those households that did not complete the survey. Once the second mailing has been returned, school system staff will then follow up through the child's teacher to complete any remaining surveys not returned. We hope this improved procedure will be beneficial to parents, teachers, and administrators and will lead to increased funding to the school system.

Parental Concerns/Complaint Procedure

If you or your child have a concern, you should first discuss the problem with the person involved in the situation.

If you are not satisfied with the outcome, you may arrange a conference with the school principal.

Getting Involved in Your Child's School

To become involved or to learn more about the variety of ways you can help make a positive difference in your child's education and in the education of all children, please call your local school or one of the following telephone numbers:

Athletic Boosters
410-222-5460

Citizens Advisory
Committees
410-222-5414

County Council of PTAs
410-222-5414

Family Resource Center
410-222-6429

Human Relations
410-222-5318

Local Management Board
410-222-7423

Parent Teacher
Organizations
410-222-5414

School Business
Partnerships
410-222-2909

Title 1
Home Visitor Program
Parent Advisory Council
410-222-5444

Volunteer Programs
410-222-5414

For further information, please refer to the procedures found on page 18 for getting help with a school problem.

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 *No Child Left Behind Act*. Changes in curriculum and instruction are taking place in classrooms around the state as teachers prepare students for successful living in the new century. The *Maryland School Performance (MSP) Report*, issued each year by the school system, includes information on school performance in each of the areas that are measured against established state standards. The *MSP Report* is available in all county public schools, in public libraries, and at the Maryland State Department of Education's website (www.msp.msde.state.md.us), or by calling 410-222-5316 to request a copy.

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, and community collaboration.

The *School Improvement Team* meets monthly. The plan is developed and refined each year and is implemented and monitored throughout the year. The achievement of the goals and objectives in the School Improvement Plan is evaluated yearly, and modifications are made to the plan for the coming school year as needed.

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.

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



Learn more in the **Student Handbook** on pages 22–23.

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.

See Board Policy 907 and Administrative Regulation 907 for additional information on Student Records.

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 Edward G. Piper, 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. Schools may charge a fee for copying records.

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. 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 without your prior written consent please complete the “Opt-Out Form” available at high schools or on the school system website. Click on the *No Child Left Behind Act* logo to download the form.

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 907 (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.

continued. . .

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 Policy 902.13 explicitly authorizes the school system to release student directories to certain entities, such as military recruitment or institution 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. You may use the

attached form to make such a request or access an opt-out form online on the school system's website.

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 907.

For More Information

Parents desiring more detailed information should refer to Administrative Regulation 907, 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.

Request to Withhold Student Information

*Detach or photocopy and return to the school principal's office **only** if the parent/guardian or eligible student wishes to withhold directory information.*

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

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

Name of Student

Student Signature (if eligible)

Date

Name of Parent/Guardian

Parent/Guardian Signature

Date

Instruction

All students · 7

Early Childhood · 19

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Accelerated Achievement Programs

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 rigorous academic courses and programs. Our efforts will ensure that all 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 a defined number of AP courses, provides program support and provides for initial and on-going 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 the Anne Arundel County Public Schools.

International Baccalaureate Diploma Programme

The Extended Learning Program (ELP) is a rigorous honors program for academically able and motivated students in grades nine and ten. Eighth grade students in all middle schools are invited to apply for a seat in the ELP at Annapolis, Meade, or Old Mill High Schools. Eligible students are enrolled in honors level courses in English, a world language, social studies, science, and mathematics. Students also complete elective courses and credits required for graduation. Application forms and information are available from middle school counselors and www.aacps.org

The ELP prepares students for the two-year International Baccalaureate Diploma Programme (IBDP). The International Baccalaureate Diploma is a comprehensive,

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

AP Diploma Requirements

In order to earn the AP Diploma Endorsement, a student must:

- Earn a minimum of five AP Credits
- Complete AP classes in four of the five content areas:
 - Languages (English and 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 Advanced Placement Exams

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

internationally recognized curriculum and assessment system for students in grades eleven and twelve. Students are required to study six subject groups, complete an interdisciplinary course called Theory of Knowledge, write an Extended Essay of 4000 words, and complete 150 hours of Creativity, Action, and Service. Students who successfully meet these requirements are awarded by the International Baccalaureate Organization the prestigious IB Diploma which is recognized by colleges and universities around the world. Students must also successfully meet Maryland graduation requirements for the Maryland High School Diploma. Annapolis and Old Mill High Schools are authorized to offer the International Baccalaureate Diploma Program and will graduate the first International Baccalaureate students in 2007.

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, and
- has adequate time to catch the school bus or walk to school.

Many schools have an automated telephone notification system that phones the homes of absentees to leave recorded messages for parents.

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, 2006 must be enrolled in kindergarten in the 2006–07 school year. The start date for kindergarten will move back one month per year until the 2007–08 year

when it reaches Sept. 1. 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. If you believe your child is ready to start first grade at the age of five, you should contact your local school principal.

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 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/hospital instruction.

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

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)

For more information on gifted and talented programs, please call the Gifted/Talented/Advanced Programs Office at 410-222-5430 or visit the school system's website at www.aacps.org, click on instruction, and click on curriculum to reach the home page for gifted and talented programs.

For more information on Attendance Policies and Regulations, refer to Board Policy 901

For more information on field trips, please check with your local school or refer to Board Policy 605.19.

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 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.

(Board of Education Policy 504)

Gifted/Talented/Advanced Programs

Services are provided to all advanced students in kindergarten through grade 12 who demonstrate the need for differentiated educational programs. Students are provided an instructional environment that ensures excellence and equity for all. At the elementary level, Talent Development Teachers work collaboratively with classroom teachers to deliver appropriate enriched and accelerated instruction. Advanced mathematics instruction and Language Arts programs are available at every elementary school. At the middle and high schools Pre-AP, Honors and Advanced Placement 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.

Many opportunities are available to students through adjunct programs offered in collaboration with our many community resources such as Anne Arundel Community College, Maryland Hall for the Creative Arts and the United States Naval Academy. Maryland Summer Centers and special offerings from the Chesapeake Bay Foundation are open to all interested students who commit to the demands of the programs. Contests and competitions such as 24 Game, History Day, and science fairs are offered through the Office of Curriculum and Instruction and supported by the G/T/AP Office.

Both classroom and gifted/talented resource teachers provide differentiated instruction within the regular school program and students are frequently grouped in different ways to provide challenging lessons.

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, and
- 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-mail, and face-to-face conferences are all excellent means of maintaining appropriate and open communication with parents.

Teachers must complete 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 Anne Arundel County Public Schools' official calendar.

Teachers and schools shall maintain records of student progress.

(Board of Education Administrative Regulation 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 progress to parents. Teachers complete them for the fall and spring parent-teacher conferences.

Progress reports indicate “consistently demonstrating,” “developing,” and “not yet demonstrating” for specific skills in listening/speaking, reading, writing, math, science, social studies, technology, personal and emotional growth, and physical development.

Grades 1 and 2

In grades 1 and 2, each teacher shall keep a record of students' performance 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, math, 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 performance for each indicator in reading, writing, mathematics, social studies and science, and for expected

Grading Terminology

Grades Pre-K – K

Consistently Demonstrating

The student exhibits the skills independently with minimal teacher intervention.

Developing

The student exhibits the skills with teacher guidance and support.

Not Yet Demonstrating

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*

student behaviors. Each entry shall be dated and 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, math, science, and social studies.

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

In 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 in question.

Teachers will help prepare students for the work place 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 upward or downward trend of the two marking periods. 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 Policy and Administrative Regulation 608)

Grading

Middle & High School

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

A = 100% - 90%

B = 89% - 80%

C = 79% - 70%

D = 69% - 60%

E = 59% or less

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 achievement 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 achievement 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 achievement 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.

For further information, please see Board of Education Policy Academic Integrity Policy 613

- Any student receiving a “D” should show an achievement of the minimum number 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.
- 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% of the second and fourth quarter marking period grades. Middle school students taking courses for high school credit must take the high school exam.
- 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 Policy and Administrative Regulation 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 weighted letter grades:

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 who earn grades of A, B, or C. No additional quality points will be added for grades of D or E.

* This grading policy is under review. For the most current grading policy, visit our website at www.aacps.org. Select ‘Board of Education’ ... ‘Board Policies and Administrative Regulations’... ‘Section I: Instruction’

Calculating Grade Averages

For averaging, the following scale shall be used:

- A = 4
- B = 3
- C = 2
- D = 1
- E = 0

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

- 4.0 – 3.6 = **A**
- 3.5 – 2.6 = **B**
- 2.5 – 1.6 = **C**
- 1.5 – 0.6 = **D**
- 0.5 or less = **E**

Weighted Grading

Honors, ELP, Advanced Placement and International Baccalaureate classes:

Grade	Unweighted	Honors 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.

- 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.

• 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.”

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 essay will be at the discretion of the teacher.
- **Teachers in all subject areas will give written examinations** designed to be two hours in length. Certain subjects may include a practicum exercise as part of the exam. Each exam will include one or more essay questions appropriate to the phase of the course. Exceptions to this procedure will be made by the Director of Curriculum on a course-by-course basis where an alternative assessment is to be substituted for the final exam. Such exceptions shall be published as part of the course description.
- **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 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.

Time Guidelines for Homework

General guidelines on time allotments for homework are:

Grades K-3
20 minutes per night, two to three times per week

Grades 4-5
40 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, Advanced Placement, and International Baccalaureate* courses, expectations may include pre-course assignments.

- 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 Policy and Administrative Regulation 608)

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, and
- 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 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 foreign 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 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 foreign 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.

(Board Policy and Administrative Regulation 608)

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 grading

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 grading period.

Honor Roll

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

Instructional Materials

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

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 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 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.

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

(Board Policy 409; Board Policy 902.03A; Education Article 7-305)

Internet—Acceptable Use

Your son or daughter will have the opportunity to use the Anne Arundel County Public Schools' computer network, which includes access to the Internet. The Internet is a world-wide telecommunications network with almost limitless instructional resources available for teacher use. Anne Arundel County Public Schools has implemented a state-of-the-art content filtering system to ensure that students access information consistent with the goals of our instructional program. The filtering system is never intentionally disabled and 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



Learn more in the **Student Handbook**. See page 21 for specific examples of acceptable and unacceptable activities

network. Teachers monitor student activities while online are for appropriateness.

Anne Arundel County Public Schools is committed to providing safe and quality instructional opportunities for all students. The use of the Internet is 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.

Report Cards & Parent/Teacher Conferences

The report card is only 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. For the first marking period, report cards will be distributed on Nov. 17 for all students. Report cards for the other marking periods will be distributed Feb. 9 and April 25 (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.

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 scheduled for November 20 & 21. 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 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.

For more information on Section 504 Rights please call 410-222-3860.

Parent/Teacher Conference

For parents, the conference provides an opportunity to:

- get to know your child's teacher or teachers
- 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, and
9. periodic review of a "Written 504 Plan," if one is developed and, if their child is eligible under Section 504, to periodic reevaluation 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 by participating in curriculum-based projects in fifth through tenth grades.

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 or tenth 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.

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.

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.

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, and

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

Ninth Grade
20 hours
(US Government-B)

Tenth Grade
10 hours (English) 10 hours (Science)

Disabilities

speech and/or language impairment

specific learning disabilities

mental retardation

emotional disturbance

orthopedic impairment

traumatic brain injury

autism

multiple disabilities

hearing impairment

visual impairment

other health impairment

deafness

blindness

developmental delay

- 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 special education. 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

During your child's years in public school, there will be several occasions when state-mandated tests will be given to students. Your child's academic performance is based on more than test results; however, the testing program is an important part of our effort to monitor student progress and to evaluate instructional programs.

What follows is a brief description of each state-mandated test that Anne Arundel County students take and the testing dates for the school year. Please be aware that testing dates may be revised due to emergency school closings or changes in the testing calendar. Schools will notify parents with more specific testing information as test dates approach.

Tests Required for Graduation:

High School Assessments (HSA)

Across the state of Maryland, students enrolled in English 10, Biology, Algebra, and American Government will take the HSA at the end of each of these courses.

Intended to raise expectations for all high school students, the HSAs measure achievement in the Core Learning Goals that have been set by the Maryland State Board of Education, and, following a no-fault phase, will be a requirement for high school graduation. Beginning with the 2001–2002 school year, to be awarded with the Maryland High School Diploma, all students—including middle school students who take high school level

Testing Dates

Maryland School Assessments (MSA)

March 13–21, 2007
(grades 3, 8, and 10)

MSA Science Assessments
April 21–May 8
(Grades 5 and 8)

Advanced Placement Exams (AP)

May 1–12, 2007
(High school juniors and seniors)

High School Assessments (HSA)

January 8–11, 2007
May 21–25, 2007

Test dates are subject to change.

courses—shall take the Maryland High School Assessments for English 10, Government, Biology, Algebra/Data Analysis, and Geometry after the student completes the appropriate course. According to state law, the state of Maryland may withhold the diploma of any student enrolled in a tested course who does not take its High School Assessment.

Graduating classes 2005–2008

Students must take the Maryland High School Assessments for English 10, Algebra/Data Analysis, Biology and Government. Passing the assessments is not yet required to gain diplomas, just taking the assessments.

Graduating class of 2009

(entering freshman in 2005)

Students must take the Maryland High School Assessments for English 10, Algebra/Data Analysis, Biology and Government. The student must achieve one of the following:

1. the passing score on each test;
2. a minimum score for each test and a combined overall score;
3. a specific score on an MSDE-approved comparable assessment(s) to be developed, or
4. a passing score on the four High School Assessments by a combination of 1 and 3.

Maryland School Assessment

Since the *No Child Left Behind Act of 2001* was signed, Maryland education officials have been working to implement the law. To meet the requirements of the law, the Maryland State Department of Education requires the administration of the Maryland School Assessments in all grades three through eight in English and mathematics and tenth grade reading. The Algebra/Data Analysis MSA test is taken when the student concludes the Algebra/Data Analysis course. Maryland School Assessments will produce individual student scores and results will be returned to schools before school starts the following fall. For a small percentage of students with disabilities, this assessment is not appropriate because students are learning alternate state outcomes. These students will participate in an alternate assessment, the Alternative MSA.

Tests for College Preparation, Entrance & Credit:

PSAT, SAT, & AP Exams

High school students may opt to take the Preliminary Scholastic Aptitude Test (PSAT) and the SAT. Both tests measure student achievement in language usage, writing, reading, and mathematics; the SAT is used by colleges as one of several admissions requirements.

A preparatory course for the SAT is offered to eligible students in all high schools.

High school students in their junior and senior years may opt to take Advanced Placement (AP) exams in specific subjects such as English, foreign language, chemistry, history, calculus, and fine arts and may receive college credit. Advanced Placement exams will be given to students in May 2007.

The OCR Mediated Agreement

In September of 2005 a Mediated Agreement between Anne Arundel County Public Schools and the Anne Arundel County NAACP was signed. (OCR Agreement)

The expressed intent of the OCR Agreement is to establish goals for the improvement of educational and academic attainment among African American students in order to reach parity with other students in the Anne Arundel County Public School System.

AACPS staff and representatives from the African American community meet on a regular basis to discuss the progress of the goals that are written into the agreement. Anyone with any questions regarding the OCR Agreement should contact Leslie Stanton, Human Relations Specialist at 410 222-5318.

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

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

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 misapplication of 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 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.

(Administrative Regulation 902.08)

Formal Levels of Complaints

Level I

If the student or parent is dissatisfied with the decision reached at the informal level of the complaint procedure, the person 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, and render a written report, including specific recommendations, within ten school days.

Level II

If the student or parent is not satisfied with the decision rendered at Level I, or if the decision is not rendered within ten school days, the person will refer the complaint to

the appropriate regional director of schools within ten school days. Such complaints and appropriate records will be forwarded through the principal's office. The appropriate regional director of schools will render a decision in writing within ten school days.

Level III

If the parent or student is not satisfied with the decision rendered at Level II, or if no decision is rendered within ten school days, the parent or student will refer the complaint to the appropriate assistant superintendent. The appropriate assistant superintendent 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 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 15 school days. A hearing examiner may be appointed by the Board 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.

Policy and Administrative Regulation 902.08

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.



Learn more in the **Student Handbook**. See pages 22-23 for information on getting help with a school problem.

Instruction: Early Childhood

Special Education Services

Early childhood services provide special education intervention directly to students with disabilities from birth through age five, to the 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 slower than other children his/her age. The *Child Find Program*, which helps identify young children with disabilities, can be reached at 410-766-6662.

Early Childhood Intervention Services (ECI)

ECI provides special education and related services such as speech therapy to students from ages three through five who have disabilities that interfere with their ability to

learn, speak, or interact with others. Services designed to meet each child's individual need may be provided in typical preschool classes, special education classes, childcare centers, or within the home environment.

Prekindergarten Program for Four Year Olds

Full or half-day prekindergarten programs for four year olds are offered in some elementary schools. The non-mandated program partially funded by the state, offers prekindergarten opportunities based on the economic need of the student's family or educational need of the student.

All four year olds are eligible to apply for the program. Applicants are accepted based on economic and educational criteria.

If there is space available, four year olds not eligible based on economic or educational need may be enrolled. Enrollment is limited because of funding, and some schools may have waiting lists.

Children must be four years old by September 1st to enter prekindergarten in the 2006–07 school year. Prekindergarten is not an alternative to kindergarten. For further information, please call the Early Childhood Office at 410-222-5441.

Kindergarten Programs

Kindergarten programs for students who are five by September 1, 2006 are offered at every elementary school. Maryland Senate Bill 856 requires all kindergartens to be full day by the 2007–2008 school year. Currently, over half of the schools offer full day programs. The full day kindergarten implementation plan is available at www.aacps.org or from the Early Childhood office at (410) 222-5441.

Prekindergarten Programs

The following schools have prekindergarten programs at this time:

Full-Day Programs

Annapolis
410-222-1600
Eastport
410-222-1605
Ferdale Early Ed. Center
410-222-6927
Freetown
410-222-6900
Georgetown East
410-222-1610
Germantown
410-222-1615
Harman
410-222-6930
Mills-Parole
410-222-1626
Park
410-222-6593
Tyler Heights
410-222-1630
Van Bokkelen
410-222-6535

Half-Day Programs

Central Special
410-956-5885
Edgewater*
410-222-1660
Fort Smallwood
410-222-6450
Four Seasons
410-222-6501
Glendale
410-222-6404
Hillsmere
410-222-1622
Hilltop
410-222-6409
Jessup
410-222-6490
Lothian
410-222-1697
Marley**
410-222-6414
Marley Glen
410-222-6940
Maryland City
301-725-4256
North Glen
410-222-6416
Point Pleasant
410-222-6425
Rippling Woods
410-222-6440
Rolling Knolls
410-222-5820
Solley
410-222-6473
West Meade
410-222-6545
Woodside
410-222-6910

* Eligible students from Edgewater attend a program at Central Special.

** Eligible students from Marley also attend a program at Marley Glen.

Instruction: Elementary Schools

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 elementary years build an important foundation for continued student learning throughout the years that lead to high school graduation. Experience clearly shows that the instructional efforts made in these early years have a lasting effect on each student's academic progress.

Elementary schools are exciting places where teachers help students develop intellectually, emotionally, socially, and physically.

When children explore and discover, they use reasoning, problem-solving, and decision-making skills in various situations. Teachers base their lessons on student strengths as well as students' rates and styles of learning. Instruction for four year olds and kindergarten students emphasizes thinking, language, and literacy skills.

Academic Program

Elementary students receive a balanced program that includes integrated language arts (reading, spelling, handwriting, literature, oral and written English), mathematics, science, social studies, art, music, media, computer education, health, and physical education. Drug education, personal safety, dental health, nutrition, and environmental education are included in the major subject areas at various grade levels.

In fourth or fifth grade social studies, students are introduced to the principles of citizenship and community membership by investigating community service. This introduces them to the Service Learning requirement they will complete in middle school and high school.

Instrumental Instruction

Students may take strings instruction beginning in third grade, and instrumental music instruction beginning in fourth grade.

Elementary Assessments

The Maryland School Assessments are administered for reading and mathematics for grades 3–5 in the spring of each year. Beginning in the spring of 2007, students in grade five will also take the Maryland School Assessment in science. Individual student scores are provided to schools by the start of the next school.

Kindergarten and first grade students are assessed using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) three times over the course of the school year. The Stanford Achievement Test and the Naglieri Nonverbal Abilities Test are administered to second graders. Schools use the results from these tests, in combination with other classroom assessments, to identify strengths and weaknesses of individual students in each of the areas tested.

Instruction: Middle Schools

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

Anne Arundel County Public Schools has one scheduling model for middle schools.

All students in sixth through eighth grade take core courses in:

- language arts,
- math,
- social studies, and
- science.

They also take year-long physical education/health. Students receive 86 minutes each of language arts and mathematics instruction daily. Students receive 86 minutes of science and social studies daily for one semester.

Students in eighth grade who take a world language (Spanish I or French I) will take language arts and world language on an alternating daily schedule. Students may choose their encore classes from art, family and consumer sciences, world language, music, and technology education. Every middle school student must take at least one fine arts class (art, band, chorus, general music, or strings) every year. Students use computers and instructional technology within the various subject areas. English for Speakers of Other Languages (ESOL) services are offered.

For more information, see the school guidance counselor.

Academic Credit

Academic credit is not assigned in the middle school. However, students may elect to take high school mathematics or world language for credit. Grades earned in these classes are included in a student's high school grade point average (GPA). Grade point and class rankings are not used at the middle school level. Algebra I and Geometry are designated as Honors classes in middle school and the grades are weighted accordingly.

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.

The Extended Learning Program is a rigorous pre-university program for academically able and motivated students entering grade nine. To be eligible for this program, eighth grade students must have earned a minimum grade point average of 3.0 for grade seven and first quarter of grade eight, completed Algebra I and the first year of a foreign language by the end of grade eight with a minimum grade of a B, and scored in stanines 6, 7, 8 or 9 on standardized tests.

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 6–11. 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 two 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.

Procedures for Promotion of Middle School Students

To be promoted to seventh or eighth grade, middle school students must pass three of four core courses taken (language arts, math, science, and social studies), and a majority of encore courses taken. To be promoted to ninth grade, students must pass three of four core courses taken, and a majority of encore

▶ *For specific information on Middle School Promotion, please see Administrative Regulation 608.02 in the Policies and Regulations Manual of the Anne Arundel County Board of Education, which is available in every public school.*

◀ *For information on the Extended Learning Program, please see page 7, or visit the AACPS website at www.aacps.org.*

courses taken. In addition, during sixth, seventh, and eighth grades, students must have passed at least two of three years of language arts, math, science, and social studies, beginning with students entering sixth grade in the fall of 2002. Exceptions may be granted on an individual basis in accordance with the administrative regulations created to implement policy 608.02.

The parent or guardian of a middle school student may request that a student be retained because the parent believes the student has not achieved academic success. Administrative regulations created to implement policy 608.02 include the process to be followed and the appeal rights.

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

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.

The *Extended Learning Program* (ELP) is a rigorous pre-university program for academically able and motivated students entering grade nine. Eighth grade students in all middle schools are invited to apply for acceptance into the program. This program will prepare students for the two-year *International Baccalaureate Diploma Programme* in grades 11 and 12. Students in this accelerated course of study are enrolled in English, world language, social studies, science, mathematics, and elective courses. The ELP is offered at Annapolis, Old Mill, and Meade High Schools.

In addition to the regular day program, three 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.

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.

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 are required for all students under 18 years of age.

Students have the right to participate in any part of the curriculum in accordance with nondiscriminatory practices.

A student who requests a course transfer within 15 school days of the start of a year-long course will be granted the transfer upon approval of the principal and the parents or legal guardian and if there is space available.

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

(Board of Education Policy 606)

Repeating Courses

There are times when repeating courses taken in grades 9–12 is a reasonable and necessary practice. Students repeating courses should receive counseling on the ramifications of repeating a course.

For more information on the Certified High Schools Program and the Extended Learning Program, or any other academic program, please visit our website at www.aacps.org.

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.

Reasons for Repeating a Course

1. To earn credit for a course required for graduation or promotion where the original credit was denied due to excessive absence or a failing grade of E.
2. To improve a grade represented on the transcript and impacting Grade Point Average.
3. To improve prerequisite skills to continue a sequence of course offerings.

Summer School

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

Procedures for Promotion

(see *Administrative Regulation 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 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 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.

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 (see pages 16–17). 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.

Students entering grade nine in 2004–2005 or earlier must earn a minimum of 22 credits and

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 608.03.

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 State's graduation requirements, which include Service Learning (see page 16)

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

- 1 credit of Algebra I
- 1 credit of 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

Approved courses are noted in Business, Computer Science, English, Family and Consumer Sciences, Physical Education, and Career and Technology course offerings.

Fine Arts—1

Music, Art, Dance, & Theatre Arts courses

Electives—6

Electives—8.5

Any elective course may count. (See the following page for information 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),
- Two credits of advanced technology education,
- A state-approved career and technology program

*Those students earning 2 credits in Algebra I will earn a total of 5 credits in Mathematics

students entering grade nine in 2005–06 and thereafter must earn a minimum of 26 credits. At least four credits must be earned after the 11th grade for both groups. They must pursue one of two 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*.

For students in their senior year, a partial schedule may be taken during the semester of graduation. The partial schedule must consist of at least two courses per day (four out of eight courses). At least one course must be English, and at least one course must be in an academic subject (English, social studies, science, math, world or classical language, or computer science).

Courses may include those taken at the community college and/or other institutions of higher learning. Each local high school has its own procedures for approving concurrent enrollment for students. Procedures should ensure that a student approved for concurrent enrollment will graduate at the end of the year, that the student regularly attends school, is making appropriate academic progress, and has individual transportation to leave the campus.

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 an Admission, Review and Dismissal Committee, 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 fulfill-

ing life. World of work shall include, but not be limited to:

- a. gainful employment;
- b. work activity centers;
- c. sheltered workshops, and
- 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.

(Public School Bylaw 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 Diploma* or a *Maryland High School Certificate* but have completed their individual high school program of study and will be leaving high school.

(Board Policy 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. Students who have not met these requirements shall not participate in graduation ceremonies, except as may be permitted by Board policy.

Participation in graduation ceremonies is a privilege granted to qualifying students. Senior students who are involved in seriously disruptive behavior or who violate the conditions set forth in Administrative Regulation 908 during the last four weeks of school will jeopardize the privilege of participating in graduation ceremonies.

(Board of Education Policy and Administrative Regulations 908)

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, other drugs or intoxicants, or counterfeit controlled dangerous substances 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.

(Administrative Regulation 908)

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, 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. A student on a partial schedule must maintain a “C” average in all courses attempted and may not earn an “E” grade.

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 extracurricular activities on the 15th high school day after report cards have been distributed, including the day report cards were issued if the sponsor of the activity notifies the principal that the student has corrected an academic deficiency and is now academically eligible. Students who are placed on academic probation may participate in inter-scholastic athletic practices or extracurricular clubs, meetings, or rehearsals provided the student attends academic assistance sessions approved by the principal and forwarded to the Assistant Superintendent for Instruction or designee for review.

If a student with disabilities receiving special education services fails to meet academic eligibility standards to participate in extracurricular activities, the student and/or his/her parent/guardian may contact the principal of the school and request the convening of an emergency admissions, review, and dismissal (*ARD/IEP*) committee meeting in order to determine whether or not the student's *IEP* has been implemented to assist him/her 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.

To be eligible to participate in interscholastic athletics at the high school level, a student must also attend the school designated to serve the attendance area of his/her bona fide residence. (*Board Policy and Administrative Regulation 909.01*)

Starting Dates for Interscholastic Athletics

- August 15 · *Fall* season begins
- Nov. 15 · *Winter* season begins
- March 1 · *Spring* season begins

When August 15, November 15, or March 1 falls on a Sunday, practice will start the preceding Saturday.

◀ For more detailed information regarding residency requirements, please see page 27.

Health & Welfare of Students

Immunization Requirements

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

Prekindergarten

- 4 diphtheria-tetanus-pertussis (DTP, DT/Td 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 9

- 4 or 3 DTP, DTaP, Tdap or DT/Td
If your child is 7 years of age or older, 3 doses of DTP, DTaP 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.

Grades 10–12

- 3 DTP, DTaP, DT or Td, Tdap
- 2 measles (MMR)
- 1 mumps
- 1 rubella
- 3 polio (Polio is not required for children 18 years or older)

Maryland Department of Health, 2006–2007

Enrollment, Immunization, and Residency Requirements

To enroll a new student, you must bring the child's original birth certificate and a copy of the immunization record to school. **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 Assistant Superintendent of Instructional 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 410-222-5401.

(Board Policy & Administrative Regulation 900.01)

For Homeless Students

The McKinney-Vento Homeless Education Assistance Act has been reauthorized and incorporated into No Child Left Behind. 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 economic struggles; 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 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.

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.

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.

Medical & Health Issues

Administering Medication

To request that medication, prescription or over the counter, be administered to your child during the school day at school, you must complete a *Parent's Request to Administer Medication at School* form, which includes several stipulations and a signed order from a physician. The term *medication* refers to both prescription and non-prescription medicine. Prescription medication must be brought in a pharmacy-labeled container; over the counter medication must be brought in the original, sealed container. Medication cannot be administered to students without this completed paperwork. **For your child's safety, all medications must be brought to school by an adult.** (The *Parent's Request to Administer Medication at School* form can be obtained from your school nurse or downloaded from the Department of Health website: www.aahhealth.org. Click on "Parents Guide to School Health.")

Medical Conditions

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

Home & 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/hospital teaching is a short-term, itinerant instructional service with specific guidelines. Home/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.

Reporting Suspected 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 Policy 904.05)

Emergency School Closings, Early Dismissals, Late Openings & Special Operational Delays

Changes to school schedules caused by inclement weather or other emergency condition are announced on major radio and television stations in the Baltimore, Washington, and Annapolis areas, and are posted on the school system's web site. In addition, announcements are posted on www.schools-out.com. **Please do not call the school or central offices — listen to the radio or television or check the school system's web site at www.aacps.org.** A "code red" announcement means that all school offices and central offices are closed. A "code blue" announcement means that school office and Central Office employees may report to work two hours later when schools are closed to students and teachers. 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 is published in the school calendar.

School Closing Codes

Code Red

Schools & Central Office
Closed

Code Blue

Schools closed for
students & teachers

Central Offices
will be open

To find out current status,
listen to the radio or television,
or check online at
www.aacps.org

Schools may be closed from time to time because of emergencies. Weather emergencies may require a closing, a late opening, or an early closing for all schools. Closings or schedule adjustments may be caused by winter weather, excessive heat, or severe storms. A tornado WARNING may require a delay for bus transportation equal to the duration of the warning period. In addition, an individual school may need to adjust the opening or closing time because of an emergency such as a fire, a boiler failure, or a water problem.

A two-hour early closing cancels all afternoon sessions of kindergarten, prekindergarten, and Early Childhood Intervention (ECI). Parents of morning session kindergartners, prekindergartners, and Early Childhood Intervention students need to know that whenever there is a two-hour early closing (scheduled or unscheduled), the morning session will close at the regular time or at 11:15 a.m., whichever is earlier. A two-hour delayed opening cancels all morning sessions.

To be prepared for these potential events, you must submit a written plan, using a form that is available from your child's school, to describe your early/emergency school dismissal plan. Written plans must not request a telephone call from the school or a change in bus stop or buses. Plans must not ask that your youngster remain at school. These plans help school employees close schools safely and orderly in emergencies. They help us ensure the safety and supervision of your child.

Making up missed days

The school calendar has four days built in for emergency closings, making the school year 184 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, rescheduling of these days must occur. Policy states that High School Semester Examinations must be administered on four consecutive school days. Rescheduling will affect all schools.*

National Schools Meal Program

School Meals are an extension of a school's health and nutrition program and help children develop a taste for nutritious foods. Anne Arundel County Public Schools offer breakfast and lunch daily to students at full price, reduced price, and at no cost, depending upon eligibility standards established by the federal government.

The breakfast meal includes a half pint of milk, a half cup serving of fruit or juice, and two servings of a bread product. The time of breakfast is usually 15 minutes prior to the start of the school day.

The lunch meal includes a half pint of milk, two or more servings of fruit or vegetable, one or more servings of bread, and a serving of a protein food such as chicken, fish, beef, or cheese. The time of lunch service is determined by the school principal.

Free & Reduced Price Meals

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 the local school. The information provided on the application is confidential.

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

Title 1 services, which provide reading and math assistance to identified children, are targeted for schools with the largest percentage of economically disadvantaged students, and the criteria used for establishing economic need is based on the percentage of students receiving free and reduced-price meals.

You may apply for meals any time during the school year by requesting an application from your local school. You will be notified when the application is approved or denied.

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.

Meal Prices

Prices for school meals during the school year 2006-07 is as follows:

Milk (al la carte) _ .45

Full Price Meals

Breakfast ___ \$1.00
(all schools)

Lunch _____ \$2.00
(secondary)

Lunch _____ \$1.75
(elementary)

Reduced Price Meals (all schools)

Breakfast ___ \$.30

Lunch _____ \$.40

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

Transportation is provided for pre-k 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.

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 days before the date the exceptional transportation is expected to begin. Because bus service is limited by specific policy guidelines, the only exceptions considered are those that involve working parents and daycare provisions.

The request forms are available in the school office. Emergency situations, such as sudden illnesses or a death in the family, that require exceptional transportation may be approved by the principal without the five-day advance notice.

Services are not available to areas beyond the school's attendance area.

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

Considered Exceptional Transportation Requests

- Parents work and the student goes to a babysitter's home
- Parents work and the student goes to/from a nursery or daycare facility
- Parents go on vacation and the student is to stay with another adult



Learn more in the **Student Handbook**. See pages 14-15 for behavior expectations and consequences.

from school. The school administrator and bus driver acquire supervisory responsibility while children are on the school bus.

Schedules and Services

The Transportation Division is responsible for any concern involving the school bus, be it the schedule, the driver, the bus stop, or the bus itself. Concerns should be forwarded by telephone to the Transportation Division (410-222-2910). We 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.

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 P.T.A. or Citizens Advisory Committee and forwarded to the Transportation Division for processing and evaluation with the appropriate police and traffic agencies.

Traffic Signs, Crosswalks, and 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.

Walking Routes and 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. Short cuts 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.

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 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.

Video Cameras

School buses are now equipped with video cameras and audio recording devices. These tools provide a view of 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, an average of 33 school-age children die in school bus-related traffic crashes each year, 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.

Young children are most likely to be hit 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;
- don't always stay within the bus driver's sight.

Tips for Parents to Keep Children Safe

- 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.
- 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 book bag 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 and 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.
- 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.

AACPS' Integrated Pest Management Program and Notification of Pesticide Applications

Integrated Pest Management Program

Anne Arundel County Public Schools has become the fourth school system in the country to achieve IPM STAR certification. The IPM Institute of North America, Inc. recognizes AACPS for its standout comprehensive school pest management program. Anne Arundel County Public Schools manages pests (animals, plants, or microorganisms) which may interfere with human use of the school site, cause loss or damage to school structures or property, or diminish the quality of life for students, staff, and others. To deal with most pest issues, the school system utilizes *Integrated Pest Management*. This is a program for controlling pests that stresses occupant education, zone monitoring and establishing action thresholds,

improved sanitation, structural controls and repairs, and universal notification to all parents, teachers, and staff. Chemical pesticides are used as a last resort in this effort and are selected by the least hazardous material capable of controlling the pest. Licensed pesticide applicators are utilized whenever pesticides are applied. Applications made inside schools are scheduled when classrooms are vacant. Pesticides applied on school athletic grounds will be applied as field use schedules, weather, and wind conditions (<10 mph) permit. Other outside applications are scheduled when children are not in the immediate vicinity and when weather and wind conditions (<10 mph) permit.

Universal Written Notifications

AACPS goes beyond its legal mandate and **will provide written universal notification to all parents or guardians of children and staff members** in elementary schools and also in middle and high schools, whenever chemical pesticides are to be applied **in school buildings or on school property**. This information will be posted on a centrally located pesticide information board. Notifications will be in accordance with Maryland law and except for emergencies, will include a minimum of **24 hours** advance

notice, and will include the location of the area(s) to be treated, date and time, the chemical name, and potential health effect(s). Please note that exterior applications must include an anticipated timeline rather than an exact date as wind and weather conditions must be factored into the application schedules. All treatment sites will be posted prior to applications.

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.

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 Danial LaHart, the Environmental Programs Manager, Operations Division, 9034 Ft. Smallwood Road, Pasadena, MD, 21122 or call 410-360-0138.

Common Names of Chemical Pesticides That May Be Used by AACPS

Inside a School

Abamectin	Fipronil	Silicon dioxide
Abamectin B1	Hexaflumuron	Sulfonamide
Bendicarb	Hydramethylnon	Zinc Phosphide
Bifenthrin	Hydroprene	Catch Master Goldstick
Boric acid	Imidacloprid	Catch Master Insect Zone Monitors
Bromadiolone	Lambda-cyhalothrin	mint oil
Cholecalciferol	Methoprene	Natural Catch Plus
Cypermethrin	Naphthalene	Summit Rodent Glue Boards
d-trans allethrin	Orthoboric acid	Victor Yellow Jacket & Flying Insect Trap
Deltamethrin	Piperonyl butoxide	Victor Roach Pheromone Traps
Dichlobenil	Polybutene	
Diphacinone	Pyrethrin	
Disodium octaborate tetrahydrate	Pyrethroid	

Outside a School

<i>On the Exterior or on School Grounds</i>		<i>The Agriscience (Greenhouse) Program</i>
2,4-D,2,4-DP & Dicamba	Metsulfuron methyl	Acephate
2,4-D, MCPP & Dicamba	Monosodium Acid Methanearsonate (MSMA 6)	Alkyl Dimethyl Ammonium Chloride
2,4,-D, Proponic Acid, Dicamba	Nonpylphenol Ethoxylate, Isopropanol	Bacillus thuringiensis
Capsaicin	Oryzalin	Ethyl alcohol
Clopyralid	Oxadiazon	Ethylbenzyl Fenoxycarb
Dimethylphosphonate	Piperine	Glyphosate
Ethephon	Prodiamine	Oryzalin
Ethofumesate	Pronamide	Paraffin Oil
Fenoxaprop-p-ethyl	Quinclorac	Potassium salts of fatty acids
Foramsulfuron	Siduron	Sodium Bentazon
Glyphosate	Simazine	Trichlorfon
Halosulfuron-Methyl	Triclopyr, Clopyralid	Triflumidzole
Imidacloprid	Triclopyr, 2,4-D, Clopyralid	
Metribuzin		

Board of Education

The 2006–07 Board of Education

Tricia Johnson
President
410-798-0362

Eugene Peterson
Vice President
301-776-0863

Victor E. Bernson, Jr.
410-729-0148

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410-636-1812

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Enrique M. Melendez
410-626-7190

Brittany T. Walker
Student Member
410-674-4139

Konrad M. Wayson
240-508-2335

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

Molly Connolly
410-222-5311

Programs and policies of the public schools are established by an eight-member Board of Education. Seven board members serve overlapping terms of five years each and are appointed by the Governor. Board members may serve two consecutive terms.

The eighth member is a high school senior elected by student government representatives as their nominee to the Governor to serve a one-year term. Board members are nonpaid volunteers.

The Board meets twice a month during the school year, 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 in July and August on the first Wednesday of each month at 10:00 a.m.

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.

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

Special meetings, such as budget hearings, are scheduled annually and as otherwise established by the Board.

The Anne Arundel County Public School System does not discriminate on the basis of race, sex, age, national origin, religion, disability, sexual orientation, or familial status in matters affecting employment or in providing access to programs.

Questions regarding nondiscrimination should be directed to:

Mr. Leslie N. Stanton
Specialist in Human Relations

Anne Arundel County Public Schools, 2644 Riva Road, Annapolis, Maryland 21401

410-222-5318 · TDD 410-222-5500

www.aacps.org

Contacting AACPS

Public information is available upon request. Please refer to the following telephone numbers for assistance. If you aren't sure which office to contact, please call the Public Information Office at 410-222-5312 or 410-222-5316.

Art _____ **410-222-5450**
Assistant Superintendent for Instruction _____ 410-222-5400
Assistant Superintendent for Business & _____ 410-222-5307
Management Services
Athletics, Physical Education, & Health _____ 410-222-5460

Board of Education
Administrative Assistant _____ **410-222-5311**
Budget Information _____ 410-222-5200
Bus Transportation _____ 410-222-2910
Business Partnerships _____ 410-222-2909

Career & Technology Education _____ **410-222-5490**
Chief of Staff _____ 410-222-5312
Child Find _____ 410-766-6662
Continuing Education _____ 410-222-5383, 5384
(*Evening High School, Summer School*)
Curriculum _____ 410-222-5412

Deputy Superintendent _____ **410-222-5191**

Early Childhood _____ 410-222-5441
(Kindergarten, Prekindergarten)
English (High School) _____ 410-222-5454

**Foreign Language/
English for Speakers of Other Languages** _____ **410-222-5424**

Gifted/Talented/Advanced Programs _____ **410-222-5430**
Grants _____ 410-222-5310
Guidance & Counseling _____ 410-222-5280

High School Assessments _____ **410-222-5454**
Human Relations & Equity Programs _____ 410-222-5318
Human Resources _____ 410-222-5076

Immunizations _____ **410-222-3855**
Infants & Toddlers _____ 410-222-6911
Instructional Technology _____ 410-222-1693
International Student Office _____ 410-263-6420

Library Media Services (Crofton) _____ **410-721-5407**
Lunch/Breakfast _____ 410-222-5900

Mathematics _____ **410-222-5464**
Microfilm _____ 410-222-3869
Music _____ 410-222-5465

Out-of-Area Placements & Transfers _____ **410-222-5322**
Outdoor Education _____ 410-222-3822

Planning/Construction _____ **410-222-5152**
Public Information _____ 410-222-5312, 5316

Reading/Language Arts (Elem/Middle) _____ **410-222-5455**

School Attendance Boundaries _____ **410-222-5158**
School Psychology _____ 410-222-5321
Science _____ 410-222-5451
Social Studies _____ 410-222-5440
Special Education _____ 410-222-5410
Student Government, CRASC _____ 410-222-5405
Student Discipline _____ 410-222-5288, 5289
Student Services _____ 410-222-5320

Superintendent of Schools _____ **410-222-5304**

Technology Information Services _____ **410-222-5330**
Testing _____ 410-222-5142
Title I _____ 410-222-5444
Transportation _____ 410-222-2910

Volunteer Programs, CAC & PTA Liaison _____ **410-222-5414**

Visit our website: www.aacps.org

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Published for parents of
Anne Arundel County Public
Schools students by the
Office of the Superintendent,
in conjunction with the
Department of Instructional
Services, and the Division of
Design & Print Services

For more information
on Anne Arundel County
Public Schools, call
410-222-5312 or 5316.

Visit our web site:
www.aacps.org

Anne Arundel County Public Schools 2006–07 School Calendar

Key: Schools closed for: ■ all students ■ and Central Office staff □ Two-hour early dismissal; schools closed for afternoon pre-K, kindergarten, & E.C.I.

August 2006						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 14, 15, & 16 New teacher orientation.
 August 17 & 18 Reading Program training for new teachers.
 August 21, 23 & 24..... Orientation and training for teachers.
 (To include the equivalent of 1 full day as a teacher workday)
 August 22..... Professional Development Day.
 August 25..... Schools closed for teachers.
 August 28 **Schools open for students.** Instruction begins.
 August 28–30 **Schools closed for prekindergarten, kindergarten, and E.C.I. students**
 Parent Conferences for those students.
 August 31..... **Staggered entrance for prekindergarten and kindergarten students**

September 2006						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

September 1 & 5 **Staggered entrance for prekindergarten and kindergarten students**
 September 4..... Labor Day. **All Schools and Central Offices closed.**
 September 12..... Primary Election. **All Schools and Central Offices closed.**

October 2006						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

October 2 Yom Kippur. **All Schools and Central Offices closed.**
 October 6 Interims to be sent home.
 October 20 **Schools closed for students.** MSTA Convention.
 Professional Development Day.

November 2006						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

November 2 End of first marking period (46 days). **Two-hour early dismissal for all students. Schools closed for p.m. prekindergarten, kindergarten, and E.C.I.**
 November 3 Beginning of second marking period.
 November 7 Election Day. **All Schools and Central Offices closed.**
 November 12–18 American Education Week.
 November 17 Report card distribution for all students.
 November 20 & 21..... **Schools closed for students.** Parent/Teacher conferences for elementary and middle schools. Inservice day and workday for high school teachers.
 November 22, 23 & 24.. Thanksgiving Holiday. **All Schools and Central Offices closed.**

December 2006						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

December 15..... Interims to be sent home by this date.
 December 22–Jan. 1 Christmas/Winter Holiday.
All schools closed December 22 through January 1 inclusive. School Offices and Central Offices closed December 22, 25, 29 & January 1.

January 2007						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2 Schools open for teachers and students.
 January 8–11..... High School Assessment administration.
 January 15 Martin Luther King, Jr. Birthday Commemoration.
All Schools and Central Offices closed.
 January 19 Semester Examinations for Centers of Applied Technology.
 January 22–25..... High School Semester Examinations.
Two-hour early dismissal for all students.
Schools closed for p.m. prekindergarten, kindergarten, & E.C.I. students.
 January 25 End of second marking period (46 days).
 January 26 & 29 **Schools closed for students*** (See Note under January's calendar)
 Inservice/Workday for elementary and middle school teachers.
 Workday for high school teachers.
 January 30 Beginning of third marking period.

*Note: January 26 and 29 may be made a school day for all students. See "Calendar Notes" on the next page regarding Inclement Weather.

