2026–2027

Anne Arundel County Public Schools

Parent Handbook

A guide to programs and services in AACPS.



Belong. Grow. Succeed.

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Contacting Us

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

Advanced Learner Programs (Advanced/GT)	410-768-3925
AP/College Prep	410-222-5430
Alternative Education Programs	410-222-5193
Art	410-222-5450
Athletics	410-222-5463
AVID	410-222-5435
Board Members Office	410-222-5311
Bus Transportation	410-923-7890
Career Technology Education	410-266-3470
Charter Schools	410-224-8572
Co-Curricular and Extra-curricular	410-224-4540
College & Career Readiness	410-222-5390
Communications & Community Engagement	410-224-8192
Curriculum & Instruction	410-222-5401
Director of School Support, by Cluster	
Chesapeake/ Glen Burnie/ North County/ Old Mill	410-255-7315
Annapolis/Broadneck/Crofton/South River/Southern	410-626-9748
Arundel/Meade/Northeast/Severn Run/Severna Park	410-451-7621
Early Childhood (ECSE, Pre-K, Kindergarten)	410-222-5441
Early College Access Program (ECAP)	410-222-5342
Elementary Science & Social Studies Office	410-222-5400
English (High School)	410-222-5452
English Language Development (formerly ESOL)	410-222-5416
Equity Office	410-222-5354
Evening High School/Summer School	410-222-5384
Environmental Literacy & Outdoor Education	667-492-2500
Food & Nutrition Services	410-222-5900
General Information	410-222-5000
Home/Hospital Teaching	410-222-5476
Home Instruction	410-222-5457
Humanities	410-222-5412
Immunizations	410-222-4896
Infants & Toddlers	410-424-3260
International Student & Family Welcome Center	667-492-4802
Junior Reserve Officer's Training Corp/ROTC	410-222-5430
Library Media	443-770-5142
Magnet Programs	
Magnet Office Application & Support	410-533-4815
Apex Arts	410-280-1501
BioMedical Allied Health (BMAH-STEM)	410-222-5391 x1
Centers for Applied Technology—North	410-969-3100
Centers for Applied Technology—South	410-956-5900
International Baccalaureate (IB)	410-222-5342
Science Technology Engineering & Mathematics (STEM)	410-222-5391 x1
Triple E STEM (Elementary)	410-222-5391
Mathematics (Elementary)	410-222-5461
Mathematics (Secondary)	410-222-5471
Military Liaison	410-222-5280
Music	410-222-5465
Office of Pupil Personnel	410-222-5284
Out-of-Area Placements and Transfers	410-222-5326
Physical Education & Health	410-222-5484
Reading/Integrated Literacy (Elementary)	410-222-5455
Reading/English/Integrated Literacy (Secondary)	410-222-5456
Safe & Orderly Schools	410-222-5288
School Health	410-222-6838
School Attendance Boundaries	443-770-5243
School Counseling	410-222-5280
School Psychology & School Social Work	410-222-5321
School Security	410-222-5083
Science	410-222-5451
Science (Secondary)	410-222-5451
Science & Technologies	410-222-5490
Service Learning	410-266-3246
Signature Programs	410-266-3246
Social Studies	410-222-5400
Social Studies (Secondary)	410-224-8187
Special Education	410-222-5410
Strategic Initiatives	410-222-5318
Student Government, CRASC	410-222-5405
Student Services	410-222-5322
Superintendent of Schools	410-222-5304
Testing	410-222-5147
Title I	410-222-5444
Transportation	410-923-7890
Volunteer Programs, PTA/PTO/CAC	410-224-8192
Workforce Development	410-222-5342
World Languages	410-222-5424

Important Hotlines

AA County Crisis Response	**410-768-5522**
Maryland Youth Hotline	**1-800-422-0009**
Safe Schools MD	**833-632-7233 or 833-MD-B-SAFE**
Suicide & Crisis Hotline	**988**

Questions concerning the Parent Handbook should be directed to:

Maneka Monk, Executive Director of Communications & Community Engagement;
410-224-8192, Anne Arundel County Public Schools, 2644 Riva Road, Annapolis, MD 21401 | 410-224-8192

Stay Informed!

AACPS offers several ways you can keep up-to-date on everything from programs and services to current AACPS news and events, and school closings.

AACPS Educational Television

Comcast—96/996 HD | Astound 96/496 HD | Verizon 36/2136 HD

AACPS-TV offers original programming highlighting the students, employees, and programs of Anne Arundel County Public Schools, including:

AACPS Bulletin Board
Current and upcoming events, airing before the top of each hour.

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

Athletes in Action
This program highlights student athletes and coaches from the various high school sports programs.

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

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

Board of Education Meetings
Bi-monthly meetings are broadcast and streamed live, with rebroadcasts. Board of Education Highlights Monthly recognitions, plus the Educator, Employee, Volunteer of the Month presented at the Board of Education meetings.

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

Community Schools Impact!
On this program, we discuss Community Schools, the Blueprint for Maryland's Future, and the impact on our students, families, and the community.

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

Forward Focus
An AACPS program where we focus on our work to create a school system where everyone can belong, grow, and succeed.

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

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

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

Open For Business
Highlights our community partners.

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

School Sounds
A traveling music showcase featuring the talent of AACPS students in intimate performances, akin to NPR's Tiny Desk. The program is produced, directed, and edited by an AACPS Student intern with the assistance of the AACPS-TV team.

Teen Talk
A show for students, by students featuring a student host.

The Next Level
AACPS senior athletes who play sports and are moving on to compete as college athletes.

The Score
An in depth look at athletics in AACPS.

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

Special Events
Live or recorded events throughout the year.

AACPS Online

Website

www.aacps.org provides families, staff, and community members with access to school system news, important announcements, school information, calendars, programs, services, and resources.

AACPSConnect

AACPSConnect is a centralized online hub that provides families with convenient access essential applications such as My PowerHub Parent Portal and the learning management system (LMS), and other resources that support student experiences.

My PowerHub Parent Portal

My PowerHub Parent Portal is used to view historical grades, create attendance notes, view student attendance, and to access forms.

Visit ***www.aacps.org/parentportal*** for more info.

Canvas LMS

Canvas LMS is where parents can view student assignments and real-time cumulative course grades. Visit ***www.aacps.org/lms*** for more info.

To follow us on...
...Facebook—*www.facebook.com/aacps*
...Instagram—www.instagram.com/aacountyschools
...YouTube—www.aacps.org/YouTube

AACPS Mobile App

Anne Arundel County Public Schools has a free mobile app that allows users to get near-instant information from the district and any selected schools. It's the quickest and most reliable way to learn about weather delays, closings, and other emergencies. Just go to the App Store or Google Play and search for "Anne Arundel County Public Schools."

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

Board of Education

Board meetings are broadcast live on AACPS-TV & Online at www.aacps.org/youtube

The Board of Education of Anne Arundel County consists of seven elected adult members and one student member, elected by county students, and appointed by the Governor, who serves a one-year term.

The Board typically meets twice a month during the school year. On the first Wednesday of the month, the Board will meet at 10:00 a.m. in an Open Session before proceeding into a Closed Session. The Board meeting will resume in an Open Session at 12:00 p.m. On the third Wednesday of the month, the Board will meet at 4:30 p.m. in an Open Session before proceeding into a Closed Session. The Board meeting will resume in an Open Session at 6:30 p.m. Changes in dates could alter this schedule. Special meetings, workshops, and public hearings are scheduled annually. **Exceptions to the meeting schedule for the 2026–2027 school year are: July 22 & January 13.**

Board meetings and public hearings held at the Parham Building are broadcast live on AACPS-TV in HD on Comcast Channel 996, Astound Channel 496, and Verizon 2136 and in standard definition on Comcast and Astound Channel 96 and Channel 36 on Verizon. Board meetings are also streamed live online at www.aacps.org/YouTube. Past broadcasts are available through the same link.

The Board will hear public comment from up to 10 total speakers (virtual and in-person combined) per agenda item (excluding personnel items, reports, informational presentations, and recognitions) and non-agenda items (excluding student-specific or personnel matters or issues that have had or will have a public hearing before the Board) during a single public comment section in the early portion of the meeting.

The link to register to comment before the Board will be posted on this page at 3 p.m. on Friday prior to the meeting. Registration will close at noon on Monday prior to the meeting. Those wishing to provide comments must register through that link. Speakers may sign up for no more than two agenda items, but only once on any individual agenda item.

The following also applies: For any item with more than 10 registered speakers, the Board will employ a lottery process to select the speakers. Consideration will be given to all first item requests before considering requests to testify on any second agenda item. Registrants who secure a slot to speak will be notified by email at the email address they provide when they register. All speakers will be allotted 2 minutes and must address the specifics of the agenda item for which they sign up. For details on the specifics of agenda items, click on the Board Docs link found at www.aacps.org/board.

Comments about student-specific items and/or personnel matters are not accepted. Written comments on agenda items can be submitted through an online form at the top of the Board's page beginning at 3 p.m. on the Friday before a Board meeting. Written comments must be no more than 250 words and be submitted by noon on the day before a Board meeting. Comments can also be dropped off at the Parham Building, located at 2644 Riva Road in Annapolis, by that time.

Many of the topics in this handbook are covered by Board of Education policies and administrative regulations. Information regarding Board policies and administrative regulations cited in this handbook can be found on page 55. All Board policies and administrative regulations are available at www.aacps.org/boardpolicies.

Elections for Board President and Vice President are held each December.

For more information, contact
Diane Howell,
Executive Assistant to the Members of the Board of Education
410-222-5311
DHowell@aacps.org

Visit...
www.aacps.org/board for more information about the Board of Education.

Before Your Child Goes to School

Enrollment & Residency Requirements [BOE]

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

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

A student may not attend school without proof of immunization compliance. A student enrolling in a school in Maryland for the first time must complete a physical within nine months after enrolling. A student transferring from another school system in Maryland must have the Maryland transfer form. A student enrolling from out-of-state should bring the most recent transcript and immunization record. Students enrolling for Pre-Kindergarten, kindergarten or 1st Grade must provide a completed Maryland Blood Lead Testing Certificate (Form 4620).

Students must attend the school designated to serve the attendance area of their bona fide residence. Exceptions to the placement of students according to attendance areas may be made as follows: with Board of Education approval, the Superintendent may transfer groups of students outside their normal attendance area to relieve overcrowding or to ensure an equitable distribution of students among available facilities, or the Division of Student Services may authorize an out-of-area placement of individual students whose circumstances or needs warrant it. If you have questions regarding out-of-area placements, please call 410-222-5284.

Students Experiencing Homelessness [BOE]

The McKinney-Vento Homeless Education Assistance Act was incorporated into the Every Student Succeeds Act. It ensures educational rights and protections for children and youth experiencing homelessness. The federal government's legal definition of homelessness includes anyone who lacks a regular, fixed, and adequate nighttime residence (substandard housing); is sharing housing due to loss of permanent housing or economic hardship; is living in a shelter, hotel or motel; is living in a public place not designated for sleeping (cars, parks); is an unaccompanied youth; is a child or youth 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 McKinney-Vento Education Liaison. The McKinney-Vento Education Liaison 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/guardians can request continued enrollment in the school attended prior to becoming homeless or at the local school for the current residence. For further information, please contact 410-518-9872.

International Students

All students entering grades 1 through 12 who are immigrating from another country and who have not attended another school in the United States, will go to the International Student and Family Welcome Center for their initial intake into AACPS. At the Welcome Center, families will fill out all registration forms, have immunizations reviewed or be referred to health clinics, be advised of graduation requirements for high school students, and complete English language screening. Families need to bring their child(ren)'s birth certificate, immunization records, two proofs of address, and previous school records. Families should call the Welcome Center at 410-263-6420 for an appointment or for questions. For more information, visit www.aacps.org/iwc. If immigrating students are entering kindergarten or if they are transferring from another school system in the United States, they should enroll at their school. The English Language Development (ELD) office will schedule language screenings for students.

Documentation of the results of a tuberculin test that was performed within 12 months in the U.S. or in a U.S. military facility is required for school entry for the following:

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

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

Medical Conditions

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

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

[BOE]—See Page 55

immediately so that proper procedures can be developed to assist your child. For more information call the school nurse.

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

For additional information related to concussions visit the website below.

When to Keep Your Child Home from School Because of an Illness:

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

Examples of serious illness or injury:

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

Examples of possible communicable conditions:

- Vomiting
- Loose stools/diarrhea
- Suspected communicable disease
- Nuisance condition not currently being treated, e.g., ringworm, scabies, head lice
- Red, draining eyes
- Persistent runny nose with yellow/green discharge, accompanied by fever
- Productive cough, accompanied by fever
- Undiagnosed rash

Section 504 Rights

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

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

Anne Arundel County Public Schools implements procedures to ensure a free, appropriate public education (FAPE) for students with 504 disabilities as defined by Section 504 of the Rehabilitation Act of 1973.

Parents/guardians of students with disabilities have the right to:

1. Have the school system advise you of your rights under Section 504.
2. Have your child with an identified 504 disability take part in, and receive benefits from, public education programs without discrimination because of the disability.
3. Receive all information in your native language or other primary mode of communication.
4. Have your child receive a free, appropriate public education.
5. Have your child be given an equal opportunity to participate in school programs and extracurricular activities sponsored by the school.
6. Receive notice before the school team conducts an evaluation or makes changes to your child's educational placement.

2026–2027 Immunization Requirements

Pre-K (up to 59 months)

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

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

Kindergarten—Grade 12

- DTP, DTaP, or DT/Td
  -Up to age 7 years:
  4 doses are required
  -Over age 7 years:
  3 doses are required
- 7th–12th graders—1 Tdap *(Tetanus, diphtheria, pertussis/whooping cough)*
- 7th–12th graders—1 MCV4 *(Meningococcal) (can only be given at age 11)*
- 3 Polio
- 2 Measles, 2 Mumps, 2 Rubella *(MMR)*
- 3 Hepatitis B
- 2 Varicella

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

For additional information on Immunizations, visit the Anne Arundel County Department of Health website below.

7. Inspect and review all your child's educational records, including the right to obtain copies at a reasonable cost. You will not be charged for a copy of your child's record if the cost would prevent you from inspecting and reviewing the records.
8. Request an amendment to the record if you believe information contained in the record is inaccurate or misleading or violates your child's privacy or other rights. If the school system refuses to amend the record, you have the right to request a hearing and/or to place in the record a statement of why you disagree with the information it contains.
9. Have educational evaluation and placement decisions based on information from a variety of sources and by persons who know your child's educational needs, the meaning of the evaluation information, and the placement options available in the school system.
10. Have the Section 504 Plan reviewed at least annually, if one is developed, and have the student re-evaluated every three years or before any significant change is made in your child's placement.
11. Be included in decisions or actions regarding your child's identification, evaluation, educational program, or educational placement.
12. Appeal any decision made by the Section 504 Team through the AACPS Conflict Resolution Procedures and/or to the Office for Civil Rights.

The most current information is available at the website below.

Note: For Special Education Programming see Early Childhood Services or Academics — Special Education Sections

Getting Your Child to and From School

Anne Arundel County Public Schools provides transportation by school buses and alternative school vehicles from designated bus stops for students who reside within the school's attendance area. Throughout the Parent Handbook and Student Code of Conduct, the term "school bus" is used and refers to both school buses and alternative vehicles. Transportation is dependent on your child's grade level and the distance of your residence from the school. Transportation is provided for:

- Pre-K students who live in excess of one-half mile from the school they attend.
- Kindergarten students who live more than one-half mile from their school.
- Elementary students who live more than one mile from their school.
- Middle and high students who live more than one and one-half miles from their school.

Anne Arundel County Public Schools also recognizes that for some students with disabilities transportation as a related service may be required to ensure access to the identified IEP services/program/placement.

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

Schedules & Services

Bus schedules are posted at the website below. After that, please contact your child's school for information about bus schedules.

The Transportation Division is responsible for any concern involving the school bus, including the schedule, the driver, the attendant, the bus stop location, or the bus itself. Concerns should be reported by telephone to 410-923-7890. The Transportation Division will make every effort to resolve concerns as quickly as possible. Please avoid confrontations with the school bus operators at bus stops.

Student Supervision

Pre-K/K/ECSE students enrolled in the Pre-K/K/ECSE programs will be delivered back to their bus stop in the afternoon. Drivers are not permitted to discharge any Pre-K/ECSE students without the presence of a parent/guardian. If a parent/guardian is not present when the bus arrives, your student will be taken back to school. Parents/guardians are responsible for the supervision and safety of their children receiving bus transportation from the time that children leave home in the morning until the time of boarding the school bus. The same rule applies at the time of discharge from the bus on the way home from school. The school administrator and bus personnel acquire supervisory responsibility while children are on the school bus.

School Bus Stop Safety

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

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

Meeting the School Bus K–12

There is no general provision to keep children on the school bus when parents/guardians 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 child not be placed on the bus. If you request that your child stay at the school, you must make prompt arrangements for your child's pick-up at the school.

Kindergarten, ECSE & Pre-K Identification Tags

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

Conduct on School Buses

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

Requests for Alternate Bus Transportation

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

Transportation arrangements of this nature are to be consistent for each day, morning and/or afternoon, Monday through Friday, for each school day, for the time requested. Requests for occasional, inconsistent days (i.e., every Tuesday and Thursday) or every other week will be denied. Emergency situations such as sudden illnesses or a death in the family that require exceptional transportation may be approved by the principal without five-day advance notice. Please note services are not available to areas beyond the school's attendance area. Transportation for students residing outside the attendance area is the responsibility of the parents/guardians.

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

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

Video Cameras & Audio Recording Devices

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

Unauthorized Entry Onto a Bus

School buses are the proprietary use of Anne Arundel County Public Schools with the purpose of safely transporting students to and from school or school-sponsored activities. No one other than eligible students may board school buses without the consent of Anne Arundel County Public Schools or its authorized agent. Doing so may constitute a violation of Maryland Education Article, Section 26–101, Disturbing activities at school or college.

This action also violates Maryland Education Article, Section 26–104, Obstruction, hindrance, or interference with school bus driver during official duties. Consequences for violating 26–104 may result in:

- Fine up to $1000
- Up to 90 days in jail, or both

In addition, Maryland Transportation Law 16–816 outlines that School bus drivers are not allowed to let anyone who is not a student or a school employee board or ride the bus. This rule is in place to ensure the safety of students. Exceptions may apply in specific situations, as outlined by the law.

Safety Around the School Bus

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

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

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

Walking to School

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

Crossing Guards

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

Traffic Signs & Crosswalks

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

Tips to Keep Children Safe

- Children should leave home early enough to arrive at the designated school bus stop **10 minutes** before the scheduled arrival time of the school bus. This enables the bus operator to account for students upon approaching the bus stop. Bus operators activate red flashing lights when the bus comes to a complete stop at the school bus stop. Motorists must stop for these lights. Tardy passengers cause motorists to become impatient, and some will ignore the lights. For this reason, bus operators are generally instructed not to wait for persistently late passengers.
- Walk with younger children to and from the school bus stop or make arrangements for another trusted adult such as another relative or neighbor to accompany the children. Supervise children to make sure they get to the stop on time, they wait a safe distance from the roadway, and they avoid rough play. Please respect private property.
- Teach your child to ask the driver for help if they drop something near the bus. If a child stoops to pick up something, the driver cannot see them. Storing items in a bookbag or backpack helps keep loose items together.
- Make sure clothing has no loose drawstrings and backpack straps are short so they do not get caught in the handrail or bus door. Although all drawstrings have a risk of 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.

Maryland Bus Laws

Maryland law prohibits a vehicle from overtaking or passing a stopped school bus that is operating its alternatively flashing lights. Legislation empowers local law enforcement agencies to collaborate with county boards of education to install and operate school bus monitoring cameras on school buses, to record images of vehicles overtaking or passing stopped school buses, and to impose civil penalties on vehicle owners. Under a Memorandum of Understanding between AACPS, Anne Arundel County Government, and the Anne Arundel County Police Department, BusPatrol America, LLC operates the School Bus Stop Arm Program on AACPS buses. All potential violations generated by BusPatrol are approved by the Anne Arundel County Police Department, and all decisions to issue a notice of violation are exclusively made by authorized law enforcement personnel. AACPS has no role in determining validity of potential violations or imposing notice of civil violations.



Get Involved with Your Child's School

Involved parents/guardians have a direct impact on increased student achievement. We hope you will stay involved in your child's education.

Family & Community Involvement

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

Here are a few:

Communicate with your school. Your interest and involvement in your child's education are 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.

Parents/guardians can also keep informed about school system news, events, and programs through AACPS Facebook, Family Link, and the AACPS app. The monthly Family Link can be accessed at www.aacps.org/familylink.

Learn about resources available to you as a parent/guardian by attending the Family Involvement Conference and Family Forums (www.aacps.org/family). Visit Family Academy, a library of videos, classes, and resources which provide information on student Wellbeing & Growth, Academics & Programs, and Navigating AACPS, available at www.aacps.org/familyacademy.

Support your child's academic success at home by talking about the value of education, creating a place for your child to do homework and study, monitoring homework to be sure it is completed, getting extra homework help if needed, and limiting screen time. Monitor your child's attendance and class progress using PowerSchool.

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

Get involved in Decision Making and Advocacy for your child by joining your PTA/PTO, School Improvement Team (SIT), the Citizen Advisory Committee (CAC), or Special Education Citizens' Advisory Committee (SECAC). Contact your school for meeting times, dates, and to express interest.

Collaborate with the community to strengthen your child's school by communicating with local community members and businesses to enhance services for our students.

Volunteer

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

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

Anne Arundel County Public Schools is committed to maintaining safe and secure learning environments for all students and staff. Beginning October 1, 2026, all volunteers/chaperones must complete a fingerprint-supported background check before having access to students on or off school property. Volunteers/chaperones who currently have a valid commercial background check may continue service until it expires, at which point fingerprinting will be required. Fingerprinting appointments must be scheduled through the AACPS Fingerprint Office at 410-222-5045 or by email aacpsfingerprinting@gmail.com, and additional information is available at www.aacps.org/chaperone.

Communications & Community Engagement

The Communications & Community Engagement Division builds strong partnerships among schools, families, employees, and the community to support student success. The division provides timely, accurate, and accessible communications while creating meaningful opportunities for families and community members to engage with AACPS. Responsibilities include district communications, media relations, digital communications, social media, branding, crisis communications, language access, volunteer services, family engagement, and community partnerships. The division also offers parent and caregiver workshops, supports international families, and produces educational programming on AACPS-TV (Comcast Channels 96 & 996 HD, Broadstripe Channels 96 & 496 HD, and Verizon Channels 36 & 1961 HD).

For more information, contact the Communications & Community Engagement Division at 410-224-8192.

Keeping Students Safe & Healthy

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

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

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

Bias behavior and language, bullying, cyberbullying, harassment, intimidation, and sexual harassment and misconduct are unsafe behaviors that do not reflect the mission of AACPS and respect for others as defined by the Code of Student Conduct. If a student is a target of one of these behaviors, parents/guardians, close relatives, and students can report this using the *Bullying, Harassment, or Intimidation Reporting Form,* available on the website, in the back of this handbook in the school's main office, or the school counseling office. Students should also be encouraged to report directly to a staff member or administrator.

Bias Behavior & Language

A Guide for Parents of Students Who Have Been Victims of Bias Behavior and Language (sometimes referred to as prejudice or intolerance) is a brochure that defines and explains school system procedures and legal concerns as they are described in Board of Education of Anne Arundel County Policy and Administrative Regulation JO/JO-RA-Bias Behavior and Language. It also addresses common feelings and behaviors your child may experience, suggestions on ways to help your child overcome any changes in behavior, and information on how the district can help. We encourage you to share this brochure with your child and to contact members of the Student Services team (school administrator, school counselor, school psychologist, school social worker, pupil personnel worker, or school health staff person) at your child's school for assistance. We care about the well-being of your child and stand ready to assist you and your family.

Bullying

Bullying is unwanted, demeaning behavior among students that involves a real or perceived power imbalance. To be considered bullying, the behavior must be intentional, repetitive, that includes an imbalance of power. It is important to understand the difference between bullying behavior and normal peer conflict.

Bullying is not

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

Cyberbullying

Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through texting, applications, or online via social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or hurtful content about another student. It can include sharing personal or private information about someone else causing embarrassment or humiliation. *(See also Bullying)*

Harassment

Harassment includes actual or perceived negative actions that offend, ridicule, or demean another individual with regard to race, color, ethnicity, national origin, marital status, sex, sexual orientation, gender identity, gender expression, religion, ancestry, physical attributes, socioeconomic status, homelessness, familial status, and physical or mental ability or disability.

Intimidation

Intimidation is any communication or action directed against another student that threatens or induces a sense of fear or inferiority. Retaliation may be considered a form of intimidation.

[BOE]—See Page 55

Sexual Harassment and Misconduct
Sexual harassment and misconduct include any unwelcome sexual advances, requests for sexual favors, other physical or verbal conduct, or any conduct of a sexual nature which substantially interferes with a student's educational benefits, opportunities, or performance.

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

- If you are being bullied, report early and often, tell a parent/guardian, a teacher, a counselor, or another staff member. Calmly tell the student to stop or say nothing and walk away and try not to show anger or fear.
- If you know someone who is being bullied, report early and often. If you feel safe, tell the bully to stop. If you don't feel safe, say kind words to the student being bullied. Be a friend! Don't encourage the bully by laughing or joining in. Tell other bystanders how to help stop bullying. Tell an adult. Encourage the bullied student to talk to someone.

Reporting an Incident
When a student reports to a staff member that the student is the target of bias behavior and language, bullying, cyberbullying, harassment, intimidation, or sexual harassment and misconduct, the staff member will respond quickly and appropriately to investigate and intervene, making every effort to provide the student with a practical, safe, private, and age-appropriate way of reporting. Reports will be handled by the school administration in a timely manner and, if verified, will be followed up by support from student services personnel for both the target and the student engaging in these behaviors to ensure that all students feel safe and supported. The students involved will receive support from a school counselor, school psychologist, school social worker, pupil personnel worker, or school health staff person to be sure everyone involved feels safe and supported and understands how to avoid these situations in the future.

Parents/guardians, close relatives, and students can submit the ***Bullying, Harassment, and Intimidation Reporting Form*** electronically via the Anne Arundel County Schools website at www.aacps.org or by utilizing the form located in the Student Code of Conduct right before the Glossary. This form is also available in several locations in the school, including the main office and the professional school counseling office.

Title IX

Title IX of the Education Amendments Acts of 1972 prohibits sexual discrimination which includes sexual harassment and all forms of sex discrimination. AACPS, as an education agency receiving federal funds must comply with the requirements of Title IX. This includes sexual harassment and sexual assault. AACPS must respond to Title IX complaints to ensure that each complainant receives appropriate support. Respondents are treated as responsible only after receiving due process and fundamental fairness, and school officials who participate in Title IX investigations or at any stage of the Title IX process must serve impartially without bias. Schools must offer free supportive measures to every alleged victim. Supportive measures are individualized services to restore or preserve equal access to education, protect student and employee safety, or deter sexual harassment. Supportive measures must be offered even if a complainant does not wish to initiate or participate in the formal grievance process. The law also respects complainants' wishes and autonomy by giving them the clear choice to file a formal complaint, separate from the right to supportive measures. Title IX also provides a fair and impartial grievance process for complainants and protects complainants from being coerced or threatened into participating in a grievance process. Complainants and respondents must have strong, clear procedural rights in a predictable, transparent grievance process designed to reach reliable outcomes.

AACPS Response to Title IX Final Rule
Any of the following conduct based on sex constitutes a Title IX violation:

- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity;
- Sexual assault, dating violence, domestic violence, or stalking.
- Quid pro quo (exchanges or requests for exchanges of sexual conduct or favors) harassment by a staff member (ex. better grades in exchange for sexual favors).

AACPS must respond when:

- the school has actual knowledge of sexual harassment;
- that occurred within the school's education program or activity;
- against a person in the United States.

AACPS must investigate every formal complaint (which may be filed by a complainant or by a school's Title IX Coordinator). If the alleged conduct does not fall under Title IX, then a school may address the allegations under the school's own code of conduct and provide supportive measures. An alleged victim may choose not to file a formal complaint. If the behavior described would still constitute a

violation of the Code of Student Conduct, school officials may review, investigate, and discipline in accordance with the Code of Student Conduct and AACPS policy.

Child Abuse & Neglect [BOE]

(Clery Act, 20 U.S.C. § 1092(f) | Violence Against Women Act, 34 U.S.C. § 12291(a)) [JP]

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, grooming, human trafficking, or neglect are required by law to immediately report such suspicions to the Department of Social Services at 410-421-8400 or to the police.

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

Medical & Health Issues

The School Health Room

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

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

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

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

Administering Medication [BOE]

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. 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 form at School can be obtained from your school health professional or downloaded from the website below.

Epinephrine and Bronchodilator, etc. [BOE]

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

Stock epinephrine is not sent on field trips. Parents/guardians of students with prescribed epinephrine must continue to provide the prescribed epinephrine for use at school and school-sponsored activities.

Each school has been supplied with a stock bronchodilator in all Anne Arundel County Public School health suites for administration to students experiencing signs and symptoms of asthma/respiratory distress. Asthma is a chronic respiratory disease characterized by episodes of inflammation and narrowing of small airways. Asthma attacks can vary from mild to life threatening and can impact people of all ages. Symptoms can include shortness of breath, cough, wheezing, and chest pain or tightness. Stock bronchodilators are not sent on field trips. Parents/guardians of students with prescribed bronchodilator must continue to provide the prescribed bronchodilator for use at school and school-sponsored activities.

Please contact your school nurse with any questions or concerns.

School Security

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

If you are picking your child up early from school, you must complete the sign-out process in the main office. Only parents/guardians may pick a child up from school. In the event of an emergency or with prior written permission, those listed as emergency contacts may also pick a child up from school. School personnel will require photo identification from anyone who comes to school to pick up a child. Your cooperation will help us provide a safe and orderly environment for children and staff.

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

[BOE]—See Page 55

or school buildings may be temporarily limited during security exercises or events.

Suicidal Thoughts & Gestures

[BOE]

If school employees become aware that your child has implied, stated, written about, or discussed (including through electronic communications) possible suicide or has made suicidal gestures, they will immediately report this information to the principal or principal's designee as well as a student services staff person, who will talk with your child immediately and assess the seriousness of the situation. You will be asked to discuss the course of action to be taken and may be asked to take your child to be seen by a mental health provider or the emergency room. You will be provided with resources for additional guidance and information to help you in seeking assistance

School Wellness & Health [BOE]

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

The components of the Policy AE—Wellness with activities in AACPS, as well as suggested activities which can be done at home, are on pages 15–16.

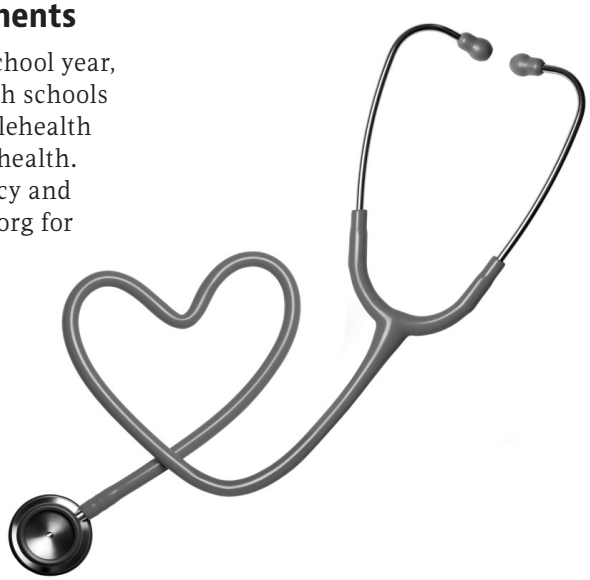
Substance Use Prevention and Intervention

Students who are experiencing substance use challenges can confidentially reach out to the school counselor, school social worker, school psychologist, and/or school nurse for help and support. All middle and high schools have the STAR (Screening Teens Access to Recovery) Program. Through this program, students can go to the health room to get a confidential substance use screening. The screening is done virtually by Anne Arundel County Adolescent and Family Services or Thrive Behavioral Health. After the screening, the student is provided with resources for support. All middle and high schools also have access to an addictions clinician through the Thrive Behavioral Health Substance Use Prevention and Intervention (SUPI) Program. This program provides brief, solution-focused substance use treatment in the school, and referrals can be made through the school counselor, school social worker, school psychologist, pupil personnel worker, and/or school nurse. Students must have parent/guardian consent to engage in the Substance Use Prevention and Intervention (SUPI) Program through Thrive Behavioral Health. There is no cost for this school-based program.

Telehealth Appointments

Starting in the 2025–26 school year, all AACPS middle and high schools will be offering limited telehealth appointments for mental health. Please review AACPS policy and regulation at www.aacps.org for more information.

Anne Arundel County Public Schools and Anne Arundel County Department of Health collaborate on a unified approach to support the Centers for Disease Control model of School Health and Wellness. Together a systematic approach is designed to connect health (physical, emotional, and social) with learning.



Components of the AACPS Wellness Policy

	What we're doing at school...	How you can help at home...
Health Services 410-222-6838	Caring for students with acute and chronic health conditions. Providing first aid, administering medications, and teaching and promoting health education. .	Attend routine well-visits with your child's primary care physician. Contact the school nurse if your child has a health condition that could interfere with their education.
Health Education 410-222-5460	Students in elementary, middle, and high school focus on building health literacy skills. Health literacy refers to the ability to obtain, interpret, and understand basic health information and services which can, in turn, be used to support the use of refusal skills, interpersonal communication skills, decision making skills, and promote advocacy.	It is recommended that parents and guardians practice healthy behaviors, which include making healthy decisions, setting healthy and attainable goals, and engaging in health-enhancing behaviors (e.g., exercising on a regular basis, using stress-coping strategies, reducing screen time, and avoiding the use of nicotine products, alcohol, and other drugs).
Physical Education & Physical Activity 410-222-5460	The undisputable evidence shows that the more active students are, the better they perform academically. Students receive standards based physical education at all levels: 1-hour of physical education at the elementary level, three quarters of physical education every other day at the middle school level and must graduate with one full credit at high school level. Teachers may integrate "Brain-Boost" activities into instruction and call upon kinesthetic learning opportunities to enhance student achievement.	Exercise and sleep help the body fight off simple illnesses; include active play in your child's schedule as often as possible and support adequate sleep. Students should be encouraged to include at least 60 minutes of moderate to vigorous physical activity a day and receive 10-12 hours of sleep a night as prescribed by the Centers for Disease Control and Prevention. Additionally, strive to limit screen time. The American Academy of Pediatrics recommends less than 2 hours a day of screen time for children between the ages of 5-18.
Physical Environment 410-439-5658	All new schools and major renovations are constructed to meet the standards of LEED silver. LEED schools increase natural daylighting, improve indoor air quality, and have improved lighting and sound controls in indoor spaces. They also promote the use of outdoor spaces such as courtyards and outdoor classroom spaces to increase students' time in nature. Robust recycling, integrated pest management, preventative maintenance, and green cleaning programs keep up safe and comfortable learning environments.	Recycling, rainwater collection, composting, and using green cleaning products promote sustainability in the home. Bike riding and walking to school on safe routes increases time in nature.
Nutrition Environment & Services 410-222-5900	School meals provide students healthy, balanced food options to nourish their bodies and set them up for a successful school day. Lean proteins, whole grains, and low-fat milk are offered, and students are encouraged to fill half their plates with a variety of fruits and vegetables from the self-serve salad bar. School menus, nutrition information, including allergen information, and product ingredient lists can be found at www.aacpsschools.org/nutrition.	Encourage your students to participate in the school meals program. Talk to them about the meal offerings at school and what they choose. Encourage your students to try new food items both at school and at home. Be a role model and encourage your child to eat a variety of foods. Plan a meal together. Discuss what a healthy meal looks like and the ingredients you will need to create the meal. Shop, prepare, and eat the meal together.

Components of the AACPS Wellness Policy

	What we're doing at school...	How you can help at home...
Employee Wellness 410-222-5221	AACPS believes that the healthy lifestyle of staff sets a good example for students and ultimately enhances the learning process. Wellness activities and programs for staff are offered at the system and school levels.	Move more, plan meals with your family, and practice positive coping skills to manage stress. Take advantage of free wellness services through the Employee Assistance Program and CareFirst WellBeing Programs.
School Counseling, Psychological Services, School Social Work, & Pupil Personnel 410-222-5325	Classroom, small group, and individual instruction and/or counseling provide students with the attitudes, knowledge, and skills that support mental wellness and positive behaviors for school success and engagement.	Reach out to your child's school counselor, school psychologist, school social worker, pupil personnel worker, or school nurse for resources and strategies that you can use at home to support your child's emotional, mental health, and physical well-being.
Family Engagement 410-224-8192	AACPS provides virtual family support through the AACPS Family Academy (www.aacps.org/familyacademy), offering workshops, resources, and learning opportunities to help families support their children's education. Schools also host workshops that promote student and family wellness.	Talk to your children about their school day and stay connected by attending school events and volunteering. Visit the Family Academy to explore resources and learning opportunities. Family involvement has a strong impact on student success.
Community Involvement 410-222-5309	Establishing partnerships with community members, businesses, and organizations to support healthy initiatives for students and staff within the school and outside of the school building.	Advocate for your students by asking questions about them and the school. Model community engagement and being an agent for change for your students by allowing them to see you create partnerships within the school and broader community. Develop relationships with role models in the community that could spark aspirations for college/career.
Social & Emotional Climate 410-222-5280	School wide programming supports a positive school climate. Through the use of advisory lessons, community building circles, cultural events, wellness practices, and whole school initiatives, schools cultivate a safe and supportive learning environment for all students.	Talk to your child about the events at school and encourage their participation. A strong home-school connection can help foster healthy social and emotional development and reinforce the practices taught at school.



Beginning the School Year

Student Information

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

Emergency Card Verification Report
Contact one will receive an Emergency Card Verification Report via email containing the information we have on file for your child. Read the information carefully and make any necessary changes.

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

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

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

Changes to school schedules caused by inclement weather or other emergency conditions are announced by voice, email, and text message through AACPS' Alerts system; posted on the school system's website (www.aacps.org), Facebook page (www.facebook.com/aacps), X (Twitter) page (@AACountySchools), and Instagram page (aacountyschools); communicated through AACPS' mobile app (available to the public); and broadcast on major area radio and television stations, including AACPS-TV (www.aacps.org/cable). Notices are also posted on the X (Twitter) pages for all county schools.

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

A banner alert at the top of the AACPS website, www.aacps.org, also places where families and the public about situations such as cancellations of after-school activities, bus delays, and single-school closures.

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

School Closing Announcements

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

There are generally three realistic possibilities for alterations to the start of the school day.

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

Code Blue with Liberal Leave—
Schools are closed but central offices are open (although perhaps on a delayed schedule).

Two-hour Delayed Opening—
Schools and offices will open two hours later than normal, with buses picking up students two hours later than their normal times.

No Announcement
School hours are not being adjusted.

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Federal Parent/Pupil Survey

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

The U.S. Department of Education has requested that each survey form be signed and dated by the parent/guardian. Multiple children may be claimed on a single form.

Elementary Schools and Special Centers will distribute the Parent/Pupil forms to the students via email with instructions to have their parents/guardians complete and submit the survey to the school on the next school day. Secondary Schools, Home and hospital teaching, Non-Public, and Infant/Toddler programs will distribute the forms to all students with instructions to have their parents/guardians complete and return the survey by U.S. Mail to Anne Arundel County Public Schools in the self-addressed, stamped envelope provided.

School Meals

School Meals are offered to all students beginning in August. Students are charged for meals according to the student's meal eligibility. If you qualify for free or reduced-price meals, both school breakfast and lunch are free. Meal Benefit Applications are available beginning in August. Meal Benefit Applications do not carry over year to year. If you believe you qualify for free or reduced-price school meals complete a new meal benefit application. To complete a Meal Benefit Application for this school year, visit visit www.aacps.org/applyformeals.

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

Breakfast is usually served 15 minutes prior to the start of the school day. The time of lunch service varies at each school. School lunch is served between the hours of 10:00 am and 2:00 pm.

Additional site-specific programs and services may also be available which include after-school meals.

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

Breakfast and Lunch

The breakfast meal includes:

- a half pint of fat free or low-fat milk.
- 100% juice and/or fruit.
- one or two servings of whole grain rich foods such as a muffin or cereal.
- one serving of a protein food such as yogurt or a cheese stick.

The lunch meal includes:

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

Pre-Pay for Meals at School or Online

For your convenience, FNS offers the option of pre-paying for breakfast and lunch. Pre-payments may be made directly to the school cafeteria or via the MyPaymentsPlus Online Pre-Payment System. At no cost, MyPaymentsPlus allows families to:

- create a free, secure account.
- check your child's current account balance.
- monitor the food and beverage items your child purchases.
- create settings to receive email notifications when the account reaches a low balance.

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

- make a prepayment into your student's account using an electronic check, credit card, or debit card at www.MyPaymentsPlus.com or by calling 877-237-0946.
- create settings to automatically replenish your child's account when it reaches a low balance.

Pre-paying is encouraged as it:

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

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

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

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

Creating a MyPaymentsPlus account:
Visit the website and follow the onscreen directions to register your child using their student ID number (available from your child's school). Contact the MyPaymentsPlus support center at 877-237-0946 if you need additional assistance.

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

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

All children are treated the same regardless of ability to pay. No child will be discriminated against on actual or perceived: race; ethnicity; color; religion; national origin; sex; age; marital status; sexual orientation; gender identity; gender expression; disability; or homeless status.

How to Apply

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

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

Paper Application
Available upon request. Return the completed application to your child's schools for processing. Once validated, eligibility status letters will be sent home.

Student Accident Insurance

Anne Arundel County Public Schools does not provide medical or dental insurance for injuries to students that occur while the student is at school or when off school property while they are involved in a school-related activity. However, Anne Arundel County Public Schools has made arrangements with a private insurance agency providing several student accident insurance coverage plans that parents/guardians may purchase for a modest premium. If you do not have health insurance, this insurance may be a resource to consider. Additionally, even if the student has health insurance, these plans can help fill expensive "gaps" caused by deductibles and co-pays.

Coverage can be purchased at any time during the school year. For further information contact the Insurance Management Office at 410-222-5223.

School Meals are offered to all students beginning August 24, 2026. Students are charged for meals according to the student's meal eligibility.



School Meals Online Application: www.mypaymentsplus.com/

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During the School Year

Attendance [boe]

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

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

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

Lawful Causes of Absence

- Behavioral Health Needs
- Death in family
- Illness
- Religious holiday
- Court appearance
- Suspension
- State of emergency
- Hazardous weather conditions
- Work approved or sponsored by the school
- Lack of authorized transportation (excluding students suspended from bus for disciplinary reasons)
- A visit with a parent/guardian who is an active duty member of the uniformed services and has been called to duty for, is on leave from, or immediately returned from deployment to a combat zone or combat support posting
- Other emergencies or circumstances approved by the Superintendent
- Pregnant and parenting student needs

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

A student who is lawfully absent will be allowed to make up work within a reasonable number of days and will receive credit for that work. A student who is unlawfully absent will not be allowed to make up work. In certain cases, where extenuating circumstances exist, the principal may recommend awarding credit for those assignments.

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

Home and Hospital Teaching

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

All county high schools will award credit based upon the established policies and regulations of Anne Arundel County Public Schools. Grades earned by students for course work completed while on home and hospital 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 and hospital teaching.

Complaint Procedures [boe]

Each school will accept and consider reasonable individual and group complaints. A complaint is a claim that there has been a violation or misapplication of a written provision of school policy, regulation, or law. If formal legal advice is deemed necessary by either party or if the case alleges a violation of law that may lead to litigation, the complaint will proceed immediately to the Superintendent. Please refer to Regulation JCH-RA-Student Complaints Related to Policy, Regulation or Law.

Informal Levels of Complaints

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

If the student or parent/guardian is not satisfied or does not receive a decision within 10 school days, a conference should be arranged between the student and/or the parents/guardians and the principal or principal's designee. The conference shall take place within 10 school days.

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.

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.

Formal Levels of Complaints Level I
If the student or parent/guardian is dissatisfied with the decision reached at the informal level of the complaint procedure, the student or parent/guardian will, within 10 school days of the decision, file a formal written complaint to the principal, indicating the specific regulation, policy, or law violated. The principal, upon receipt, will meet with the student or parent/guardian, and render a written report, including specific recommendations, within 10 school days.

Level II
If the student or parent/guardian is not satisfied with the decision rendered at Level I, or if the decision is not rendered within 10 school days, the student or parent/guardian will refer the complaint to the appropriate Assistant Superintendent for Instruction and School Performance within 10 school days. Such complaints and appropriate records will be forwarded through the principal's office. The appropriate Assistant Superintendent for Instruction and School Performance will render a decision in writing within 10 school days.

Level III
If the student or parent/guardian is not satisfied with the decision rendered at Level II, or if no decision is rendered within 10 school days, the student or parent/guardian will refer the complaint to the Associate Superintendent, Division of Instruction and School Performance. The Associate Superintendent will, within 10 school days, render a written decision.

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

Level V
If the student or parent/guardian is dissatisfied with the decision rendered at Level IV, or if no decision is rendered within 10 school days, the student or parent/guardian will refer the complaint to the Board within 30 calendar days.

Custody

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

Field Trips [boe]

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

Fundraising [boe]

Fundraising projects by students or parents/guardians 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. Monies raised for, donated to, or transferred to a school are the sole property of the school, subject to AACPS policies, regulations, and guidelines.

Home Communications [boe]

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

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

Pest Management

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

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by emphasizing occupant education, zone monitoring, and establishing action thresholds, improving sanitation, structural controls and repairs, and universal notification to all parents/guardians, and staff. Chemical pesticides are used as a last resort in this effort.

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

A listing of the common chemical pesticides that might be applied in AACPS school buildings or on school grounds can be found on our website. Those parents/guardians or staff members who do not have access to the internet, or email, and wish to receive the common chemical pesticide listing via non-electronic formats, may do so by contacting the Environmental Health and Safety Office at 443-770-5950.

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 described universal written notification procedures, Maryland law allows parents /guardians of children and staff in middle and high schools the opportunity to be placed on a separate pesticide application notification list. If you desire to be on this separate list, please check the appropriate box regarding pesticide notification on your child's Emergency Card Verification Report and return it to your child's school.

Copies of the Safety Data Sheet, labels for any pesticide being applied, pesticide application records, IPM inspection records and/or answers to specific questions regarding the Integrated Pest Management Program may be obtained by contacting the Facilities Division, Environmental Health and Safety Office at 9034 Fort Smallwood Road, Pasadena, MD, 21122 or by calling 443-770-5950.

Reducing Energy Use

Anne Arundel County Public Schools is continually working on energy conservation by upgrading building equipment, replacing lights with LED technology, maintaining existing equipment in good working order, as well as renovating existing schools with new equipment, or constructing new schools to exceed the latest energy efficiency codes. In parallel, AACPS actively participates in the BGE Smart Energy Savers program and has historically captured over $6.5 million dollars in rebates as part of these building upgrades and renovations and is pursuing $800 thousand more. These funds help support future sustainability projects. AACPS has also partnered with Enel X, North America to review and analyze real-time energy usage in our 50 largest schools, which make up two-thirds of our building stock. Through this agreement we are able to identify inefficient equipment operation and quickly recommend corrective actions to avoid extraneous waste. Through this agreement we are also rewarded for reducing our electricity during times of peak grid stress where brownouts or blackouts may be imminent. This energy reduction is achieved by limiting HVAC loads as well as unnecessary lighting and miscellaneous plug loads in the schools when not needed. These actions help avoid higher energy costs, stabilize the regional power grid, and protect the environment. AACPS also participates in two solar power purchase agreements that support local clean energy, regional air quality, and lower our cost of electricity. For more information call the Facilities Energy Conservation Office at 443-770-5282.

School Improvement Process

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

Each school in Anne Arundel County has a School Improvement Plan (SIP) that is developed and modified regularly by the School Improvement Team (SIT), consisting of teachers, administrators, other school staff, parents/guardians, and at the high school level, students. The SIP identifies school needs and lists specific efforts that will be undertaken to reach the AACPS goal to elevate all students and eliminate all gaps.

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

Social Media [boe]

The Board of Education has approved two policies and two regulations—GAOO/GAOO-RA, Employee Use of Social Media, and JCCC/JCCC-RA, Student Use of Social Media—regarding the use of social media by employees and students for instructional use in Anne Arundel County Public Schools.

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

The *Emergency Card Verification Report* signed by a parent/guardian contains two permission questions regarding social media. Permission for your child to access social media for instruction is independent of permission for your child to be interviewed, photographed, or videotaped for AACPS and other media ventures (which may include posting on social media). A parent/guardian may give permission for their child to be photographed without giving permission for that child to access social media in the classroom

Student Equity

The Office of Equity provides multiple levels of support to empower offices, schools, families, and the AACPS community to achieve our collective goal—Belong, Grow, Succeed. The Office of Equity promotes achievement for ALL students using an approach that supports schools in developing and maintaining a responsive, equitable school culture, and facilitates the implementation of engaging, culturally responsive and relevant, research-based, differentiated instruction. The Equity Office's mission is to serve and support students, offices, schools, and families in a manner that is positive, purposeful, and proactive.

Our Focus

To support all students to BELONG, GROW, and SUCCEED by collaborating with appropriate AACPS offices, administrators and teachers to create an equitable school culture, developing and implementing research-based equitable practices and instruction; and supporting active family involvement.

Our Objectives

- Facilitate professional development for Equity Leads designed to offer concrete strategies to create a positive, equitable culture and improve the quality of instruction.
- Facilitate professional development to support both new and experienced administrators in building leadership capacity within themselves and their staff.
- Share resources and research-based best practices to all AACPS employees via professional development.
- Collaborate with partners to create additional opportunities to support school initiatives and increase parent/guardian involvement.
- Generate awareness of countywide and the Office of Equity initiatives, facilitate discussion, provide resources, and recognize the efforts of schools.

Student Records [boe]

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

Release of Student Information

The federal Every Student Succeeds Act requires high schools to provide to military recruiters, upon request, access to names, addresses, and phone numbers of high school students unless it is requested that the information not be released to military recruiters using the form available. Similarly, Board policy also requires schools to release information to colleges or other higher education institutions upon request. If you do not want AACPS to disclose this information to either military recruiters or higher education institutions without your prior written consent, please complete the "Opt-Out Form" available at high schools or on the ***Emergency Card Verification Report.***

Access to Official Student Records

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

A student record is maintained for every student who is attending or has attended Anne Arundel County Public Schools. Records may be maintained in the student's school or by school staff who provide services to the student. These records are confidential. Parents/guardians 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



Social Media: www.aacps.org/employeesocialmedia & www.aacps.org/studentsocialmedia

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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/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing their tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

The complete student record will be sent, upon request, when a student transfers to another school, public or private. Schools are required to keep a list of every person obtaining information from a student record other than those specifically authorized in Anne Arundel County Public Schools. Questions regarding the 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/guardian or student, 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/guardians or eligible students should submit a written request to the school principal or the principal's designee identifying the record(s) they wish to inspect. The principal or designee will make arrangements for access and notify the parent/guardian or eligible student of the time and place where the records may be inspected. Parents/guardians may also request a copy of the student's record. A predetermined per-copy cost and any necessary postage will be charged unless such a fee would preclude the parent/guardian from having access to the record. In the absence of a legal document stating otherwise, either parent/guardian of a student has the same rights as the other concerning access to the student's records.

Parents/guardians 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 to the school principal clearly identifying 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/guardian or eligible student, the parent/guardian or eligible student will be notified of the decision and advised of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student at that time.

Directory Information

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

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

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

Resolving Issues

The school may attempt to resolve any other issue regarding records with an informal meeting. If a mutually agreeable solution is not reached, the parent/guardian 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/guardians may file complaints with the U.S. Department of Education, Family Education Rights and Privacy Office at 400 Maryland Avenue SW, Washington, DC (District of Columbia) 20202.

For More Information

Parents/guardians desiring more detailed information should refer to Regulation JH-RA-Student Records, which is available for review at the school or by visiting www.aacps.org. If you have any questions concerning this matter or wish to have this information translated into a primary language other than English, please contact the principal of the school in which your child is enrolled.

Directory Information

In accordance, with State and federal laws, directory information includes student's:

- Name
- Address
- Schools attended

Students & Technology [boe]

Acceptable Internet Use

Your child will have the opportunity to use Anne Arundel County Public Schools' devices and network, which includes access to the Internet. Using the Internet is permitted at all grade levels and in compliance with Administrative Regulation DI-RA—Technology Use and Security. The Internet provides limitless instructional resources available for teacher and student use. Anne Arundel County Public Schools has implemented an Internet web content-filtering system to ensure that students access information consistent with the goals of our instructional program.

While AACPS stays vigilant and uses blocking and restriction technologies, the school system cannot guarantee comprehensive control of, or censor, illegal, defamatory, inaccurate, obscene, or potentially offensive materials that may be transmitted via

the Internet or through the network. Accessing the Internet in school or at home requires appropriate adult supervision. Parents/Guardians should actively monitor student access to the Internet.

Your student is responsible for appropriate behavior while using the school's computer network or using an AACPS device, account, or application and may be disciplined for failure to act accordingly, consistent with the Student Handbook. Consequences for inappropriate use of technologies or the Internet are addressed in regulations JCC-RAA—Technology Use by Students, DI-RA—Technology Use and Security, and in the Code of Student Conduct (pp. 16–21 Technology Misuse).

Grades 9 though 12 students will:

- Receive an assigned computing device. Families will be provided with the opportunity to obtain device insurance for assigned devices if necessary.

Grades PK through 8 students will:

- Receive a loaner computing device upon request, per the terms of the AACPS Student Device Loaner Program, if devices are available. Families will be provided with the opportunity to obtain device insurance for all loaned devices.

All students will:

- Assume responsibility for loss, theft, or damage to the device and power adapter. The cost of replacement or repair of this device is based on the current model used by AACPS and is determined at the time of incident.
- Take appropriate steps to prevent loss, theft, or damage (except for damage attributed to normal wear and tear as determined by AACPS), or misuse of the device.
- Report a lost, stolen, or damaged device to the principal/designee at their school immediately.
- Use personal assistive technology in schools, if approved for instructional purposes. Students may connect approved personal assistive technology to the AACPS Hotspot guest wireless network.
- Use appropriate language in a courteous and respectful manner in electronic communication.
- Use only AACPS-approved tools and electronic or cloud-based resources (e.g. Microsoft Office 365, Microsoft Apps, Google Workplace for Education, Google Apps, Canvas, Adobe Creative Cloud, etc.).
- Maintain the privacy of their personally identifiable information such as name, address, phone number, account passwords, social security numbers, and respect the same privacy of others.
- Use assigned AACPS user accounts and passwords only for school related activities and schoolwork.
- Use assigned AACPS user accounts and devices in an ethical, responsible, and legal manner for school related tasks.
- Comply with and respect copyright law, fair use guidelines, as well as intellectual property rights of others.
- Return all assigned technology devices to the enrolled school before the last day of school or withdrawal from AACPS. This includes transfer to charter schools and Home and Hospital.
- Transport devices properly, with the screen closed, to prevent bending, torquing or damage.
- Clean screens with soft, dry microfiber cloth or anti-static cloth.

All students will not:

- Use any AACPS user account for non-school related activities.
- Share user account information or passwords with others.
- Use electronic or cloud-based resources for commercial, personal, or illegal purposes in any manner that would violate AACPS Board policies, administrative regulations, or State or Federal laws or regulations.
- Conduct unauthorized copying or storage of licensed software, download or copy files without permission, or install personal software on computers.
- Remove or damage hardware, software, applications, or peripherals.
- Attempt to override or bypass security restrictions or content filtering on computer devices, networks, or Internet access.
- Access unauthorized hardware or software.
- Access hardware or software with the intent to do harm.
- Create, access, or distribute offensive, obscene, bullying, or inflammatory materials electronically.
- Connect non-AACPS approved personal devices such as laptops or mobile devices to AACPS' administrative network.
- Loan, sell, or transfer ownership of assigned technology devices, bags, and/or peripherals.
- Consume food or beverages around the device.
- Deface devices with writing, drawings, stickers, or intentional scratches.
- Place heavy objects on top of the device.



[BOE]—See Page 55

Academics

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

Special Education [BOE]

Anne Arundel County Public Schools is committed to ensuring all students with disabilities have access to appropriate services and educational opportunities to which they are entitled to under federal and state laws. The AACPS Division of Specialized Instruction and Early Intervention Services supports this commitment adhering to our mission to provide all students with disabilities (birth through 21) access to high quality specially designed instruction and resources through a continuum of services and supports that equip students and their families with the skills and competencies to exit AACPS college, career, and community ready. We want our students to:

- Continue to accelerate learning
- Contribute to their communities in meaningful and positive ways, and
- Develop independence.
- This vision is the establishment of a dynamic and responsive learning community of general and special education for students with disabilities where:
- All educators are united in a common commitment and are accountable to ensuring that all students succeed;
- Access to general education curriculum and standards is prioritized with rigorous expectations;
- Best practices and proven, researched-based strategies are incorporated in instruction and monitored for effectiveness; and
- All stakeholders are valued as partners in the decision-making process.

Decisions for how eligible students are to receive their special education and/or related services are made within the Individualized Education Plan (IEP) Team process and are based on the services needed to implement a student's IEP. Services are provided in the least restrictive environment (LRE) in the home school to the maximum extent appropriate alongside students without disabilities. A continuum of services in the LRE is offered to students with disabilities. If you believe your child might have learning challenges related to a disability, and your child is attending an AACPS school, you can request a referral by submitting a written request through the school principal. If you have concerns or suspicions about a school-age child possibly having a disability in a private or religious school setting, please contact us at 410-424-3287. Parents can also contact the Child Find Office at 410-424-3280 to arrange a screening appointment if they suspect delays or disorders in children between 2 years and 10 months old and their 5th birthday. For more information, please call the Division of Specialized Instruction and Early Intervention Services at 410-222-5410.

English Language Development

The English Language Development (ELD) program delivers asset-based linguistic and academic support to English learners in order to provide equitable access and opportunity to meaningfully participate in a comprehensive education grounded in the needs of the whole child.

ELD instructional services foster the development of academic language skills in listening, speaking, reading, and writing across the content areas. ELD teachers provide linguistically focused instruction aligned to grade-level content and standards, including the Language for Language Arts, Language for Science, Language for Mathematics, Language for Social Studies, and Language for Social and Instructional Purposes. Based on individual school needs, elementary ELD teachers may implement instructional models on a continuum from focused small group instruction to integrated language development within the grade-level classroom setting. Middle and high school English learners take specific ELD courses, and/or receive instruction with an ELD teacher within the content classroom setting.

Decisions about a student's level of ELD services and support are evaluated on an ongoing basis and are informed by data such as WIDA English language proficiency assessments, ELD teacher and counselor recommendations, progress toward grade-level academic standards, and high school credit accumulation.

Student Eligibility for English Language Development Instructional Services

The English Language Development program provides instruction to identified English Learners (ELs) at all schools K–12. Upon registration in AACPS, a home language survey is completed by all enrolling families to determine potential eligibility for EL screening. Based on the English Language screening results, students may be identified as eligible for ELD instructional services. For more information, please contact the Office of English Language Development at 410-222-5416.

English Language Development Program Goals

- To encourage a system-wide asset-based approach to language which supports the development of linguistically diverse students as multilingual participants in global society.
- To build language proficiency among elementary and middle school English learners in order to foster the development of academ-

ic literacy, mathematical competence, and social growth.

- To build English language proficiency among high school English learners in order to ensure all English learners graduate high school with adequate preparation to become globally competent participants in society, post-secondary institutions, and the workforce.
- To equip all educators with the knowledge and skills needed to support the linguistic, academic, and social-emotional growth of English Learners.
- To create access and opportunity for linguistically diverse families to support their child's learning in partnership with schools.

The International Student and Family Welcome Center (IWC)

The IWC is the first point of contact for international students entering Anne Arundel County Public Schools. Staff at the IWC welcome and support international families through the registration process and provide information about what to expect in US schools. The IWC team supports international students and families by:

- registering students for an AACPS school,
- administering screenings for English Learner Identification, and
- sharing information about community services and resources.

Which students should register at the IWC?
Students who are new to the United States, including those who have attended school in another country, should register at the IWC.

Which students should register at their home school?

- All new kindergarten students, including those whose home language is not English.
- All new students in Grades 1–12 who are transferring from another school system in the United States including those whose home language is not English.

How do students register at the IWC?
The registration process includes verification of documents such as birth records, proof of residency in Anne Arundel County, immunization records, proof of tuberculosis testing, and an evaluation of prior school transcripts. At the time of registration, students are screened for English language proficiency in order to determine eligibility for ELD services.

The IWC is located at 1411 Cedar Park Road, Annapolis, MD 21401. Please call 410-263-6420 or email IWC@aacps.org for an appointment. For more information visit aacps.org/iwc.

College & Career Readiness

The AACPS Division of College and Career Readiness provides a wide array of programs designed to prepare students for success in post-secondary education, miliary, and direct entry to the workforce. Academic rigor is emphasized through Advanced Learning, Advanced Placement (AP), and the International Baccalaureate (IB) program, while specialized interests are cultivated in the Apex Arts Magnet and STEM programs. For those focused on practical skills, the Career and Technical Education (CTE) and Career Coaching initiatives, including the Triple E (Enhancing Elementary Education) and Signature Programs, connect classroom learning to real-world industries. Students can also gain leadership and civic experience through JROTC, AVID, and Service-Learning requirements. Furthermore, the Early College Access Program (ECAP) and Career Connect Learning offer unique opportunities to earn college credit or participate in paid apprenticeships before graduation. Together with Co-Curricular activities, these diverse pathways ensure every student is equipped with the tools necessary to thrive in their chosen future.

What is College and Career Readiness and why is it important?
College and Career Readiness (CCR) represents the shared goal that every student will graduate prepared to thrive in college, the workforce, and the community. Established by the Maryland State Department of Education (MSDE), CCR guides the commitment of Anne Arundel County Public Schools (AACPS) to provide all students with the knowledge, skills, and experiences they need for future success.

From the very first days of Pre-K and Kindergarten, AACPS provides intentional programming designed to guide students toward becoming college and career-ready before graduation. Throughout their educational journey, every student engages in personalized, future-focused CCR and Support Pathways that align with their unique strengths and aspirations.

As part of the state's Blueprint for Maryland's Future, AACPS works with the aim that all students will reach CCR by the end of 10th grade. Achieving this milestone opens the door to advanced Post-CCR Pathways, where students can continue to grow their skills and explore their future. These opportunities include rigorous academic options such as Advanced Placement (AP) and International Baccalaureate (IB) courses, dual-enrollment through the Early College Access Program (ECAP), and hands-on learning in Career and Technical Education (CTE) programs. Each pathway empowers students to build on their achievements and prepare for success in college, careers, and life. More information can be found at www.aacps.org/ccr.

Grading — Overview [BOE]

Regulation II-RA-Grading ensures consistency among schools and clearly defines how schools will work with students to increase academic achievement and mastery of content. Grades must reflect students' mastery of content standards and skills, with clear expectations for assessment

[BOE]—See Page 55

practices, homework, grading scales, and timelines for feedback. The *AACPS Grading Manual* further provides a comprehensive framework for how student achievement is evaluated, recorded, and reported across elementary, middle, and high school levels.

Expectations and Communication

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

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

Teachers and schools shall maintain records of student progress. It is expected that teachers shall enter graded student work into their electronic gradebook and return that work to students within 5 school days of it being submitted to the teacher. However, it is recognized that to provide meaningful feedback to students on certain projects or lengthy papers teachers may not be able to read/review and post the grade within 5 school days. In such cases, the teacher will communicate with students and parents/guardians as to when these assignments will be graded and returned.

School staff shall report student progress to students and parents/guardians on a regular basis. Report cards will be issued four times during the school year. Pre-K and Kindergarten Progress Reports will be issued at the conclusion of each semester. The dates of distribution will be printed in the official Anne Arundel County Public Schools calendar.

At the beginning of a grade or course of study, secondary school teachers shall provide to students and make available to parents/guardians a written course outline, syllabus, or overview of grade/course expectations detailing the content, skills, and standards students are expected to master. It shall also include the grading processes to be applied consistently, including information regarding the weighting of various types of assignments and assessments and the consequences of work submitted after the due date; the frequency and types of assessments; the teacher's availability for reteaching and reassessment; the types of assessments which do and do not qualify for reassessment; the procedures parents/guardians can use to contact the teacher for missed and late assignments; the process for obtaining make-up work; the means by which parents/guardians shall receive student progress and grades; and any additional information for parents/guardians and students. All course syllabi are to be approved by the school principal.

In addition, secondary course syllabi shall include the following language: *Per AACPS Grading Manual; students may redo a certain number of assessments and/or assignments each quarter. Students are encouraged, but not required, to participate in teacher-led reteaching. All redo items must be completed within five to ten days of receiving the original grade and may only be redone one time. The higher of the two grades will be used for calculating the student's quarter grade. Assessments or assignments due during the last week of the quarter are not eligible.*

Grading — Elementary School

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

Pre-K and Kindergarten

Pre-K and Kindergarten progress reports are used to report student progress to parents/guardians. When completing the Progress Report, a teacher shall use grade codes to indicate ***consistently*** *demonstrates, progressing in the development of the skill,*

Elementary School Grading

Grade Codes for Pre-Kindergarten, Kindergarten & Grade 1

CD—*Consistently Demonstrates Skills Behaviors Independently*
The student exhibits the skills independently with minimal teacher intervention.

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

EM—*Emerging*
The student exhibits the skill with consistent teacher assistance and support.

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

Reading Level Codes for Grades 1–5

3 — Above Grade Level
2 — On Grade Level
1 — Below Grade Level

Letter Grades for Grades 2–5

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

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

emerging in the development of the skill, or *needs development for specific skills* for each class and each expected student behavior.

Grade 1

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

In Grade 1, report cards shall indicate ***consistently*** *demonstrates, progressing in the development of the skill, emerging in the development of the skill,* or *needs development for specific skills in Art, English Language Development, Expected Student Behavior, Math, Music, Physical Education, Reading, Science, Social Studies, and Writing*

Grades 2–5

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

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

In Grade 2–5, report cards shall indicate *consistently demonstrates, progressing in the development of the skill, emerging in the development of the skill,* or *needs development* for specific skills in Art, Chorus, English Language Development, expected student behaviors, Health, Instrumental Music, Music, and Physical Education.

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

Grading — Middle School

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

The marking period grades, based upon the final percentage of points earned divided by points possible, shall be calculated to the tenths place, and then rounded to a whole number (0.5 and higher rounds up), and shall appear on the report card.

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

Single marking period courses shall receive a final percentage grade equivalent to the percentage grade earned during that marking period. The percentage and the letter grade shall appear on the report card as the final course grade. In core subjects (English Language Arts, Social Studies, Science, Mathematics, and World Languages), students shall take a quarterly/district assessment. These online assessments are aligned to course standards and are used to monitor student progress. The score on the quarterly assessment counts as 10% of the quarter grade.

Credit Classes

Maryland State Department of Education regulations determine the requirements for students earning high school credit for a course taken in middle school. The Code of Maryland Regulations (COMAR) 13A.03.02.04 states that credit toward high school graduation may be earned by middle school students if the student has taken a high school level course meeting the local school system curricular objectives.

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

Additionally, according to Board Policy II and Administrative Regulation II-RA-Grading, credit will be awarded upon entering ninth grade. The course grade will be calculated in the student's grade point average (GPA) the same as other high school courses, including courses with weighted grades. Failure to pass the course will negatively impact a student's high school GPA. If a student is struggling with the high school course and is not earning at least a grade of C, the student and parent/guardian are encouraged to meet with the principal's or designee to discuss appropriate options.

Transfer Students

Students transferring from a public school, a Maryland State Department of Education (MSDE) approved nonpublic school (Grades 6–12 or Grades K–12), or from an out-of-state nonpublic school (credits accepted by the state's public high schools) will have their course history evaluated by content coordinators to determine if AACPS will acknowledge/accept the credit.

Students enrolling from an MSDE non-approved nonpublic school (church exempt) or a home school program (including online, correspondence, virtual, and distance learning high schools) will be awarded credits based on an evaluation of documentation (transcripts, report cards, curriculum content, etc.). A Transition Plan developed by the High School Transition Liaison may require that the student test for credit to determine course proficiency. Elective course credit will be determined through documentation without assessment. Courses for which credit

has been assigned will receive a "Satisfactory" (S) grade without impact on the grade point average (GPA).

Please see the Home Instruction website for details (www.aacps.org/homeinstruction) or call the Home Instruction office at 410-222-5457.

Grading — Middle & High School

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

Teachers will indicate the number of qualifying assessments, activities, or assignments that demonstrate knowledge of course content, skills, and standards per marking period for which students may have an additional opportunity to improve their scores. To qualify, students must have completed and submitted the original assessment, activity, or assessment by the due date. Teacher-facilitated reteaching is recommended (before, during, or after school). Within five to ten school days of receiving the returned original graded work, students must complete and submit the new assessment, activity, or assignment. The higher grade shall be the grade of record. Work that may not be reassessed includes homework, quarterly assessments, and assessments, activities, or assignments completed during the last week of the marking period.

Late Assignments and Assessments

Assignments and assessments shall have a due date. Assignments and assessments submitted within four class periods of the due date shall be accepted and graded with teacher feedback. A 10% penalty shall be applied to late assignments or assessments for each class period they are submitted beyond the due date. Assignments and assessments that are submitted between five and seven class periods beyond the due date shall receive a grade of 50%, and these assignments or assessments will not receive teacher feedback. All assignments or assessments shall be submitted no later than the end of the marking period. Assignments or assessments not submitted or submitted eight or more class periods after the due date shall receive zero.

Middle & High School Grading

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

100% – 90% = A
89% – 80% = B
79% – 70% = C
69% – 60% = D
Below 59% – 50% = E

Weighted Grading for Honors, Advanced Placement, Post AP, International Baccalaureate, and ECAP Dual Credit Classes

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

Academic Dishonesty

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

Grading — High School

Marking period grades are based on the final percentage of points earned divided by points possible in each weighted gradebook category. Marking period grades shall be calculated to the tenths place and then rounded to a whole number (.5 and higher rounds up).

High school course final grades shall be determined by averaging two percentage grades. Each of the two marking period grades of a semester course shall equal 50%. Quarterly assessments shall count for 10% of each marking period's grades.

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

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

Any course a student repeats for grade improvement or to build prerequisite skills and for which credit has been previously granted cannot receive credit again. The highest grade earned for a repeated course shall be calculated into the GPA.

Earning Credit

- Each high school credit-bearing course will have a quarterly assessment for each quarter. Quarterly assessments measure student progress towards mastery of course objectives and standards. All quarterly assessment grades, regardless of the format, will be worth 10% of the student's quarter grade.

- Students enrolled in an Advanced Placement (AP) or International Baccalaureate (IB) course who take the corresponding AP or IB examination will be exempt from the quarterly assessment for the fourth quarter. If a student who has taken the AP or IB course chooses not to take the quarterly assessment for quarter four, the student's grade will be determined without a quarterly assessment grade.
- Students unable to take a quarterly assessment due to an emergency may, with the principal's approval, be permitted to take a make-up exam.
- For seniors during the second semester, teachers in all subjects will give written or performance-based quarterly assessment designed to be one regular class period and to measure subject matter covered up to the week of the assessment. When the quarterly assessment for seniors is not provided by the district, the teacher will create the quarterly assessment that may or may not include a written component.
- Summer and evening high school grades for students enrolled in a regular day school program will be transferred and calculated into the student's GPA.

Early College Access Program (ECAP)

- Juniors and seniors are eligible to earn dual credit for approved courses, which are published on the Early College Access Programs (ECAP) website at www.aacps.org/ecap. Approved college courses, that a student requested dual credit for, will be factored into the student's high school GPA. Hence, students who fail to successfully complete a college course from an AACPS approved Institution of Higher Education (IHE) will not earn the equivalent high school credit, which may impact their high school graduation status. Students who receive a college course grade of 'A', 'B' 'C' or 'D', from an approved IHE, will be awarded the corresponding letter grade on the high school transcript. An IHE course grade of 'F','W' ,'FX' or 'I' will be converted to an AACPS grade of 'E' on the high school transcript. High school transcripts will reflect high school credit for passing grades and no credit for 'F','W', 'FX', or 'I' grades. Please refer to the AACPS grading manual for additional details.

Homework [BOE]

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

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

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

Middle school and high school courses differ in design and content. Homework shall be assigned and evaluated at the teacher's discretion. The weight of homework per course is outlined within the course syllabus.

Time Guidelines for Homework

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

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

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

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

Grades 9–12
90 minutes per night,
four to five times per week

Advanced Courses
Courses identified as Honors, Advanced Placement, International Baccalaureate Diploma Programme, Post AP, and Advanced Programs of Choice may require additional time commitments.

Expectations may include pre-course assignments which may count as a homework grade toward the marking period grade.

Honor Roll [BOE]

Anne Arundel County Public Schools Honor Roll certificates are awarded to elementary students in Grades 2–5 at the end of the marking period.

Principal's Honor Roll
The Principal's Honor Roll consists of students who earn all "As" in content areas and all "CDs" in Cultural Arts. The Honor Roll consists of students who earn all "As" and "Bs" or all "Bs" including all "CDs and PRs" in Cultural Arts for that marking period. Those receiving one "C" are included, provided there is at least one offsetting "A" for that marking period.

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

Middle School Honor Roll
The Honor Roll consists of students who make all "As," "Bs," and "Ss" during a marking period. Those receiving one "C" are included, provided there is at least one offsetting "A" for that marking period. The honor roll is published each marking period. Anne Arundel County Public Schools Honor Roll certificates are awarded to secondary students at the end of the marking period, semester, or at the end of the school year, whichever is appropriate.

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

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

AACPSConnect

Powered by Classlink, AACPSConnect provides parents and guardians access to all the essential digital tools that support students and schools. With AACPSConnect, all AACPS families can belong, grow, and succeed all in one place. Your AACPSConnect customized experience is determined by your role within our AACPS family. Whether you're a student, staff member, or parent/guardian, AACPSConnect presents a customized view for each type of user. This means students, staff, and parents/guardians only see the applications and links that are relevant to them. So, welcome to AACPSConnect, providing a more secure, streamlined experience for everyone.

Once inside, you'll see the tools that help you stay connected to your student's school experience:

- AACPS website—official district and school news, events, transportation, meals, and more!
- Canvas Learning Management System—student assignments and grades
- GoFan—tickets for schoole vents
- MyPaymentsPlus—school meals accounts and payments
- PowerSchool Parent Portal—student attendance and school forms
- Rooms—confidential communication with teachers and coaches.

Canvas Learning Management System

Anne Arundel County Public Schools uses Canvas by Instructure to provide an efficient, enhanced, and engaging teaching and learning platform for students, staff, and families. Canvas is a Learning Management System (LMS) used by teachers to deliver course materials, assignments, grades, and communication. It helps students stay on track and allows parents/guardians to monitor progress.

Establishing an Account in Canvas
Parents/Guardians must register for their AACPSConnect account. Parents/Guardians will be able to launch Canvas from AACPSConnect. Registration instructions can be found at https://www.aacps.org/o/aacps/page/aacpsconnectparents.

Gradebook in Canvas
Parents/Guardians are called Observers in Canvas. In your Observer account, you can view grades by selecting a course and clicking on the "Grades" tab. Gradebook data in the Canvas gradebook is available in real time as teachers create assignments, provide feedback, and administer grades.

PowerSchool Parent Portal

Anne Arundel County Public Schools offers an easy-to-use secure website that allows parents/guardians in Grades K–12 to engage in their child's academic success. PowerSchool Parent Portal provides parents/guardians with a range of useful information. PowerSchool Parent Portal is accessible 24 hours a day, seven days a week, after you have registered using your student's credentials. PowerSchool Parent Portal can be accessed from any computer with Internet access. Historical gradebook data, attendance, and forms are available in PowerSchool Parent Portal. Please be aware that the site may be down sometimes for maintenance.

Establishing an Account
Anyone with legal rights to view their child's school records is eligible to receive a user account. Parents/guardians have one household account; however, more than one parent/guardian can obtain a user account.

Parents/Guardians New to PowerSchool Parent Portal
Parents/guardians who do not have an account can request a letter from their child's school with account creation information. Once you have this letter, you may create an account online.

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

Using PowerSchool Parent Portal
Parents/guardians can access the Parent Guide to Using PowerSchool Parent Portal in English and Spanish from the AACPS website. **The PowerSchool Parent Portal mobile app district code is LTDJ.**

Parent/Teacher Conferences

For parents/guardians, the conference provides an opportunity to:

- get to know your child's teacher(s).
- learn about the school and curriculum.
- discuss your child's strengths and weaknesses.

- work with the school in setting goals and plans.
- share with the teacher what the school can do to improve your child's program.
- learn ways you can support your child.
- communicate your concerns to the school.

Report Cards

The report card is one method of communication between home and school regarding a student's academic performance. Report cards are issued four times a year at the end of each marking period for students in grades 1–12. Pre-K and kindergarten progress reports are issued at the end of each semester. PowerSchool Parent Portal is the main source for reviewing your students' historical grades, current report cards, and attendance for students in grades K–12.

Report Card Distribution
(Grades 1–12)
Report cards will be distributed in:
(exact dates TBD)

- November
- January
- April
- End of school year

Progress Report Distribution
(Pre-K and Kindergarten)
(exact dates TBD)

- January
- End of school year

Weather-related closings may affect these dates. All report cards and progress reports will be emailed to contact one with an email address on file at the end of each marking period

Service Learning

The Maryland State Department of Education requires that students in public schools earn 75 hours of service learning as part of their graduation requirements. In Anne Arundel County Public Schools, students complete the requirements by participating in curriculum-based projects in fifth through eleventh grade.

The goal of the Service Learning requirement 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 for citizens in a democratic society.

Students who enter AACPS in fifth through eighth grade will not be held accountable for the service learning requirements that preceded their grade level entry. A student who enters in ninth through twelfth grade must have documentation for 40 hours of service learning from their previous school(s) or complete the balance for a total of 40 hours on a prorated scale:

- Grade 10: 30 hours
- Grade 11: 20 hours
- Grade 12 (1st semester): 10 hours
- Grade 12 (2nd semester): 5 hours

For more information about service learning, please refer to your child's high school website or the AACPS Service Learning website, which can be found under the Academics tab.

Service Learning Graduation Requirements

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

Grade 5:	5 hours	Water Ready with Drownproofing
Grade 6–8:	30 hours	Chesapeake Connections, Schoolwide Projects, Social Studies Capstone
Grade 9–12*:		40 hours Health A/B, US Government, Science 10, English 11

*IB Schools 20 hours Personal Project, English 11, and Health A/B

Educational Options and School Climate

Educational Options' schools and programs in Anne Arundel County Public Schools offer high quality educational and social-emotional support services for students and their families. These unique programs will produce academic, behavioral, and attendance gains for students who are not achieving success in the traditional school setting.

Educational Options' schools and programs are child-centered, family-driven, community-based, and culturally competent. We believe everyone deserves a safe, supportive, and orderly learning environment. We encourage appropriate behaviors by teaching, guiding, directing, and providing opportunities for new learning to occur. We create opportunities for students to practice and succeed in making responsible and effective choices to reach their academic potential and contribute to the school community.

AACPS believes that all students can learn and sometimes that happens in different ways through different means, and it is the schools' responsibility to diagnose barriers and prescribe interventions which address those differences. If you are interested in exploring an educational option school or program for your child, the application must be submitted by your home school administrator, please reach out to them for programs and schools that are available. For more details about our schools and programs, please call the Director of Educational Options and School Climate at 410-222-5193.

The AACPS Virtual Academy

The AACPS Virtual Academy is a virtual-only learning solution for a limited number of students entering Grades 5–12. Virtual Academy students receive real-time, synchronous instruction 4.5–6.0 hours per day from AACPS educators and participate in AACPS curriculum and assessments as well as all in-person Maryland state assessments. Students are also provided with time during the school day for academic coaching and co-curricular clubs. Interested families must complete an annual

application to be considered based upon seat availability, and if accepted, must commit to a full-year enrolment in the Virtual Academy. For important information, please visit www.aacps.org/virtualacademy.

Charter/Contract Schools

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

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

Currently, AACPS authorizes three public charter schools— Chesapeake Science Point Public Charter Middle/High School, Chesapeake Science Point Public Charter Elementary School, New Village Academy Public Charter High School and Monarch Academy Public Charter School— and two Public Contract Schools— Monarch Global Academy and Monarch Annapolis Academy Public Contract Schools.

Chesapeake Science Point Public Charter Elementary School *(Grades: Pre K–5)*

Chesapeake Science Point Public Charter Elementary School, in partnership with students, parents/guardian, and the community, will attain educational excellence by providing a rigorous and quality education for elementary school students with a special focus on science, technology, engineering, and mathematics while specifically teaching students in the areas of coding, robotics, and virtual reality.

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

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

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

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

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

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

The mission of Monarch Global Academy Public Contract School is to prepare students in Grades K–8 for world citizenship by harnessing a student's natural curiosity, developing their critical thinking skills and capacity to utilize a cross discipline approach to creative problem solving; and developing self-discipline, awareness, and a commitment to service in an interconnected, dynamic, global economy. This will be accomplished through a unique collaboration of two proven models for excellence, the International Baccalaureate (IB) Primary Years Programme (PYP) at the elementary level and Project Based Learning (PBL) and Information Technology at the middle school level. Both programs will overlap with the Transformation Education child-serving organization model.

Monarch Annapolis Public Contract School *(Pre K–5)*

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

New Village Academy Public Charter School *(Grades 9–12)*

New Village Academy is a small, career-focused public charter high school within AACPS, designed with equity as its foundation, the City of Annapolis as its classroom, and the science of motivation as its playbook. New Village Academy was co-founded by student school designers, teachers, community advocates, and a partnership with the City of Annapolis. With just 270 9th–12th-grade students in an innovative learning space at Annapolis Mall, and a close-knit, family-connected advisory program, students benefit from a personalized, hands-on approach. NVA ensures students feel KNOWN as unique individuals, CONNECTED to people, projects, and workplaces in the larger community, EMPOWERED to take charge of their own, individualized education and future, and ACCOUNTABLE for demonstrating learning in portfolios of their best work and authentic presentations to audiences beyond the classroom.

Evening High School

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

Secondary Summer School

The Secondary Summer School program offers middle school and high school students the opportunity to make up courses during the summer in which they were unsuccessful during the school year.

For more information see your school counselor or call the Secondary Summer School office at 410-222-5384.

Twilight School

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

Phoenix Academy

The Phoenix Academy is an innovative educational option for students in Grades 6–12 who are experiencing barriers to learning. Based on the values of compassion and personalization, creativity, collaboration, communication, student voice, and choice, critical thinking—and a grit and growth mindset—The Phoenix Academy provides a dynamic and engaging learning environment with transformative teaching methods, and a Project Based Learning (PBL) curricular framework in middle school and Honors and Career and Technology Education (CTE) programs for high school students. The two in-house CTE completer programs at Phoenix include: Culinary Arts, Barbering, Building/Industrial Maintenance and Curriculum for Agriculture Education: Plant and Animal Science (CASE).

To ensure a safe and nurturing environment, students and families will also receive social and emotional services designed to support students to gain and practice skills needed to be a successful member of their school community.

At the Phoenix Academy, we seek to find the key to every student's passion, while unlocking opportunities aligned with their strengths and skills, empowering them to achieve and contribute to the greater good. For additional information call 410-222-1650.

Restorative Interventions and Supports for Elementary Students (RISE)

The RISE program is a therapeutic program designed for small groups of K–5 students who experience behavioral barriers to learning. The setting will provide a learning environment that puts trauma-informed and restorative practices at the forefront while also implementing diagnostic and evidenced based interventions aimed at preparing students for a successful experience in a comprehensive educational setting. For more information, please contact RISE at 410-760-7900.



State and National Assessments

While attending Anne Arundel County Public Schools, your child will participate in state-mandated assessments, assessments required for high school graduation, and assessments related to advanced course work and college admissions. Your child's academic performance is based on more than assessment scores; however, assessment results are vital to monitor student progress and evaluate and improve instruction and curricula to ensure student success.

Maryland Comprehensive Assessment Program

MCAP	English Language Arts/Literacy (ELA)	Mathematics	Science	Social Studies
General Education	· Kindergarten Readiness Assessment (KRA) · ELA/Literacy 3–8, 10	· Kindergarten Readiness Assessment (KRA) · Mathematics 3–8 · Algebra I · Geometry · Algebra II	· MISA 5 · MISA 8 · Life Science Maryland Integrated Science Assessment (LS-MISA; High School))	· Social Studies 8 · Government IHigh School)
Alternate Assessment	· Alt ELA/Literacy 3–8, 11	· Alt Mathematics 3–8, 11	· Alt MISA 5 · Alt MISA 8 · Alt MISA 11	
English Learners	· WIDA ACCESS for ELLs K–12			
Alternate Assessment	· WIDA ALT. ACCESS for ELLs K–12			

The Maryland Comprehensive Assessment Program

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

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

English Language Arts/Literacy (ELA)

The ELA assessments are end-of-course exams given to students in Grades 3–8 and 10. For the ELA assessments, students will read literary and informational passages from published texts and engage with multi-media such as video or audio clips. Students will demonstrate their mastery of ELA standards through written responses and computer enhanced items. The ELA 10 assessment is a graduation requirement for all students enrolled in the course. The assessment results may be used as one component of a student's College and Career Readiness determination.

Mathematics

The mathematics assessments are given in Grades 3–8, and once in high school. Middle school students taking high school credit bearing mathematics courses (Algebra 1, Algebra 2, Geometry) will take the test aligned with that course. The mathematics assessments require students to solve multi-step problems that require reasoning and address real-world situations. Students will demonstrate their ability to reason mathematically, make sense of quantities and their relationships in order to solve and show their understanding through real-world problems. The Algebra 1 assessment

is a graduation requirement for all students enrolled in the course. The assessment results are one component of a student's College and Career Readiness determination.

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

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

The Grade 8 MISA will address performance expectations identified in Grades 6, 7, and 8. The Grade 8 MISA will predict a student's readiness for high school Science courses.

The Life Science (LS) MISA will be given at the end of the Biology course, typically in 9th or 10th grade. Students enrolled in Biology must participate in the end of course assessment as a requirement for graduation. Each student's score will be calculated as 20% of their final course grade. A passing grade in the course is required for graduation.

Social Studies
The 8th Grade Social Studies assessment is designed to measure student knowledge of United States History from 1763–1890.

US Government is an end-of-course exam that provides students with the opportunity to demonstrate mastery of the US Constitutional framework and democratic process that structures the state and national political system. Students enrolled in US Government must participate in the end of course assessment as a requirement for graduation. Each student's score will be calculated as 20% of their final course grade. A passing grade in the course is required for graduation.

Kindergarten Readiness Assessment (KRA)
KRA measures a child's readiness for kindergarten. The Kindergarten Readiness Assessment (KRA) is administered to all kindergarten students in Maryland during the first few weeks of school. The KRA includes a direct assessment of early literacy and math skills as well as an observational assessment of social and emotional development. (This assessment does not determine whether your child can be enrolled in kindergarten.) Kindergarten teachers will administer the KRA during the testing window established by the Maryland State Department of Education at the beginning of the school year.

WIDA ACCESS for English Learners (ELLs)
WIDA ACCESS is the English Language Proficiency Test that is designed to annually measure student growth in English proficiency. The test is administered mid-year to all identified English learners during the testing window establish by the Maryland State Department of Education (MSDE). Students are assessed in four domains: speaking, reading, writing, and listening. Results are reported to parents/guardians annually.

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

WIDA Alternate ACCESS
WIDA Alternate ACCESS (Alternate ACCESS) is a large-print, pencil-and-paper test individually administered to students in grades K-12 who are identified as English learners with the most significant cognitive disabilities. Alternate ACCESS is intended for English learners who participate in their state's alternate content assessment(s). Alternate ACCESS meets U.S. federal requirements under the Individuals with Disabilities Education Act of 2004 (IDEA) and the Every Student Succeeds Act (ESSA) for monitoring and reporting English learners' progress toward English language proficiency.

Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), SAT, ACT, & AP (Advanced Placement) Exams

In addition to the state mandated assessments, high school students may opt to take several tests offered by the College Board and ACT. In October, AACPS will administer the PSAT 8/9 to all freshmen and PSAT/NMSQT to all juniors. AACPS will also administer the PSAT 10 and the SAT to all sophomores and juniors in the spring. These four PSAT and SAT exams will be administered during the regular school day and will be free of charge for students.

The PSAT is typically taken prior to the SAT and designed to measure critical reading, mathematics, and writing. Students will demonstrate their ability to understand and analyze written material, solve

Testing Windows

ACCESS for ELLs
January–February

MISA 5 & 8
March

MCAP ELA/Math
April–May

MCAP—Social Studies 8, Government, and LS-MISA
May

DLM Alternate Assessment
March–May

mathematical problems, interpret data, reason quantitatively, and demonstrate their ability to recognize and conform to the conventions of standard written English. Students who take the PSAT in their third year of high school can qualify for scholarships through the PSAT/NMSQT program.

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

The ACT is a college entrance exam accepted by most four-year institutions. It is nationally administered and is used to help colleges evaluate applicants. The ACT is an achievement test with four core sections (English, Math, Reading, Science) and an optional Writing section. See your school counselor for additional information.

Community Colleges, including Anne Arundel Community College (AACC), may use the ACCUPLACER to determine student placement in English and Mathematics courses, which students may take independently through AACC.

Advanced Placement (AP) Exams

Students enrolled in AP courses are prepared to sit for the corresponding exams in May. Colleges and universities use the AP results to determine college preparedness, student motivation, and placement.

Students may have the opportunity to earn credit or advanced standing at many of the nation's colleges and universities. High school students are urged to take the AP exams in specific subjects such as English, world languages, chemistry, history, calculus, psychology, biology, physics, economics, computer science, environmental sciences, statistics, and fine arts.

Each AP exam contains a free response section (either essay or problem solving) and a section of multiple-choice questions. The world language exams also have a listening and speaking component, and the AP Music Theory Exam includes a sight singing task. Several AP courses have a portfolio component; the end of year exam for these courses is shorter. Each AP Exam is given an overall score of 1, 2, 3, 4, or 5, with 5 indicating a student who is extremely well-qualified to receive college credit and/or advanced placement.

Check with the colleges and universities to which your child is applying for credits they may award. AACPS will pay for up to four exams for students enrolled in th corresponding AP course. Check with the School Testing Coordinator at your child's school for information on the exams and testing dates and times.a

International Baccalaureate (IB) Exams

The IB is an internationally recognized program of study that leads to university recognition and global certification for students. Students enrolled in IB courses take the corresponding exams in May. Colleges and universities recognize participation in IB classes and IB exams as an indicator of college preparedness and their potential for success. Students may have the opportunity to earn credit or advanced standing at many of the nation's colleges and universities as well as universities across the world. Students can take IB courses and exams in a wide variety of content areas including English, world languages, social and lab sciences, history, mathematics, economics, computer science, environmental sciences, visual and performing arts, and media.

IB assessment procedures measure the extent to which students have mastered advanced academic skills such as analyzing and presenting information, evaluating and constructing arguments, and solving problems creatively. In addition to academic skills, IB assessment encourages an international outlook and intercultural skills, wherever appropriate. Student results are determined by performance against set international standards. IB exams vary in format and may include brief and extended response questions, structured problems, data and text response questions, case-study questions, and infrequently selected response. IB exams are offered at the Higher (HL) and Standard (SL) level and are scored on a scale of 1–7 with 4 or higher indicating a student who is extremely well-qualified to receive college credit and/or advanced placement.

Check with the colleges and universities to which your child is applying for credits they may award. A fee is required to take each exam. Financial assistance may be offered based on student need. Check with the School IB Program Coordinator at your child's school for information on the exams and associated fees. IB courses are offered at Annapolis, Meade, and Old Mill high schools. Please visit www.aacps.org/ib to learn more about how your child can participate in IB coursework.

College & Career Readiness (CCR) Programs

College & Career Readiness Programs provide students with specialized curricular, instructional, and co-curricular activities that meet their specific intellectual interests and needs. Each program is designed to give students choice in their education and provide increased opportunities for students to engage in problem and project-based learning to solve real-world problems.

The Blueprint for Maryland's Future statute specifies that a student shall meet the CCR standard when the student meets any of the metrics outlined on the College and Career Readiness standard. (MD Code, Education, § 7-205.1(c)(2))

Once a student meets the CCR standard in high school (see page 41), they enter a Post-CCR Pathway that allows the student to work towards earning college credits, Advanced Placement, International Baccalaureate, Career and Technical Education and/or Youth Apprenticeship. Students who meet the CCR standard are permitted to enroll in credit-bearing courses at approved AACPS IHE.

- Students who meet the CCR standard by the fall of 11th grade are eligible for funding for AACPS approved AACPS-approved institutions of higher education (IHE).
- Students who meet the CCR standard during high school may take advantage of this benefit while they are still in high school.
- All students who meet the CCR standard are provided with access to Post-CCR Pathways, at no cost to the student or the student's parents, including the cost of any fees.
- Students who have met the CCR standard are entitled to AACPS covering the costs of 4 dual enrollment courses per academic year (Fall/Spring/Summer). Eligibility ends upon graduation.

Advanced Learner Programs in Elementary School *(ALPs)*

The Primary Advanced Learner Program (Primary ALPs) offers Pre-K–2 students opportunities to explore learning challenges that tap into their creative and cognitive strengths. The Intermediate Advanced Learner Programs (Intermediate ALPs) implemented in Grades 3 through 5 deliver highly challenging curriculum to identified gifted and talented (GT) and advanced learners. Through participation in Intermediate ALPs instruction in language arts/reading and/or mathematics, students identified as GT or Advanced learners experience learning at greater levels of depth and complexity. ALPs instruction is delivered by a classroom teacher trained in using the advanced curriculum. Also, AACPS's curriculum integrates learning extensions and explorations so that all students can engage in advanced learning strategies and more rigorous instructional activities. Blended with grade-level standards, students explore complex materials, develop higher level thinking skills, and nurture untapped potential.

Advanced Learner Programs in Middle School *(Middle School ALPs)*

The Middle School ALPs programs are designed to meet the unique needs of identified gifted and talented (GT) and advanced learners. Students identified as GT and Advanced in Mathematics are enrolled in the Accelerated Math classes. The use of pre-assessments guide teachers in compacting these already accelerated math courses. Advanced and Gifted students then engage in the ALPs Extended Learner Tasks, which are open-ended real-world applications aligned to class standards.

Middle school students identified as GT and Advanced in Reading are enrolled in the Advanced Language Arts courses. Through an ongoing collaboration between the Offices of Secondary Reading, English, and Language Arts, and Advanced Learner Programs, lessons are designed with Advanced and Gifted students in mind. The newly revised Advanced Language Arts curriculum will now be implemented in every middle school in grades 6–8. This course looks at various genres of literature across multiple time periods that center on the central concepts while developing the student's literary analysis, speaking, listening, and writing skills. In all English/Language Arts courses, ALPs Extensions provide an opportunity for students to refine their ability to analyze various texts, view real world problems from multiple perspectives, and utilize writing as a platform for change. These extensions can be provided to any student who is demonstrating readiness for additional advanced learning opportunities.

Advanced Placement Courses *(AP)*

Advanced Placement (AP) courses, sponsored by the College Board, provide highly motivated students with access to rigorous, college-level learning experiences designed to develop critical thinking, analytical skills, and academic independence. These courses follow nationally standardized curricula and culminate in AP examinations, through which students may earn college credit or advanced standing based on their performance. AP offerings span a wide range of subject areas, allowing students to pursue their academic interests while engaging in challenging, in-depth study. The program promotes equitable access and encourages all students who demonstrate readiness and commitment to enroll in AP coursework, helping to prepare them for the expectations of postsecondary education and future career pathways.

AVID® Advancement via Individual Determination *(AVID)*

AVID Cord Requirements

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

- Take an AP/IB course and exam or earn verified college credit
- Take the SAT or ACT
- Submit AVID senior data on time
- Successfully participate in AVID for at least 3 high school years, including entire senior year
- Apply and be accepted into at least one 4-year college
- Maintain an unweighted GPA of at least 2.75

Advancement Via Individual Determination (AVID) is a college readiness program designed to prepare students for success in a rigorous course of study that leads to post-secondary education. Offered as an elective course for students in grades 6–12, AVID requires an application, interview, and acceptance process. Students who are selected commit to maintaining strong academic performance, enrolling in challenging coursework, and demonstrating consistent attendance and positive behavior. The program focuses on developing essential skills through writing, inquiry, collaboration, organization, and reading (WICOR), while also providing targeted support in study strategies, time management, and organization. Through structured tutorials and a strong, relevant curriculum, AVID empowers students to take ownership of their learning, build academic confidence, and succeed in advanced courses and postsecondary pathways.

Career Coaching

Career Coaching in AACPS provides students with personalized guidance to explore careers, discover their strengths, and plan for life after high school. Career Coaches work with students to connect classroom learning to real-world opportunities, such as internships, job shadows, and career exploration activities. They collaborate with families, teachers, and community partners to help students make informed decisions about college, career, and workforce pathways. The goal is to ensure that every student has the skills, knowledge, and experiences needed to succeed in their future.

Career and Technical Education *(CTE)*

Career and Technical Education (CTE) at AACPS embodies our commitment to ensuring that every student can Belong, Grow, and Succeed. Through CTE, students explore diverse career pathways, develop real-world skills, and gain market valued assets and experiences that set the foundation for a bright and meaningful future. AACPS offers over 40 career institutes, each designed to match a wide range of interests, talents, and emerging career fields. We believe that all students deserve access to programs that prepare them for high-wage, high-skill, and in-demand careers.

Our mission is simple: create inclusive learning environments where every student feels they belong, provide opportunities that help them grow, and equip them with the skills and confidence to succeed in whatever path they choose next.

Co-Curricular and Extracurricular Programs

Co-curricular and extra-curricular programs provide a wide range of opportunities that enrich and extend students' educational experiences beyond the traditional classroom. These programs may take place before, during, or after school, as well as on weekends or throughout the summer, and are offered in both in-person and virtual formats. Participation in co-curricular activities, contests, and competitions allows students to deepen their learning, apply their knowledge in meaningful ways, and further develop their interests, talents, and skills such as collaboration, creativity, and problem solving. While offerings may vary by school, the district also provides a diverse selection of systemwide co-curricular opportunities each year, supporting students in building confidence, exploring interests, and cultivating a well-rounded educational experience.

Co-Curricular Extracurricular / Clubs and Programs

Co-Curricular Clubs and Programs

- 24 Game Competition
- ACE Mentor Program of Annapolis
- Chess and Tournament Play
- Esports
- FIRST Robotics/Robotics Club FTC and FRC
- Interact Club
- Key Club
- Millionaire's Club
- Mock Trial
- Model United Nations
- Seaperch Underwater Robotics
- Sphero Global Challenge
- Stock Market Game Club
- VEX Robotics
- Virtual Clubs: Future Makers, Financial Literacy, Online Book Club

Extracurricular Activities

- Chorus
- Class Advisor
- Concert Band
- Dance Company
- Drama and Musical Production Theater
- Literary Magazine
- Marching Band
- Newspaper
- Orchestra
- Stage Band
- Stage Crew
- Yearbook
- Student Council

COLLEGE AND CAREER READINESS (CCR) STANDARD

Each colored header shows a way a student can meet Maryland's College and Career Readiness (CCR) standard. ***Only one of the following measures must be met for MSDE to determine a student is CCR***. Students are identified as CCR at the end of 10th grade, even if they meet a measure earlier. If students do not meet in the initial determination, they have additional options in 11th and 12th grade, as shown on the chart.

INITIAL DETERMINATION

GPA: 10th Grade

At the end of 10th grade, cumulative unweighted high school GPA: ≥3.00

+

Algebra I Course: Grade of A/B/C — **OR** — MCAP Algebra I: Proficient

Assessment: 9th-12th Grades

English Proficiency		Math Proficiency
MCAP ELA 10: Proficient		MCAP Algebra I: Proficient
or		*or*
SAT: EBRW ≥480		SAT: Math ≥530
or		*or*
ACT: English ≥18		ACT: Math ≥22
or		*or*
PSAT NMSQT/PSAT 10: EBRW ≥480		PSAT NMSQT/PSAT 10: Math ≥530

Alternate Assessment DLM ELA: ≥At Target + Alternate Assessment DLM Math: ≥At Target

DEMONSTRATING READINESS: 11TH & 12TH GRADE

GPA: 11th/12th Grade

At the end of 11th or 12th grade, one-year unweighted GPA: ≥3.00

+

High school level math course: Grade of A/B/C

Career Aptitude

Armed Services Vocational Aptitude (ASVAB): AFQT ≥50

Career & Technical Education

Complete the high school level of a registered apprenticeship — **OR** — Earn a State-Approved Industry Recognized Credential (IRC)

College Courses

Dual Enrollment math course: Grade of A/B/C + Dual Enrollment ELA/ Science/Social Studies Course: Grade of A/B/C

Advanced Academics Exams

Advanced Placement (AP) Exam in Math: ≥3

— **OR** —

International Baccalaureate (IB) Exam in Math: ≥4

+

Advanced Placement (AP) Exam in ELA/Science/ Social Studies: ≥3

— **OR** —

International Baccalaureate (IB) Exam in ELA/Science/Social Studies: ≥4

For more information, visit our website www.aacps.org/ccr

Adapted from MSDE—Oct. 2025

Centers of Applied Technology *(CAT)*

The Centers of Applied Technology are dedicated to preparing students for high-skill, high-demand, and high-wage careers. The hands-on environment allows students to perfect technical and academic skills, while building an understanding of workplace expectations and professional work ethics. Students have an opportunity to earn Industry certifications, college credit, apprenticeships, and/or career connected learning opportunities.

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

International Baccalaureate Primary Years Programme *(IB PYP)*

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

The following schools currently offer the IB Primary Years Programme as authorized IB World schools: Eastport, Germantown, Hebron-Harman, Jacobsville, Manor View, Monarch Academy Annapolis, Monarch Global Academy, Overlook, South Shore, Southgate, Sunset, Tracey's, and Waugh Chapel elementary schools. IB PYP schools are community (not Magnet) schools.

IB Diploma Requirements

To earn an IB Diploma, a student must:

- study and take IB Exams in six subjects
- complete the interdisciplinary Theory of Knowledge course
- write a 4,000 word Extended Essay
- complete 150 hours of Creativity, Action, and Service

Fall Magnet Information Sessions

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

Middle School Magnet Programs

Online applications are required for Magnet Programs. See www.aacps.org/magnet for details.

Apex Arts *(Formerly PVA)*

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

International Baccalaureate Middle Years Programme *(IB MYP)*

In the middle schools, the IB MYP offered at Annapolis, MacArthur, and Old Mill North is a three-year program designed to meet the educational requirements of students in Grades 6–8. Through coursework centered in Design and Critical Thinking, students consider their role in global and local communities and take action based upon what they are learning. The IB MYP offers a globally minded approach to education where students engage in eight MYP subject groups each year: Language and Literature (English), Language Acquisition (World Language), Individuals & Societies (Social Studies), Mathematics, Sciences, The Arts, Design, and Health & Physical Education.

Science, Technology, Engineering, and Mathematics *(STEM)*

The STEM Middle School Magnet Program offers students interested in science, technology, engineering, and math an inquiry-based, interdisciplinary environment to explore diverse STEM topics within their traditional subjects as well as in unique STEM-driven subjects such as computer science, PLTW Gateway To Technology, and Changemaker courses. Located at Old Mill Middle South, Lindale Middle and Central Middle Schools, the STEM Magnet Program engages students in field research experiences and challenges them to think critically, communicate effectively, and become engaged and inquisitive STEM learners.

Highlights of our STEM middle school Magnet Programs are the Project Based Learning modules that are embedded across the disciplines. STEM students work in creative teams with peers to solve real-world challenges with one another and stakeholders from their communities. Students will develop skills in empathy, sophisticated teamwork, creative problem-solving, time management, collaborative leadership, project management, and presentation performance.

High School Magnet Programs

Online applications are required for Magnet Programs. See www.aacps.org/magnet for details.

BioMedical Allied Health *(BMAH)*

The BioMedical Allied Health (BMAH) Program is a specialized program within the STEM magnet family. The BMAH Magnet Program located at Glen Burnie High School invites students who are highly motivated and academically eligible to

study and explore career opportunities across the spectrum of healthcare professions, engineering, public & international health, aging & wellness, health information technology, and biological science-based careers. In conjunction with a variety of coursework options, a featured part of the healthcare-bound student's education is interaction with medical/allied health professionals through field experiences, job shadows, live surgeries, or in internship settings where mentoring and simulated practice with sophisticated technologies relevant to a targeted healthcare area are central to the student learning experience. Students also earn industry certifications related to their areas of greatest interest and may take college courses at Anne Arundel Community College.

International Baccalaureate Middle Years, Diploma, and Career-related Programme *(IB MYP, DP, and CP)*

Annapolis, Meade, and Old Mill high schools offer the IB Program for students aspiring to become competitive and innovative leaders in their area of study or interest including Science, Mathematics, Liberal Arts, Technology, Visual and Performing Arts, and Language. IB students engage in creative and innovative problem solving by taking an active role in their local and global communities and connecting their education with the world around them. Through the internationally recognized IB program, known for its academic breadth and depth, students will learn to prepare for success in post-secondary education and as 21st century visionary frontrunners.

The IB MYP prepares students in Grades 9 and 10 for the IB Diploma Programme (DP) in Grades 11 and 12. Students who successfully complete the requirements of the DP will be eligible for the IB Diploma, recognized by colleges and universities around the world. These 3 high schools, additionally, are all authorized to offer the IB Career-related Programme (CP). The IB CP is a 2-year program for students in Grades 11 and 12 that combines a career focused program of study with 2 or more IB DP courses and the core IB CP courses.

Junior Reserve Officers' Training Corps *(JROTC)*

Anne Arundel County Public Schools offers three Junior Reserve Officers' Training Corps (JROTC) programs focusing on student leadership, citizenship, and service to the community. Through partnerships with the United States Army (Meade HS), Navy (Annapolis HS), and Marines (Northeast HS), instructors from all three branches prepare students in Grades 9–12 for leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens through rigorous instruction and hands-on activities.

JROTC prepares students for life, and they are not under any obligation to join the military. However, if they choose to further their interest in the military, satisfactory completion of the JROTC program can lead to advanced placement credit in the Senior ROTC program (college level) or advanced rank in any of the Armed Forces.

Apex Arts *(Formerly PVA)*

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

Science, Technology, Engineering, and Mathematics *(STEM)*

The STEM High School Magnet Programs are offered at North County and South River High Schools. These programs are academically rigorous and allow students the opportunity to immerse themselves in a STEM field of study or *Pathway* where they participate in job shadowing, problem-based learning, field experiences, job shadows, and internships. Students meet STEM professionals from higher education, government, and industry who assist them in understanding future STEM careers and the paths they may travel to attain their chosen

For more information

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

Advanced Learner Programs (Advanced/GT)
410-768-3925

AP | 410-222-5430

AVID | 410-222-5458

AACPS Charter/ Contract School Program
410-224-8572

Chesapeake Science Point
443-757-5277

Monarch Academy
410-760-2072

Monarch Global Academy
301-886-8648

Monarch Annapolis
410-444-3800 x1123

Co-curricular or Adjunct Programs
410-222-5430

Magnet Programs | 410-533-4815

Signature Programs
www.aacps.org/signatures

career. Along their STEM journey, students complete an AP Seminar where they begin to fully understand experimental design research. They finish their senior year by completing a robust AP Capstone formal research project or engineering project to include a white paper and a professional STEM conference poster. Over their high school years, STEM students build foundational knowledge and skills in the STEM disciplines and practice key soft skills needed to become successful in college, their community, and in their chosen future STEM career. They also earn industry certifications related to their areas of greatest interest and may take college courses at Anne Arundel Community College.

Early College Access Program

The Early College Access Program (ECAP) allows students to enroll in courses at AACPS-approved institutions of higher education (IHE) while still in high school. Through the Blueprint for Maryland's Future ("Blueprint") statute, eligible students may participate in dual enrollment at no cost once they meet the program requirements (www.aacps.org/ecap). ECAP gives qualifying students the opportunity to explore college-level coursework across a range of academic disciplines that align with potential college degrees or certificates. The program also provides pathways for students interested in pursuing noncredit career certificates and/or licensure programs. These college courses may be used to complete the school day for approved high school students working toward graduation or to pursue subjects of interest outside the regular school schedule.

Signature Programs

A Signature is a theme chosen by a school and its surrounding community to connect classroom instruction with real-world situations and workforce-relevant skills. A Signature brings together educators with local businesses and community leaders to make classroom instruction relevant, interesting, and challenging for students, with opportunities that reinforce workplace readiness. Signature Programs provide rich, thematic opportunities for students already attending their home school. Students can choose to enroll in individual Signature-related courses, or they can take multiple courses in their school's Signature Pathway for the opportunity to earn specialized certificates or college credit while still enrolled in high school. Each of the 14 comprehensive high schools in Anne Arundel County offer a unique Signature Program. For more information, please visit our website www.aacps.org/signatures

High school Signature Program Themes:

Annapolis—Change Engineering

Arundel—Community Development & Global Citizenship

Broadneck—Environmental Literacy

Chesapeake— Information Management

Crofton—Safety and Security in the Digital Age

Glen Burnie—Public Service

Meade—Homeland Security

North County—International Trade, Transportation, & Tourism

Northeast—Human Performance

Old Mill—International Economics & Finance

Severn Run—Health & Enterprise

Severna Park—Business, Innovation, & Leadership

South River—Global Communication & Public Affairs

Southern— Design: Preservation & Innovation



Early Childhood Services (Birth–Kindergarten)

The Early Childhood Program in Anne Arundel County Public Schools blends the developmental needs of the unique young learner with the Maryland College and Career Readiness Standards. Teachers follow the county curriculum for Reading/Language Arts, Mathematics, Science, and Social Studies. Students also receive instruction in Physical Education, Health, Art, Music, and Technology. A child-centered environment is designed to help each student reach their learning potential.

Early Intervention Services

(Ages Birth–5)

Your baby, toddler, or young child may be eligible for Early Intervention through special education or other services prior to entering Kindergarten. Free home, school, or community-based services are available beginning at Birth until your child enters kindergarten. If your child is having difficulty meeting developmental milestones or has a disability, they may qualify for Early Intervention services through Anne Arundel County Public Schools. These services will be documented and implemented through an Individualized Family Service Plan (IFSP) or an Individualized Education Plan (IEP).

Early Intervention utilizes evidenced-based practices designed to help our youngest learners from birth through age five who are demonstrating delays in their development and/or needing specialized support due to a diagnosed medical condition or disability. Your child may qualify if you notice delays or atypical development in communication, gross/fine motor skills, self-help skills, social/emotional skills, cognitive development, and hearing or vision concerns.

Infants and Toddlers (ITP)

(Ages 0–2)

The Infant and Toddlers Program or ITP is designed for babies and toddlers from birth through age two. If your child is eligible, they will receive intervention services from one or more trained ITP professionals in your home, daycare, or community setting, such as a library or park. Our primary service provider and self-reflective coaching models will help you guide your child as they learn and grow. If your child continues to need services at age three, they will transition through Child Find. Maryland's Extended IFSP Option offers families the choice to remain on an IFSP beyond their child's third birthday, if their child is determined eligible for preschool special education and related services as a child with a disability. The extension of IFSP services beyond age three, to the beginning of the school year following the child's fourth birthday.

Child Find (Ages 3-5)

If your young child seems delayed or you have concerns about their development, their eligibility for services will be determined through a Child Find comprehensive evaluation. If your child is eligible for special education, they will receive specialized instruction based on their individual needs. These services may be provided in classrooms or community-based settings. These services will be documented and implemented through an Individualized Education Plan (IEP). Parents can access the referral link at English—secure.aacps.org/webapps/SEFP/en-US/OSS or Spanish—secure.aacps.org/webapps/SEFP/es-ES/OSS or contact the Child Find Office at 410-424-3260 if they suspect delays or disorders in children between birth and their 5th birthday.

Early Childhood Continuum of Services (Ages 3–5)

Related Services or Single Service Therapy

Instruction offered individually in the community, home, or small group. For Speech as a Single Service (Articulation) service could be provided in the home school.

Community Based Services

Instruction offered within a community pre-school. Direct services in addition to Reflective Coaching, adult learning principles, are implemented to support community pre-school instruction in the areas of communication, early learning skills, social/emotional skills.

Full Day Co-Taught Prekindergarten 4

Specially designed instruction delivered in a comprehensive co-taught classroom to address needs within the possible areas of speech and language, early learning, gross motor, fine motor, vision, orientation and mobility, hearing, and/or social-emotional skills.

Half-day Early Childhood Special Education (ECSE)

Instruction within a self-contained AACPS Early Childhood Special Education setting outside of general education in an AM or PM 2.5-hour session. Half-day self-contained sessions are designed to address significant needs within the possible areas of speech and language, communication, early learning, social-emotional,

vision, orientation and mobility, hearing, fine motor, medical, adapted physical education, and/or gross motor skills.

- AACPS Division of Special Education and Early Intervention Services values the research and engagement of peer role models through neurodiverse communities. As such, a "Learning Together Program—LTP" has been established in half-day ECSEs throughout the county. In these programs, students engage 4 days a week. The 5th day or Wednesdays are designed for parent involvement/ coaching engagement to support skill mastery and application.

Full-day Self-Contained Classrooms

Instruction within a self-contained AACPS Early Childhood Special Education setting outside of general education in a full-day, four days per week program. Full-day self-contained sessions are designed to address significant needs within the possible areas of speech and language, communication, early learning, social-emotional, vision, orientation and mobility, hearing, fine motor, medical, adapted physical education, and/or gross motor skills. Parent involvement /coaching engagement is required in the Full-Day program to support skill mastery and application.

Pre-K Program (4-Year-Olds)

Full day 4-year-old Pre-K, for children who are 4 years old by September 1, is offered in some elementary schools. Enrollment is limited by funding, and some schools may have waiting lists. Public 4-year-old Pre-K programs must serve children that are income eligible. Income eligibility is set by MSDE on an annual basis and documentation collection is part of the application process. If seats remain after all priority children have been enrolled, the system may enroll other applicants including tier 2 and tier 3 (as defined by MSDE).

Kindergarten Programs

Full-day kindergarten, for children who are 5 by September 1, 2026, is offered at every elementary school.

For more information on Early Childhood Services,please contact:

- **Infants & Toddlers Program**
  410-424-3260
- **The Child Find Program**
  410-424-3281
- **Pre-K and kindergarten**
  410-222-5441



Elementary School (Grades 1–5)

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

Academic Program

Students engage in comprehensive curricula for Reading/Language Arts, Mathematics, Social Studies, and Science which emphasize the joy of learning. In addition to these core subject areas, all students participate weekly in art, music, physical education, library media instruction, and Enhancing Elementary Excellence (Triple E). Teachers integrate technology using a variety of programs to extend learning for students. At various grade levels, the curriculum incorporates health, safety, environmental literacy, and financial literacy. Students may take strings instruction beginning in 3rd grade, and instrumental music instruction beginning in 4th grade. English Language Development services are offered for students identified as English Learners.

Elementary Assessments

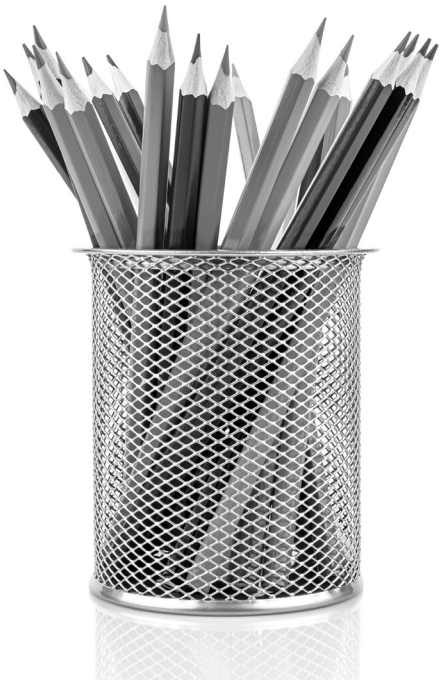
To help teachers monitor individual students' reading progress, teachers administer the Dynamic Indicators of Basic Literacy Skills (DIBELS) assessment two to three times throughout the school year. Teachers use the assessment data to identify each student's strengths and growth opportunities in reading. Teachers use the results of the assessment to personalize and tailor their literacy instruction to meet the individual needs of each reader.

As early as Pre-K, students take assessments in literacy, math, science, and social studies as well as the second and fifth grade Cognitive Ability Test (CogAt). These assessments are used to help identify each student's strengths and to support their individual instructional needs. Each spring, students in Grades 3–5 will take the Maryland Comprehensive Assessment Program (MCAP) that will assess math and literacy skills. In fifth grade, students take the Maryland Integrated Science Assessment (MISA). All data from these assessments are used to guide future instructional decisions needed to support student academic growth.

Students in Grades 1-5 take an *i-Ready* diagnostic assessment two to three times a year. The *i-Ready Inform* is a computer adaptive tool and, like *Goldie Locks and the Three Bears*, works to find the spot that is "just right" for students. When a student answers a question correctly, the program gives the student a harder question and when a student answers a question incorrectly, the computer gives the student an easier question. From this diagnostic assessment, personalized learning pathways are created for students to engage in mathematics content that is individualized to meet their individual needs.

Promotion & Retention [BOE]

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



[BOE]—See Page 55

Title I Schools

Under the latest reauthorization of The Elementary and Secondary Education Act, the Every Student Succeeds Act (ESSA), requires that all schools receiving Title I funds must inform parents/guardians of their right to ask schools about the qualifications of their child's teachers and qualifications of any paraprofessional serving their child. If your child attends a school that receives Title I funding, you have the right to request the following information, which will be provided to you in a timely manner:

- whether the teacher has met Maryland's qualification and licensing criteria for the grade level(s) and subject matter they teach;
- whether Maryland has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances;
- the teacher's college major; whether the teacher has any advanced degrees and, if so, the subject of the degrees; and
- whether any paraprofessional educators provide services to your child and, if they do, their qualifications.

If you would like to receive any of the above-mentioned information, please make the request in writing to your school's principal.

Triple E (Enhancing Elementary Excellence) STEM

The EEE STEM program provides all elementary students with engaging, hands-on learning experiences grounded in the engineering design process and aligned to the Next Generation Science Standards (NGSS). Through inquiry-based investigations and real-world challenges, students develop critical thinking, problem-solving, and collaboration skills while exploring scientific and engineering concepts. The program encourages creativity and innovation, allowing students to design, test, and refine solutions as they work both independently and collaboratively. These experiences foster curiosity and build a strong foundation for continued learning in STEM fields.

A major goal of elementary school is to develop the whole child intellectually, emotionally, socially, and physically for success in middle school, high school, college, careers, and beyond.



Title I: www.aacps.org/title1 | **Triple E:** www.aacps.org/triplee **| ECAP:** www.aacps.org/ecapgt

Middle School (Grades 6–8)

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

Scheduling

All middle school students take English/Language Arts, Mathematics, Science, and Social Studies for the entire year. Courses in Physical Education, Health and a Fine Arts class (Art, Band, Chorus, Dance, General Music, Orchestra, or Project Runway) are also required courses offered on an alternating (A-Day/B-Day) basis in all three grade levels. Sixth and seventh grade students may take a World Language course on an alternating day basis, while eighth grade students may choose a daily World Language course. Magnet program and AVID (Advancement Via Individual Determination) students participate in a variation of this schedule. (See page 39 for more information about Programs of Choice).

The six-period day schedule provides two instructional periods for Encore courses each day. New Encore courses have been designed to include workforce and life skills to equip learners with the tools they need to succeed in the 21st century. Students recommended for additional reading or mathematics support will receive intervention instruction during Encore periods.

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

Students use technology within the various subject areas throughout the school day. English Language Development courses are offered for eligible English learners.

Early College Access Program (ECAP)

Students who are entering or are currently enrolled in 8th through 10th grade who have been formally identified as Gifted and Talented (GT) by AACPS may be approved to participate in ECAP if they have a cumulative unweighted GPA of 3.0 or better. Students under 16 must also meet AACC's under-16 admission criteria. Eligible AACPS students can take classes without paying for tuition, fees, books and supplies.

Extracurricular Activities

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

Middle School Assessments

To monitor and gauge student progress, the district and state administer a limited number of assessments to middle school students. Each quarter, students take end of quarter assessments. Sometimes these assessments are created by district leadership and other times these assessments are created by teachers. Each spring, all students take the Maryland Comprehensive Assessment Program (MCAP) English Language Arts and Mathematics assessments. In the eighth grade, students take the MCAP Maryland Integrated Science Assessment (MISA) and the MCAP Social Studies assessments. All data from these assessments are used to guide future instructional decisions needed to support student academic growth.

Preparing for High School

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

Students who are interested in our high school Magnet Programs, including BioMedical Allied Health (BMAH), Centers of Applied Technology (CAT), International Baccalaureate Middle Years and Diploma Programme (IB MYP/DP), Apex Arts (APEX), or Science, Technology, Engineering, & Math (STEM), should reference the descriptions for those programs on page 41 and 42, or visit the website below.

Promotion of Students [BOE]

In order for a middle school student to be promoted to Grade 7, they must pass three of four Core courses (English/Language Arts, Mathematics, Science, and Social Studies). In addition, if a student takes fewer than four Encore courses, they may fail

[BOE]—See Page 55

no more than one Encore course. If a student takes four or more Encore courses, they may fail no more than two Encore courses.

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

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

Skipping a Grade/ Grade Acceleration

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

Summer School

The secondary summer school program offers students the opportunity to make up courses they failed during the school year.

High School (Grades 9–12)

There are 14 comprehensive high schools in Anne Arundel County. A comprehensive high school serves all students who reside in a given attendance area. At the heart of the high school program is a core of subjects which address the skills and knowledge that all students need. In addition, the program includes a wide range of specialized, elective courses and extracurricular activities. English Language Development courses are offered for eligible English Learners.

Anne Arundel County Public Schools has one scheduling model for high schools. Most students take 8 classes, each approximately 80 minutes long, on an A-day/B-day rotation each year. Students are expected to maintain a full course schedule each academic year, except during their senior year. Seniors who are on track to meet all graduation requirements may request a reduced schedule during the scheduling process. Seniors must remain enrolled in 2.0 credits or more per semester. If a student's status changes and they are no longer on track to meet graduation requirements, the school will work with the family to restore full-time enrollment.

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 Advanced Placement 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. Additionally, all AACPS students that meet the eligibility requirements are able to access the Early College Access Program (www.aacps.org/ecap).

Anne Arundel County Public schools also offers five high School Magnet Programs—the ***BioMedical Allied Health Program,*** the ***Centers of Applied Technology,*** the ***International Baccalaureate Programme,*** the ***Apex Arts Program,*** and the ***Science, Technology, Engineering, and Mathematics Program (STEM).*** For information on these programs see page 42.

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

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

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

Selecting & Changing Courses

It is the student's responsibility to evaluate and select courses carefully, obtaining help from teachers, school counselors, and administrators. Parent/guardian approval of course selections is required for all students under 18 years of age. Students have the right to participate in any part of the curriculum in accordance with nondiscriminatory practices.

Procedures for Promotion				
Promotion from one grade level to the next is based on the number and types of credits earned.				
To be promoted to grade:	**10**	**11**	**12**	**To be considered a senior, a student must:** · have completed at least three years in high school, · have successfully earned 18 appropriate credits, ***and*** · be enrolled in a program that allows them to meet all graduation requirements by June of the same academic year.
Completed credits needed	**6**	**13**	**18**	
...in academic subjects	***3***	***7***	***10***	

After referencing the following list of Schedule Corrections, a student who requests a course transfer for a schedule correction within ten school days of the start of a course may be granted the transfer upon approval of the principal and the parents/guardians if there is space available in the requested class.

Schedule Corrections

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

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

Senior Status

Students who have successfully completed three years of high school, earned a minimum of 18 appropriate credits by September 1 and who are enrolled in a program that allows them to meet all graduation requirements by June of the same academic year may be considered seniors.

Summer School

The summer school program offers students a number of secondary courses providing students the opportunity to recover credit in courses in which they were unsuccessful, or to improve grade averages in sequential subjects.

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

Academic Eligibility for Extracurricular Programs [BOE]

The Anne Arundel County Board of Education has established standards of academic eligibility for student participation in interscholastic athletics. To be eligible to participate in interscholastic athletics, grades nine through twelve, a student-athlete must maintain a 2.0 Athletics Eligibility Score or greater in the marking period preceding the start of that season as defined below. A student-athlete may earn a maximum of one "E" or "U" grade in courses taken during that eligibility period. Athletics Eligibility Scores, which are different from the GPA documented on report cards, are calculated by summing the value of each letter grade on the weighted scale and dividing by the total number of different classes registered for (everyday classes are not counted twice).

At the end of each academic eligibility period, the Athletic Director or sponsor of each activity will notify the principal or the principal's designee of those students who have failed to meet academic eligibility requirements and are on academic probation or are academically ineligible. A high school student on academic probation must attend academic assistance sessions monitored by the athletic academic advisor. Academic assistance sessions will consist of a minimum of eight sessions for a minimum of six hours spread evenly throughout the 14-day probationary period.

A student who is academically ineligible may not play in games or wear any part of a team uniform at games during the 14-day probationary period.

The student may participate in interscholastic athletic practices during the probation period. The student must attend a conference

with the athletic academic advisor to review his or her eligibility status on the 14th day of probation.

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

The academic probation period for each sport season will be established by the Office of Athletics and communicated to schools in advance of each school year.

If a student with disabilities receiving special education services fails to meet academic eligibility standards to participate in interscholastic athletics or extracurricular activities, the student and/or the students parent/guardian may contact the principal of the school and request the convening of an Individualized Education Program (IEP) Team meeting to assess if IEP revisions are required to support the student in meeting academic eligibility standards. To be eligible to participate in interscholastic athletics at the high school level, a student shall also meet the eligibility requirements and standards established in the current edition of the Maryland Public Secondary Schools Athletic Association Handbook and the Anne Arundel County Athletic Handbook.

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

State policy dictates that to be eligible to participate in interscholastic athletics at the high school level, a student must be officially registered and attending the school at which it is anticipated the student will complete graduation requirements and that the student is not 19 or older as of August 31st. Students enrolled in the AACPS Virtual Academy may participate in interscholastic athletics at the school they would otherwise attend in person.

For more detailed information regarding residency requirements, please see page 7.

Service Learning

Service Learning provides students with a means to give back to their community in a meaningful way. Maryland State Department of Education requires students to complete 75 hours of Service Learning for graduation. Anne Arundel County Public Schools integrates this requirement into existing subjects or courses starting in Grade 5. Students complete service-learning projects and activities from Grades 5 through 11 so that each student, upon completion of Grade 11, should have met the service learning graduation requirement. Refer to page 33 for more information.

Credits Required for Graduation

English—4	Social Studies—3	Mathematics—4	Science—3	Physical Education—1	Health—1
1 credit in English 9 1 credit in English 10 1 credit in English 11 1 credit in English 12	1 credit in History of the US 1 credit in U.S. Government 1 credit in World History	1 credit of Algebra 1 1 credit of Geometry 2 mathematics elective credits Math is required for all students in Grades 9–12 Algebra 2 is required for college completers	1 credit in Biology 2 credits, including laboratory experience in any of the following areas: · Earth Science · Life Science · Physical Science	1/2 credit in Fitness for Life 1/2 Physical Education elective credit	1 credit in Health
Basic Technology—1	Fine Arts—1	Financial Literacy —0.5 (beginning with students entering grade 9 in fall, 2026)	Global Community Citizenship—0.5	Electives—4.0:	
See the High School Program of Study for all courses that meet the Basic Technology Requirement	Music, Art, Dance, & Theatre Arts courses	See the High School Program of Study for all courses that meet the Financial Literacy Requirement	0.5 credit in Global Community Citizenship (beginning with the class of 2023)	Any elective course may count.	

In addition, a student shall successfully complete at least one of the following:

- 2 credits of a world language | (2 years of the same language) or
- 2 credits of American Sign Language
- 2 credits of advanced technology education
- A state-approved career and technology program

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

Graduation Requirements

A Maryland High School Diploma

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

All students participate in the comprehensive environmental education program through their regular program of study to meet their graduation requirement in environmental literacy.

The Code of Maryland Regulations requires students to participate in four content specific assessments for graduation. They include Algebra 1, English 10, U.S Government and LS MISA (Life Science Maryland Integrated Science Assessment—given at the end of each student's Biology course). Algebra 1 and English 10 are also used to determine a student's College and Career Readiness. Assessment results for the US Government and LS MISA will be calculated as 20% of each student's final course grade.

All four assessments are given at the completion of the corresponding course(s). Please check with your school counselor or the School Testing Coordinator to discuss the specific requirements for your child. Additional information about these tests can be found on pages 36–38 of this handbook.

The School Test Coordinator can assist with the requirements to determine which state assessments students are required to take for graduation based upon the year the student will graduate and the courses the student will take.

Students must earn a minimum of 23 credits. They must pursue one of three program options. The College Completer prepares students to enter post-secondary educational programs both in and outside of Maryland. The Career Technical 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 a dual completer which encompasses both College and Career Technical Completers. More information can be found in the High School Program of Study.

Courses that meet graduation requirements may include approved dual credit courses taken at the community college. The district has procedures for approving early college access programs and interested students should see their school counselor for more information. Program requirements are located on the AACPS webpage under the academics tab.

Maryland High School Certificate

This certificate may be awarded to students with disabilities who do not meet the requirements for a diploma but who meet one of the following criteria:

- The student is enrolled in a special education program for at least four years beyond Grade 8, or its age equivalent, and is determined by an Individualized Educational Program Team, with agreement of the student's parents/guardians, to have developed appropriate skills for the individual to enter the world of work, act responsibly as a citizen, and enjoy a fulfilling life. The world of work includes gainful employment, supported employment, or sheltered workshops.
- The student has been enrolled in a special education program for four years beyond Grade 8, or its age equivalent, and has reached age 21.

Anne Arundel County High School Certificate [BOE]

An Anne Arundel County Public Schools citation for completion of a 4-year high school program may be awarded at graduation ceremonies, if approved by the IEP team, to students with specific developmental disabilities who have not completed their individual high school program of studies and will be leaving the high school and entering an alternative AACPS program (i.e., Vocational Citation Program, O-Campus Transition Program). The student will be awarded the Maryland High School Certificate upon completion of the alternative program.

Graduation Ceremonies

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

Participation in Senior Activities [BOE]

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

However, poor decisions in the days leading up to high school graduation can ruin those memories. The Board of Education has adopted a policy stipulating that students who violate the Code of Student Conduct regarding alcoholic beverages, controlled dangerous substances, or other intoxicants during the last 4 weeks of school prior to the last scheduled day for graduating students be prohibited from participating in senior activities including prom and graduation.

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

[BOE]—See Page 55

Please refer to Policy and Regulation IID/IID-RA—Graduation Activities and JCC-RAC-Alcoholic Beverages, Controlled Dangerous Substances, or other Intoxicants for more specific information about this issue.

Latin Honors

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

A student must have the following GPA at the end of the seventh semester of high school, in the student's senior year, in order to achieve the specified Latin Honor:

- ***Summa cum laude***
  (the highest honor)—greater than or equal to a 4.3 weighted GPA
- ***Magna cum laude***
  (with great honor)—greater than or equal to a 4.0, but less than a 4.3 weighted GPA.
- ***Cum laude***
  (with praise)—greater than or equal to a 3.4 unweighted cumulative GPA.

For more information

For more detailed information regarding high school course ings and graduation requirem students and parents/guardian should request a High School gram of Study booklet from th school counseling office.



Board Policies and Administrative Regulations [BOE]

Many of the topics in this handbook are covered by Board of Education Policies and Administrative Regulations. It is important to note that Board of Education Policies and Administrative Regulations are periodically updated. Accordingly, in the event of a conflict between this handbook and a Board Policy or Administrative Regulation, the Board Policy or Administrative Regulation shall prevail. Sections with specific references to Policies and/or Regulations are marked with [BOE]. To view those listed in the handbook (as well as others), visit *www.aacps.org/boardpolicies.*

Topic	Board Policy	Administrative Regulation
Academic Eligibility Extracurricular Programs	JJA	JJA-RA
Administration of Medical Cannabis	JR	JR-RA
Bullying, Cyberbullying, Harassment, & Intimidation	JCCA	JCCA-RA
Bias Behavior & Language	JO	JO-RA
Care of Property	JCC	JCG-RA
Child Abuse & Neglect	JEF	JEF-RA
Educational Equity	AF	AF-RA
Enrollment & Residency Requirements	JAB	JAB-RA
Field Trips	IFS	IFS-RA
Fundraising	KE	KE-RA
Grading	II	II-RA
Graduation Requirements	IIC	IIC-RA
High School Diplomas & Certificates	IIE	IIE-RA
High School Honor Roll	II	II-RA
Homework	II	II-RA
Pregnant & Parenting Students	JS	JS-RA
Promotion & Retention of Students	IIB	IIB-RA
Release of Student Information	JCM JH	JCM-RA JH-RA
Student Sexual Harassment & Misconduct	JP	
Safe and Inclusive Environments for LGBTQ+ Students	JQ	JQ-RA
Social Media (Student)	JCCC	JCCC-RA
Social Media (Employee)	GAOO	GAOO-RA
Student Complaints Related to Policy, Regulation, or Law	JCH	JCH-RA
Student Conduct & Restorative Practices	JCC	*See Student Conduct Regulations*
Student Telehealth	JU	JU-RA
Students with Anaphylactic Allergies or Perceived Symptoms of Anaphylaxis	JECA	JECA-RA
Students with a Known Food Allergy	JECAA	
Suicidal Thoughts & Gestures	GAD	GAD-RA
Suspected Head Injuries & Concussions	JJE	JJE-RA
Use of Technology and Social Media by Students	JCC JCCC	JCC-RAA JCCC-RA
Technology Use & Security	DI	DI-RA

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

For more information, contact:

Anne Arundel County Public Schools
2644 Riva Road, Annapolis, MD 21401
410-222-5000
www.aacps.org

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

Bullying/Cyberbullying, Harassment, Sexual Harassment, or Intimidation Reporting Form

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

The Bullying, Harassment or Intimidation Reporting Form should be used to report alleged incidents of bullying, harassment, or intimidation that occurred during the current school year on school property, at a school-sponsored activity or event off school property, on a school vehicle, on the way to and/or from school, or through electronic communication on or off school property. School staff will address incidents that occur at school or have a connection or nexus back to the school setting that create a risk of harm to other students while they are at school or interfere with the educational environment. If you are a student, the parent/guardian or caregiver of a student, a close adult relative of a student, a school staff member, or a bystander and wish to report an incident of alleged bullying, cyberbullying, harassment, or intimidation, please complete this form, and return it to the school principal. Contact the school for additional information or assistance at any time.

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

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

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

1.Alleged Targeted Student(s)	Age	Days absent as a result of the incident: (if known)

2. Alleged Offender(s) (if known)	Age	School (if known)	Student Y/N	Days Absent

3. Alleged Witness((s) (if known)	Age	School (if known)	Student Y/N

4. On what date(s) did the incident(s) happen?

_____ / _____ / _____ _____ / _____ / _____ _____ / _____ / _____

Month Day Year *Month Day Year* *Month Day Year*

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

- ☐ Actions/comments related to the student's race/ethnicity
- ☐ Actions/comments related to the student's national origin
- ☐ Actions/comments related to the student's religion
- ☐ Actions/comments related to the student's sex
- ☐ Actions/comments related to the student's Immigration status
- ☐ Actions/comments related to the student's family/parental or marital status
- ☐ Actions/comments related to the student's socio-economic status
- ☐ Actions/comments related to the student's academic performance
- ☐ Actions/comments related to the student's perceived sexual orientation
- ☐ Actions/comments related to the student's gender expression
- ☐ Actions/comments related to the student's gender identity
- ☐ Actions/comments related to the student's disability
- ☐ Actions/comments related to the student's physical appearance
- ☐ Demeaning behavior to impress others
- ☐ Demeaning behavior just to be mean
- ☐ An act or threat of retaliation
- ☐ Gang related/gang recruitment
- ☐ Human trafficking/prostitution recruitment
- ☐ Any bullying, harassment, or intimidation that involves physical aggression
- ☐ Cyberbullying (social media, text messages, etc.)
- ☐ Teasing, name-calling, making critical remarks
- ☐ Demeaning or making the student the target of jokes
- ☐ Making rude and/or threatening gestures
- ☐ Excluding or rejecting the student
- ☐ Intimidating, extorting, exploiting the student
- ☐ Getting another person to target or demean the student
- ☐ Spreading hurtful rumors or gossip
- ☐ Racial/ethnic harassment
- ☐ Sexual harassment
- ☐ Other: (Please Specify) _____

**Will be collected unless specifically excluded by local board policy*

Maryland State Department of Education in accordance with the Safe Schools Reporting Act of 2005

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

- ☐ On school property (please specify location) _____
- ☐ On the way to/from school*
- ☐ On a school school vehicle
- ☐ Off school property or at a school-sponsored activity or event
- ☐ Digital device on school property
- ☐ Digital device off school property
- ☐ During virtual learning
- ☐ Other (please specify location) _____

**Will be collected unless specifically excluded by local board policy*

7. Describe the incident(s), including what the alleged offender(s) said or did.

8. Why do you think the bullying, cyberbullying, harassment, and/or intimidation occurred?

9. Did a physical injury result from this incident? Place an X next to one of the following:

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

10. If there was a physical injury, do you think there will be permanent effects?

☐ Yes ☐ No

11. Did a psychological injury result from this incident? Place an X next to one of the following:

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

12. Is there any additional information you would like to provide?

Signature	Date

Definition of Bullying, Harassment, Sexual Harassment and Intimidation

Bullying is unwanted, demeaning behavior among students that involves a real or perceived power imbalance. The behavior is repeated, or is highly likely to be repeated, over time. In order to be considered bullying, the behavior must be intentional and include: 1) An imbalance of power (students who bully use their physical, emotional, social, or academic power to control, exclude, or harm others), and 2) Repetition (bullying behaviors happen more than once or are highly likely to be repeated based on evidence gathered).

Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through texting, apps, or online via social media, forums, or gaming where people can view, participate in, "or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or hurtful content about another student. It can include sharing personal or private information about someone else causing embarrassment or humiliation.

Harassment includes actual or perceived negative actions that offend, ridicule, or demean another student with regard to race, ethnicity, national origin, immigration status, family/parental or marital status, sex, sexual orientation, gender identity, gender expression, religion, ancestry, physical attributes, socioeconomic status, physical or mental ability, or disability.

Sexual Harassment and misconduct include any unwelcome sexual advances, requests for sexual favors, other physical or verbal conduct, or any conduct of a sexual nature which substantially interferes with a student's educational benefits, opportunities, or performance.

Intimidation is any communication or action directed against another student that threatens or induces a sense of fear and/or inferiority. Retaliation may be considered a form of intimidation.



ANNE ARUNDEL
COUNTY PUBLIC SCHOOLS

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Mark. T. Bedell, Ed.D.
Superintendent of Schools

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