PLEASE NOTE: Although deemed accurate when printed/published, information in this booklet may change during the year as Board of Education policies and regulations are updated. For the most current version of this booklet and/or policies referred to within, visit the QACPS website to see Policies and Administrative Regulations.

August, 2021
Queen Anne’s County Board of Education

VISION: A graduate of Queen Anne’s County Public Schools will be well-educated, globally competitive and prepared to become a caring, productive citizen of the 21st century.

MISSION STATEMENT: The mission of Queen Anne’s County Public Schools, a high-performing public school system, is to ensure that every student demonstrates a commitment to high achievement and everyday excellence, possessing the skills and knowledge to empower them to thrive and continue to grow intellectually, physically, emotionally and socially in a rapidly changing, globally competitive society; this will be accomplished through a partnership with our families and community, a world class curriculum, excellence in teaching and challenging educational experiences.

CORE VALUES OF QACPS: Focus on Results and Creating Value | Managing for Innovation | Learning-Centered Education | Systems Perspective | Visionary Leadership | Agility | Organizational and Personal Learning | Valuing Faculty, Staff and Students | Management by Fact | Social Responsibility

Board of Education Members:

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>District</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Richard Smith</td>
<td>Board President</td>
<td>District 2</td>
<td>2020-2024</td>
</tr>
<tr>
<td>Marc Schifanelli</td>
<td>Board Vice President</td>
<td>District 4</td>
<td>2020-2024</td>
</tr>
<tr>
<td>Tamera Harper</td>
<td>Member at Large</td>
<td></td>
<td>2018-2022</td>
</tr>
<tr>
<td>Helen Bennett</td>
<td>Board Member</td>
<td>District 3</td>
<td>2020-2024</td>
</tr>
<tr>
<td>Michele Morrissette</td>
<td>Board Member</td>
<td>District 1</td>
<td>2018-2022</td>
</tr>
</tbody>
</table>

School District Administration:

Patricia W. Saelens, Ed.D., Superintendent of Schools

Amy Hudock, Assistant Superintendent

Dr. Michael Noel, Director of Human Resources

Sid Pinder, Chief Operating Officer

Jane Towers, Chief Financial Officer

Dr. Matthew Kibler, Director of Accountability and Implementation
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Chapter 1: Notices

Notice of Information
The Board of Education of Queen Anne’s County reserves the right to disclose identifiable information that has been designated as directory information contained in the education records of students. Directory information is defined as information that would not generally be considered harmful or an invasion of privacy if disclosed.

Schools may disclose, without consent, “directory” information. The Queen Anne’s County Board of Education directory information may include the following items relating to a student: name, address, telephone listing, photograph, grade, date of place of birth, major field of study, participation on officially recognized activities and sports, weight and height of athletic members, awards or degrees received, dates of attendance, home room assignments, honor roll, perfect attendance lists, and district-assigned email address. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification is conducted through this Parent & Student Handbook.

Queen Anne’s County Board of Education Public Notice
In October 1986, the U.S. Congress enacted the Asbestos Hazard Emergency Response Act (AHERA). Under this law, comprehensive regulations were developed to address problems in public and private elementary and secondary schools. These regulations required the Board of Education to inspect for friable and non-friable asbestos, develop asbestos management plans and address asbestos hazards in school buildings and to implement response actions in a timely manner. These regulations assign schools many responsibilities. The Queen Anne’s County Board of Education’s program for fulfilling these responsibilities is outlined in the asbestos management plan for each school. The plan contains information on the schools’ inspection results, re-inspection and related material to meet the requirements of AHERA. Management plans can be reviewed at individual schools during normal school hours. The plans will also be available at the Board of Education Office for review.

Integrated Pest Management (Please Read Carefully)
The Integrated Pest Management (IPM) Program employed by the Queen Anne’s County Public Schools is a proactive rather than a reactive approach to insect and rodent control in school facilities. The IPM Program includes routine inspections or surveys of all school facilities to identify conditions conducive to pest invasion, to ensure early detection of pest presence and to monitor infestation levels. As a first step in pest control, the IPM approach employs a number of preventative strategies and alternatives to pesticide application such as the following: employee education, source reduction, inspection and identification of potential problem areas and improved sanitation. Each approach is monitored and evaluated, and modifications are made if necessary. IPM includes treatment of school grounds. Pesticides are used only as a last resort. Maryland law requires that parents of all elementary school children be notified prior to any interior pesticide application. Parents of middle or high school students, as well as staff, who wish to be notified prior to interior pesticide applications or applications to school grounds must request that they be placed on the school system’s pesticide notification list. To be added to the list, send a written request which includes your name, address, email address, telephone number and your child’s name and school to the Office of Supporting Services at QACPS, 202 Chesterfield Avenue, Centreville, MD 21617. Copies of material safety data sheets (MSDS) and product labels for each pesticide and bait station used on school property are maintained by the contact person. Persons wishing to review this information or would like to comment on the program, should contact the Office of Supporting Services at QACPS or call 410-758-2403 ext. 140.

Non-Discrimination Statement
In accordance with state and federal laws, and the policies of the Board of Education, QACPS does not discriminate on the basis of race, ethnicity, color, age, religion, disability, genetics, ancestry/national origin, marital status, sex or sexual orientation in matters affecting employment or in providing educational programs and service, and provides equal access to the Boy Scouts and other designated youth groups. QACPS operates equal opportunity and affirmative action programs for students and staff. The Board of Education of Queen Anne’s County Public Schools is an equal opportunity/affirmative action employer.
• Employee inquiries or complaints regarding discrimination or Title IX issues such as gender equity, sexual harassment and sexual discrimination should be directed to Dr. Michael Noel, Director of Human Resources, michael.noel@qacps.org or 410-758-2403 ext. 176.
• Student or parent inquiries or complaints regarding discrimination or Title IX issues such as gender equity, sexual harassment and sexual discrimination should be directed to Matt Evans, Director of Student Services, starke.evans@qacps.org or 410-758-2403 ext. 131.
• Inquiries regarding ADA and Section 504 should be directed to Joeleen Smith, Supervisor of Special Education, joeleen.smith@qacps.org or 410-758-2403 ext. 131.
• Inquiries regarding Title II should be directed to Dr. Michael Noel, Director of Human Resources, michael.noel@qacps.org or 410-758-2403 ext. 176.

Inquiries may also be addressed in writing to the appropriate office at Queen Anne’s County Public Schools, 202 Chesterfield Ave, Centreville, Maryland 21617.

External Agencies

U.S. Equal Employment Opportunity Commission (EEOC)
1-800-669-4000
1-800-669-6420 (TTY for Deaf/Hard of Hearing callers only)
1-844-234-5122 (ASL Video Phone for Deaf/Hard of Hearing callers only)

Maryland Commission on Civil Rights (MCCR)
410.767.8600 (Español-marque el 2)
1.800.637.6247
Maryland Relay 7-1-1

U.S. Department of Education (OCR)
Office for Civil Rights
400 Maryland Avenue, SW, Washington, DC 20202
(202) 401-2000
1-800-872-5327
Fax: 202-453-6012; TDD: 800-877-8339

Board of Education contact information can be found on the QACPS website.
www.qacps.org

Privacy Notice
School officials may disclose directory information of students unless the parent/guardian or student over the age of 18 informs the school system in writing that personal identifiable information is not to be designated as directory information with respect to that student. This notification must be received by the school system no later than 30 days after the beginning of the school year or from the date of enrollment.

The right to disclose information extends to the following school year so that school officials may disclose bus routes, addresses of bus stops and school home room assignments in August preceding the beginning of the school year.

Policy Notice
All policies contained within are reviewed periodically. Please check qacps.org “QACPS Policies and Regulations” page for updates.
Chapter 2: Contact Us

Follow Along with QACPS and the Board of Education
Visit qacps.org to find our BoardDocs. Here is where you will find board meeting agendas, minutes and policies. To watch these meetings, you may visit www.qacps.org or subscribe to our QACPS Video YouTube channel.

Every first Wednesday of the month, an open session starts at 4:30 p.m. that is then moved into a closed session. The open session meeting reconvenes at 6 p.m. Queen Anne's County citizens are encouraged to attend and may address the board at the beginning of the meeting during “Citizen Participation.” Monthly work sessions occur starting at 5:00 p.m. These meetings are open to the public but do not have “Citizen Participation.” Times and locations of board meetings are posted on https://www.qacps.org/. If you have any questions regarding board meetings, please call 410-758-2403.

QACPS Meetings may be viewed LIVE on QACTV's Facebook page, YouTube page, and on Atlantic Broadband Cable Channel 7. Recorded meetings are also available on our Facebook page.

QACPS Television
QACTV presents on Atlantic Broadband Cable Channel 7 programs and information relating to Queen Anne’s County Public Schools. These include monthly Board of Education meetings, ceremonies, events and profiles of our teachers and staff. QACPS’ scheduled information, meetings, updates and weather-related news are announced on the cable channel.

Contact Information
QACPS/QACTV
202 Chesterfield Avenue
Centreville, MD 21617
410-758-2403 ext. 148

View Schedule of shows at www.qactv.com
Chapter 3: List of Schools

Elementary Schools

BAYSIDE ELEMENTARY
301 Church St.
Stevensville, MD 21666
Ms. Louisa Welch, Principal
410-643-6181
louisa.welch@qacps.org

CENTREVILLE ELEMENTARY
213 Homewood Ave.
Centreville, MD 21617
Mrs. Theresa Farnell, Principal
410-758-1320
theresa.farnell@qacps.org

GRASONVILLE ELEMENTARY
5435 Main St.
Grasonville, MD 21638
Mr. Tom Walls, Principal
410-827-8070
thomas.walls@qacps.org

MATAPEAKE ELEMENTARY
651 Romancoke Road
Stevensville, MD 21666
Mrs. Carrie Mitten, Principal
410-643-3105
carrie.mitten@qacps.org

KENNARD ELEMENTARY
420 Little Kidwell Ave.
Centreville, MD 21617
Mrs. Michelle Carey, Principal
410-758-1166
michelle.carey@qacps.org

KENT ISLAND ELEMENTARY
110 Elementary Way
Stevensville, MD 21666
Mrs. Cassandra Cornish, Principal
410-643-2392
cassandra.cornish@qacps.org

CHURCH HILL ELEMENTARY
631 Main St.
Church Hill, MD 21623
Mrs. Susan Walbert, Principal
410-556-6681
susan.walbert@qacps.org

MATAPEAKE MIDDLE
671 Romancoke Road
Stevensville, MD 21666
Dr. Lois McCoy, Principal
410-643-7330
lois.mccoy@qacps.org

STEVENSVILLE ELEMENTARY
610 Main St.
Stevensville, MD 21666
Dr. Jennifer Schrecongost, Principal
410-643-3194
jennifer.schrecongost@qacps.org

Middle Schools

CENTREVILLE MIDDLE
231 Ruthsburg Road
Centreville, MD 21617
Ms. Krystal Chambers, Principal
410-758-0883
krystal.chambers@qacps.org

SUDLERSVILLE MIDDLE
600 Charles St.
Sudlersville, MD 21668
Mr. Robert Watkins, Principal
410-438-3151
robert.watkins@qacps.org
High Schools
KENT ISLAND HIGH
900 Love Point Road
Stevensville, MD 21666
Mr. Sean Kenna, Principal
410-604-2070
sean.kenna@qacps.org

KENT ISLAND HIGH,
NINTH GRADE ANNEX
671 Romancoke Road
Stevensville, MD 21666
Mr. Sean Kenna, Principal
410-643-7172

QUEEN ANNE’S COUNTY HIGH
125 Ruthsburg Road
Centreville, MD 21617
Mr. John Schrecongost, Principal
410-758-0500
john.schrecongost@qacps.org

Alternative Education
ARISE ACADEMY
202 Chesterfield Ave.
Centreville, MD 21617
Mr. Kevin Kintop, Program Administrator
410-758-2403 ext. 199 or ext. 255
kevin.kintop@qacps.org

Board of Education
202 Chesterfield Ave.
Centreville, MD 21617
410-758-2403
offpub@qacps.org
## School Times

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>GRADES</th>
<th>STAFF REPORTING TIME</th>
<th>BUS ARRIVAL TIME</th>
<th>INSTRUCTIONAL BEGINNING TIME</th>
<th>PRE-KINDERGARTEN AM LEAVE</th>
<th>PRE-KINDERGARTEN AM ARRIVAL</th>
<th>INSTRUCTIONAL ENDING TIME</th>
<th>STAFF LEAVE TIME</th>
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<td>ARISE Academy – 0701</td>
<td>6-12</td>
<td>7:20 AM</td>
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<td>8:05 AM</td>
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<tr>
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<td>9:00 AM</td>
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<tr>
<td>Bayside Elementary – 0403</td>
<td>3-5</td>
<td>8:30 AM</td>
<td>8:55 AM</td>
<td>9:15 AM</td>
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<tr>
<td>Sudlersville Elementary – 0106</td>
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<tr>
<td>Church Hill Elementary – 0202</td>
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<td>8:30 AM</td>
<td>8:40 AM</td>
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<tr>
<td>Centreville Elementary – 0308</td>
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<td>8:35 AM</td>
<td>9:00 AM</td>
<td>11:30 AM</td>
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<tr>
<td>Grasonville Elementary – 0503</td>
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<td>8:55 AM</td>
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<tr>
<td>Kent Island Elementary – 0402</td>
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<td>9:15 AM</td>
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<tr>
<td>Matapeake Elementary – 0406</td>
<td>PK-5</td>
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<td>8:55 AM</td>
<td>9:10 AM</td>
<td>11:45 AM</td>
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<td>3:45 PM</td>
<td>4:00 PM</td>
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</table>
Chapter 5: Back to School Forms (Registration)

Returning Students

Queen Anne’s County Public School students are required to register for school every year. This online process replaces the paper forms previously sent home at the beginning of each school year. Your student’s school depends on having the information submitted in this process to ensure his/her safety and security in school throughout the year.

To get started: Visit www.qacps.org and click the New Student Registration & Back to School Forms link. Next, under Back to School Forms choose either the English or Spanish Link. Then enter your student’s Snapcode.

Snapcodes: A snapcode is like a key to your student’s Back to School forms for the upcoming school year. Snapcodes are found at the bottom of each student’s final progress report (elementary schools) or report card (middle and high schools) released in June. The primary parent/guardian listed on a student’s record will also receive a unique snapcode link via email and/or a snapcode letter mailed to your home.

Creating an account: Creating an account will allow you to securely save your work and come back at a later time if necessary. Accounts can be created using an email address or cell phone number. Be sure to record your password for next year. If you already have an account from a previous year, you can simply sign in and complete the form. (You should use the same account to complete forms for multiple children.) If you have forgotten your password, you can request it be reset and/or sent to your email address.

Changing information: If you would like to make a change before you submit, click on the underlined field or click “< Prev” to return to a previous page. After submission you will need to contact your student’s school to process any changes.

Submitting the form: When you have finished entering all of a student’s information, click “Submit.” This will send the student’s information to the school. If you cannot click on the submit button, you will need to review the form pages again to make sure that you have answered all required (*) questions.

Multiple students in the district: Information on each form is specific to each student. We recommend that you submit one Back to School form and then start the next student—this will allow you to “snap over” shared family information, which will save you entry time. Please note your additional student(s) snapcodes are unique.
**Need additional help:** You can contact your student’s school to ask any general questions about the Back to School forms and/or process. The office phone number of each school can be found on Page 7 and 8 of this book.

**Technical issues:** For technical support, visit the PowerSchool Community Help Center at [https://help.powerschool.com/](https://help.powerschool.com/).

Online registration not completed prior to the first day of school will affect your student’s successful start. Middle school and high school students (and parents) will not have access to their class schedules via PowerSchool. In addition, students will not be assigned a chromebook/laptop device, and if applicable, obtain a school ID or student parking permit or participate in athletic or extracurricular activities until the Back to School forms are completed online. Elementary school students (and parents) will not have access to their student’s attendance or teacher(s) email links via PowerSchool and possibly impact students’ participation in extracurricular activities at school until the Back to School forms are completed online.

**New Students**

Any student new to Queen Anne’s County Public Schools will need to first make an appointment at the school in order to register his/her student(s) and complete New Student online registration for the current school year. Appointments should be made by calling the school directly. The following items will need to be brought to your registration appointment:

- Proof of residence (utility bill, property tax bill, mortgage statement, signed lease, etc.)
- Birth certificate
- Social security card
- Most recent report card/progress report
- Immunization records
- IEP/504 Plan (if applicable)
- Custody agreement (if applicable).

If you are not the owner or renter of your residence, you and the property owner/renter must complete a **Verification of Residence in Queen Anne’s County form** and have it notarized. A *proof of residence for the owner/renter must also be provided.*

Your student’s school records are important documents that must travel throughout their education. In order to make your child’s file complete, it’s imperative to have the above information/documents when you attend your appointment at the school.
Chapter 6: PowerSchool

Student Account Access
Students can access their portals at https://powerschool.qacps.k12.md.us/public/ using his/her 5-digit computer ID and 8-character/digit password used at school for media center, school lunch and computer login. All student access is disabled over the summer break and only re-enabled in mid-August once Back to School (Annual Registration) forms are completed by his/her parent/guardian.

Parent Account Access
A parent account allows you to view the information for one or more students with a single sign in and manage your personal account preferences. In the Fall (typically mid-October), the primary and secondary parent/guardian for every student who has completed annual registration, will receive an email with the Access ID and Access Password for his/her student(s). These codes are required to create a Parent Account.

To create a parent account, enter the following information at https://powerschool.qacps.k12.md.us/public/:

- **Name:** Your first and last name.
- **Email:** Student notifications and correspondence related to your parent account will be sent to this email.
- **Desired Username:** Your username is your unique PowerSchool identity.
- **Password:** Your password must be at least six characters long. Be sure to store your username and password in a secure manner.
- **Student Access Information:** Information for a minimum of one student, including the student name, unique Access ID, unique Access Password and your relationship to the student.

Parent Accounts should not be created or updated with additional students on a mobile device. Once your Parent Account is created, you can manage your account information, link all of your students of any grade to your account (for whom you have parental and legal rights to) and set email and notifications preferences for each of those students linked to your account. Neither your student’s school nor the Board Office have access to the passwords you create. Therefore, if at any time you’ve forgotten the account login information you created, you can retrieve it by using auto-recovery and clicking on the “Forgot Username or Password?” link on the PowerSchool site. If you have a concern about attendance or grades or did not receive an email for one of your students, please contact your student’s guidance office for email verification, changes and updates.

Parent and student access to PowerSchool is disabled over the summer break and only re-enabled in mid-August once Back to School forms are completed by his/her parent/guardian. It is important to complete these online forms early in the summer because this allows your student’s school to update important medical information, where the bus is to pick up your student, emergency contact information, as well as allowing your student full access to school electronic devices, activities, etc.

PowerSchool Mobile App
The PowerSchool Mobile App gives parents and students instant access to information they need to stay up-to-date on student grades, performance and attendance.
Receive real-time push notifications with updates about grades, scores, attendance, assignments, teacher comments, daily bulletins, schedules and fee transactions.
Access all of your children in one portal. View grades, assignments, attendance, GPA and more. View announcements from schools. Designed for iPhones/iOS, tablets and Google/Android devices.

Download the app from the Apple App Store or Google Play for Android devices.

The QACPS district code is XBFD
Chapter 7: Transportation

School Closing/Delayed Opening Procedures
To provide information to the parents and students of Queen Anne’s County, the following plan for dismissal will be used. In the event that a delayed opening or closing of school is necessary, it will be announced over radio stations WBAL, WCEI, WCTR, WNAV, WXCY, WTOP and Radio One Baltimore and TV channels 2, 11, 13, 16, 45 and 47. Notifications will also be made via SchoolMessenger (phone, text and email), qacps.org and QACPS Facebook page.

When there is a delayed opening, all buses will run regular routes 90 minutes later than the regularly scheduled time. When there is a delayed opening, A.M. (morning) Pre-Kindergarten will not be in session. P.M. (afternoon) Pre-Kindergarten buses will run at their regularly scheduled times. (SES will follow the K-4 schedule.) On days that school is dismissed early due to inclement weather, the same procedure is followed for the closing of school.

*Closings due to emergencies such as lack of water, electric, heat, etc., will be decided jointly by the school administrator and the superintendent. TV and radio stations will be utilized for these announcements.

For emergency closings and early dismissals, School Messenger, an automated phone messaging system, can also be used to notify parents.

Parents should monitor weather conditions during inclement weather and anticipate that school schedules may be affected.

Contact Transportation at 410-758-0489 or for further information about transportation visit transportation.qacps.org.

School Bus Transportation Is a Privilege
This privilege may be temporarily denied or permanently revoked if misconduct of your child jeopardizes the safe operation of the school bus or the safety of pupils riding the bus. Parents are responsible to see that their children attend school despite loss of riding privileges. Parents or legal guardians are responsible for the behavior and safety of their children until the time of boarding the bus in the morning and from departing the bus at the end of the school day. Once the child enters the school bus, the authority to manage student conduct lies with the bus driver and the school administration.

Special Needs Transportation
The need for the related service transportation services for children with disabilities, utilizing buses service identified as special needs buses and staff is determined and approved by an IEP Team during the student’s individualized educational program (IEP) meeting or by the Section 504 Program Team. The IEP/504 chairperson will begin the request process for special transportation services by initiating and completing the Transportation Request for Special Services (SE16) form. The SE16 form is required to be routed to the special education supervisor and then sent to the Transportation Department to be processed for implementation and approval. The process (which normally takes 3-5 business days from date of receipt in the Transportation Department) includes:

- Assigning a bus
- Assigning a driver and attendant
- Establishing a bus route
- Notifying the driver regarding the assignment of the additional student
- Equipping the bus and staff with any necessary equipment, information, or training as determined by the IEP/504 Plan
- Notifying the family of the approximate pick-up and drop-off times for the student with special transportation needs.

Specific questions or concerns that may arise should be directed to the school principal.

Bus serving Special Needs Students are intended for students requiring the related service transportation as determined and
approved by an IEP Team.

**Conduct Standards**
Behavior or activity jeopardizing safe operation of the school bus or interfering with the welfare of other vehicle occupants is prohibited. *All existing county policies are in effect while students are on the bus.*

**Sanctions for Misconduct**
For any misconduct occurring on a school bus, the school administrative staff will take appropriate action, which may include, but is not limited to, a parent conference, seat change, loss of privilege, restitution and a bus and/or school suspension.

For students with disabilities, Suspension from transportation services that are identified as related services on a student’s Individualized Education Program (IEP or 504 Plan) is the same, in effect, as a suspension for an entire school day. Therefore, suspension from transportation is counted, for the purposes of the 10-school day consideration, as a suspension from school. Additionally, if a bus suspension results in the student not being able to access their education, it is considered a day of suspension even if it is not on the student’s IEP or 504 Plan.

*Without limiting other available actions or remedies,* the school administrative staff is authorized to secure restitution for vandalism caused by students to school buses, using the same procedures available for recovery of damages to school property.

**Bus Operator Responsibility**
The school bus operator will report in writing within 24 hours to a principal, assistant principal or other designee any conduct appearing to require disciplinary action. After administrative staff evaluation, appropriate disciplinary action will follow. A copy of the misconduct report will be returned to the school bus operator. School bus operators may temporarily suspend student’s riding privileges for one day.

**Parent Responsibility**
Preschool, kindergarten, first- and second-grade students must have someone accompany them to and from the bus stop and have a plan for emergencies if they cannot be at the bus stop. Parents are urged to assist their children in developing a respect for and a sense of safety concerning all of the related operations of the school bus.

Parents are urged to play a role in their responsibility when the child leaves home to walk to the bus stop and the child’s behavior at the bus stop. Parents should arrange for their child to arrive at the bus stop at least five minutes before the regularly scheduled arrival time. Bus drivers will not wait for tardy students since any wait will adversely affect the established time schedules for many other students.

One a.m. and one p.m. stop location shall be allowed for each transported student. Exceptions will be made only in case of an emergency or when extenuating circumstances exist. This shall be approved by the school principal.

Pupils must board their bus and be discharged from their bus at the assigned stops. Permission to use a different bus stop may be granted on a temporary basis if approved by the school principal and provided that the request does not involve a bus assignment/route change. Bus drivers must be notified by the school principal.

Parents are reminded that students must ride their assigned bus. Any deviation must be approved in advance by the principal or designee. Vacations, temporary work assignments, social events, riding to a friend’s home or other foreseen events will not be approved for change in bus assignment. Under short-term emergency situations only the principal may approve a different bus assignment.

**Student Responsibility**
Helpful Tips:

- Leave home early enough to arrive at your bus stop at least five minutes before the regularly scheduled pick
up time.

- Wait for your bus in a safe place, well off the roadway.
- Enter the bus in an orderly manner and take your seat.
- Follow the instructions of the school bus driver.
- Remain in your seat while the bus is in motion.
- Keep the center aisle clear at all times.
- Remain quiet and orderly.
- Be courteous to your school bus driver and fellow passengers.
- Be alert to traffic when leaving the bus.
- No eating or drinking on the bus.
- Keep head, hands and feet inside the bus.
- Respect the property of others.
- Place personal items on lap or under seat.

Students are responsible for their behavior while on the bus and at bus stops. School buses are an extension of school. As such, students are expected to adhere to the same standards of behavior on a school bus as they do in the classroom. And just like students obey teachers and instructors while at school, so also are they expected to obey the bus driver who are their instructors while on the way to and back from school. Remember, riding the school bus is a privilege for most students, but it is not a right. That privilege can and will be revoked if that student fails to observe the basic standards of conduct and safety required of them.

Avoid the Danger Zone

- Take 10 giant steps away from the bus when getting off.
- Always cross in front of the bus.
- If you drop something outside of the bus, leave it. Get permission from the driver before picking it up. Never go under the bus; the driver will help you.

Transportation Opt Out

As we strive to serve our students better and also become more effective and efficient in our operations, we have found that some of our transportation services and buses are not being utilized to their full capacity. Some of our students are not utilizing the bus service to and from school each day, yet we reserve a seat for them just in case they should choose to ride.

The opt-out program applies to families that never plan on utilizing bus services either to or from school. Knowing this information in advance will help us optimize travel time on the route, identify appropriate bus stops and allow for more consistent and effective service.

If you choose to have your child(ren) opt out of bus transportation, please check the box on the online Back to School forms under "Transportation." If during the school year you would like to opt out, please contact your child’s school or visit transportation.qacps.org for additional information and a form to complete.

Your decision is not binding. If at a later date you decide that your child needs bus transportation, contact the school to request service. This may take up to three work days to complete, so we ask that you provide us with sufficient notice to route the buses more efficiently.

School Bus Routes

Bus routes are reviewed annually by a committee consisting of parents, school bus contractors/drivers, school administration and the Transportation Department.

School bus stops will be established considering safety and economic reasons. They will be at least two city blocks apart. This is equal to approximately 2/10 of a mile. Some stops may be closer than 2/10 of a mile apart because of safety reasons. Buses shall be assigned to operate on state, county and town paved/maintained roads.
Additional information is located on the website in our Pupil Transportation Policy. If there are concerns about a bus stop, a Bus Stop Survey may be completed and reviewed by the Transportation Department. This form can be found at [transportation.qacps.org](transportation.qacps.org).

**Authorized School Bus Passengers**

Other than eligible students, those who are legally entitled to ride school buses are school bus drivers and designated employees. Parents and other adults who are designated by the school principals as chaperones may ride the bus while on educational field trips. Meetings with drivers can be scheduled through the school, so buses are not delayed during the route.

Audio/Visual surveillance cameras are used on school buses in Queen Anne’s County.
Chapter 8: Food Services

Sodexo Food Service
Sodexo delivers healthy and delicious school meals based on the USDA’s nutrition guidelines so that students are engaged and ready to learn in school. All meals include a variety of fresh fruit and vegetable choices, and a variety of chilled non-fat or low-fat milk.

All meals will remain free to all QACPS students for the 2021-2022 school year, however some students may be eligible for free or reduced-priced meals for the following school year and will need to fill out an application. Eligibility for these meals is determined by household size and income guidelines developed by the U.S. Department of Agriculture. Applications can be completed online at www.MySchoolApps.com. The Board will also send application forms and guidelines to parents early in the school year.

Employee meals and à la carte items will be available to purchase daily.

Pricing is as follows:

- Student Milk $0.50
- Adult Breakfast $2.50
- Adult Lunch $4.00
- Adult Milk $0.50

Sodexo is accepting applications for the food service positions for the 2021-2022 school year. Apply online [here](https://www.indeed.com/rc/clk?jk=e28115de92df882a&fccid=272c1d1b584def7a&vjs=3)

Nutrition and Allergy Information

To download the So Happy App click the following link: [here](https://www.qacps.org/cms/lib/MD01001006/Centricity/Domain/32/So%20Happy%20Student%20App%20Setup%20V2.pdf)

MySchoolApps

No more paper applications to complete and return to the school office. Apply for meal benefits online from the privacy of your home or anywhere with an internet connection. Visit www.MySchoolApps.com to create your account.
Pay for school meals, view purchases and track balances online with MySchoolBucks. Visit https://www.myschoolbucks.com to create your free account and easily make payments online and on-the-go.

Check cafeteria balances and purchases.

Receive low balance alerts.

Set up automatic payments.
Chapter 9: Special Programs

Character Counts!

Mission: The mission of Character Counts! in Queen Anne’s County is to work with people in the county to support and embrace character development in all aspects of our lives. Character Counts! is an initiative that allows participants to make a commitment for a better future by adopting the six pillars of the Character Counts! Program.

Goals: Strengthen personal character traits, build families with character and build a more cohesive community.

Who: The Character Counts! Advisory Council, a committee of the Community Partnership for Children & Families, partners with local groups, communities and other organizations for these efforts in Queen Anne’s County. Character Counts! is made up of a series of activities that involve business, community members and leaders. The Character Counts! initiative is a coalition of schools, communities and non-profit organizations working to advance character education by teaching the Six Pillars of Character: Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship. CommUNITY Mentoring is also a part of the CC! family where mentors caringly guide mentees in Grades 8-12 in making positive choices for their future success.

Volunteers are needed to teach Character Counts! lessons in the classrooms and mentor students.

For more information, contact: Kelly Huber, Character Counts! Coach Specialist or Patricia Hackleman, CommUNITY Mentoring
410-758-6677
Web: www.peopleofcharacter.org or www.growinguppositive.org Facebook: www.facebook.com/CharacterCountsQAC

Partnering for Youth

THE PARTNERING FOR YOUTH AFTER SCHOOL PROGRAM is now in its 26th year, providing academic, enrichment and recreational activities to students directly after dismissal. Funded by grants, contributions, fundraising activities, and student enrollment fees, the program operates under the QAC Board of Education. For more information, visit pfy.qacps.org or call 410-758-4584.

Program Vision: Our vision is to ensure that all school-age children in Queen Anne’s County have access to high quality, affordable and educational afterschool opportunities.
Program Goals:

- Provide a safe and positive after school environment
- Strengthen attachment to school and community
- Improve academic success
- Enhance physical fitness and personal wellbeing
- Heighten family investment through involvement

Volunteers in Schools
Each school needs and welcomes your help. Volunteers serve a vital role in each school by providing time, energy and life experiences. Volunteers work in classrooms, libraries, offices, cafeterias and playgrounds, serving as helpers, chaperones and mentors. While volunteers typically serve in the schools close to their home, they are welcome to donate their efforts to any of the schools in our county. If you would like to volunteer, please contact the school you are interested in and ask to speak to the volunteer coordinator about receiving required volunteer training. WE NEED YOUR HELP!

For more information, call 410-758-2403 ext. 118.

Service-Learning
Queen Anne’s County Public Schools promotes high-quality service-learning experiences for all students to help them become active participants in making a difference in their community on a local and global level. Service-learning combines meaningful service to the community with curriculum-based learning. Students improve their academic skills by applying what they learn in school to the real world; they then reflect on their experience to reinforce the link between their service and their learning. Successfully completing 75 hours of service is a Maryland State Department of Education graduation requirement.

Our service-learning is tracked through the completion of five total projects which adds up to the minimum requirement of 75 hours. Service-learning experiences are introduced to students beginning in 4th grade. Our 4th and 5th grade elementary service-learning experiences total a minimum of 15 hours and count as one completed service-learning project. During 6th, 7th, and 8th grade, students work to complete 3 additional service-learning projects (one each year) within at least one of their content classes to provide service that is beneficial to their local community. These 3 middle school projects satisfy a minimum of 45 additional hours. Students who began service-learning in 4th grade can enter high school with four completed projects that equates to a minimum of 60 service-learning hours.

In high school, students complete at least one more project (a minimum of 15 more hours), in order to complete at least 5 service-learning projects within Queen Anne's County Public Schools (for a total of 75 hours minimum) that incorporate academic preparation and structured reflection to satisfy the Maryland State Department of Education graduation requirement.

For more information about the high-quality service-learning in Queen Anne's County Public Schools, contact your local school's Service-Learning Coordinator. All students who transfer into our system from another Maryland public school are required to either show proof of satisfactory service-learning from their previous school, or complete our five required service-learning projects that can be planned jointly by the student with their school-based Service-Learning Coordinator. Students who transfer into QACPS from either a private school or from out of state need to contact the Service-Learning Coordinator at their school.

All service-learning experiences should meet all of Maryland's Seven Best Practices of Service-Learning. These best practices expand on the fundamental preparation, action and reflection stages of service-learning and should be used to assess high-quality projects and can be found on the QACPS website.
Title I

Overview
Title I is a federally-funded, state-supported program. The purpose of the Queen Anne’s County Title I program is to improve the instruction and academic achievement of students in targeted assistance and school-wide schools. The Title I program enables students to meet challenging academic content and performance standards. Queen Anne’s County Title I schools are provided with additional resources and support to increase the quality of instructional time and materials.

School-Wide Program
A local school meets the requirements of a school-wide program if the level of poverty in the school reaches 40 percent or above. The program is designed to upgrade the entire educational program. However, the poverty level does not determine student eligibility for services. Currently, Sudlersville Elementary, Sudlersville Middle, Church Hill Elementary and Grasonville Elementary are school-wide Title I schools.

Every Student Succeeds Act (ESSA)
ESSA ensures success for students and schools. ESSA:

- Advances equity by upholding critical protections for America’s disadvantaged and high-need students.
- Requires—for the first time—that all students in America be taught to high academic standards that will prepare them to succeed in college and careers.
- Ensures that vital information is provided to educators, families, students and communities through annual statewide assessments that measure students’ progress toward those high standards.
- Helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators.

ESSA Parents Right to Know Section
At the beginning of each school year, any school that receives Title I funds must notify parents of each student attending any Title I school that the parent may request, and the agency will provide the parents upon request (and in a timely manner) information regarding the professional qualifications of the student’s classroom teachers, including at a minimum the following:

- Whether the teacher has met state qualifications for grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or another professional status that the state has waived.
- Whether the teacher is teaching in the field of discipline of the certification of the teacher.
- Whether the child is provided services by paraprofessionals, and if so, their qualifications.

Additional Information
A school that receives Title I funds must provide to each individual parent:

- Information on the level of achievement and academic growth the child, if applicable and available, has been made on each of the state academic assessments required under this part.
- Timely notice that the parent’s child has been assigned or taught for four or more consecutive weeks by a teacher who does not meet the applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Parent and Family Engagement
Queen Anne’s County Title I mission is to honor, welcome and connect with our families. Family outreach is a critical component of Title I programs. These schools are mandated through Every Student Succeeds Act (ESSA) to implement school-level family engagement programs through meaningful consultation with parents of participating children and to provide opportunities to increase their knowledge and skills related to their children’s education. Schools receive Title I funds to provide a comprehensive family engagement program that includes workshops focusing on strategies to help children improve their academic performance. The family engagement specialist will help bridge communication between home and school by ensuring parents get the information, help and support they
need to ensure their child’s academic success in school.

**Title I District Family Action Team**

Our District Family Action Team (DFAT) is grounded on the idea that schools excel when families and educators (teachers, administrators, etc.) work together as authentic partners. We have worked extremely hard to break the traditional model of a parent advisory council, in which the administrators and school staff often dictate the topics, pace and temperature of the meeting. We have developed a collaborative conversation model, in which the families are empowered to take the lead. Our members include educators, family leaders, administrators, supervisors and community partners. Please contact Amanda Ensor, Parent and Family Engagement Specialist, at amanda.ensor@qacps.org if you are interested in participating.

**The Judy Center**

**Church Hill Elementary School**  
631 Main Street Church Hill, MD  21623  
410-556-6187

**Sudlersville Elementary School**  
300 South Church Street Sudlersville, MD  21668  
410-438-3887

The Judy Center Partnership is a collaboration of programs for families with young children, prenatal through Kindergarten, with the goal that all children will enter school ready for success.

The Judy Center Partnership is sponsored by the Queen Anne’s County Public School System and funded by the Maryland State Department of Education, working to ensure all children are prepared for school success. Partnering programs include Queen Anne’s County Department of Social Services, Queen Anne’s County Department of Health, Healthy Families Mid-Shore, The Family Center of QAC, Chesapeake College Early Child Development Center, Chesapeake College Childcare Resource Center, Infants and Toddlers Program, Child Find, Community Partnership for Children- Local Management Board, Queen Anne’s County Free Library, Queen Anne’s County Parks and Recreation, Queen Anne’s County Department of Health-WIC Program, Chesapeake College, For All Seasons, Inc., Queen Anne’s County Department of Community Services, Sudlersville Elementary School, Community Mediation Upper Shore, Inc., Queen Anne’s County Board of Education Migrant Education Department, MSDE Office of Child Care, Maryland Department of Health and Mental Hygiene-Eastern Shore Oral Health Education and Outreach Program, Mid-Shore Council on Family Violence, MD Food Bank, PNC Bank, Sudlersville Elementary School PTA and local child care providers.

**Services and Activities:**

- Help with Children’s Challenging Behavior
- Celebrations for the Entire Family
- Developmental Screenings and Assessments
- Workshops for Child Care Professionals
- Frog Street Love ‘n’ Learn Curriculum
- Parent/Caregiver Resource Center
- Judy Center Playgroup
- Social Emotional Foundations of Early Learning
• (SEFEL) Workshops and Coaching
• Linkages to Community Resources
• Field Trips
• Workshops for Parents
• Parent Support Groups
• Service Coordination
• Computer Literacy Training
• GED & ESOL classes
• In-Home Services
• Health Services
• MD Food Bank Site
• Dolly Parton Imagination Library

Why? In the school year 2001-2002, the year 13 original Judy Centers were initially created in Maryland, only 49 percent of Maryland children were entering kindergarten with the skills they needed to be successful. Judy Centers were created to make a difference in school readiness.

What? The Judy Center coordinates and collaborates with community partners to assist families of children from birth to 5 years of age. They facilitate partnerships so that programs can share limited resources to use funding more wisely, identify gaps, work to decrease gaps and monitor the progress of outcomes.

Where? The Judy Center in Queen Anne’s County are located at Church Hill Elementary School and Sudlersville Elementary School.

How? Powerful things happen when programs work together, and this is something Queen Anne’s County has a proven track record of doing. In addition to the difference collaboration makes, the Judy Center utilizes funds to support additional efforts. Among many other projects, the Judy Center provides funds for professional development, materials of instruction, and substitutes for Pre-K and kindergarten teachers. The Judy Center provides training, support, supplies and incentives for family child care providers, other child development programs and for parents/caregivers. Through participation in service coordination, the Judy Center works with a staff of partnering programs that serve individual families to minimize duplication, avoid gaps in services and more effectively connect families with resources to help. The Judy Center is sponsored by QAC Public Schools. The staff put much of their daily efforts into supporting parents, caregivers, child care providers and young children residing in the Sudlersville Elementary School zone. Call about their playgroups!

School Readiness Begins Before Birth
Three major Judy Center Partners that serve families with the youngest children:

• **The Family Center of QAC** is a Maryland Family Network grant-funded organization located in Sudlersville, serving all families in Queen Anne’s County with children under 4 years of age. The sponsoring agency is Queen Anne’s County Board of Education. Funding is provided by Maryland Family Network, The Judy Center Partnership and the generous support of the community. More information is listed below.

• **The Infants & Toddlers Program.** See page 26.

• **Healthy Families Mid-Shore** is an evidence-based, accredited home-visiting program affiliated and sponsored by the Queen Anne’s County Department of Health. This program promotes health and development starting at the most effective time: first-time expectant parents and first-time parents with new babies under three months of age. Highly trained Family Support Workers (FSW’s) deliver intensive, long-term (until the child reaches 5 years of age) home-visiting services to families facing the most challenges. The FSW’s share the “Growing Great Kids, Inc.” curriculum to build a sustained relationship with the participants, conduct developmental screens, referrals for community resources and provide information regarding essential parenting skills. For more information, please call the Queen Anne’s County Department of Health at 410-758-0720.
The Family Center

The Family Center of Queen Anne’s County is a Maryland Family Network grant-funded organization located in Sudlersville, serving all families in Queen Anne’s County with children under 4 years of age.

The center is open year-round providing center-based or home visiting services. The primary purposes are to support families with young children (prenatal until their fourth birthday) in becoming prepared for school success as well as to empower and educate parents to be their child’s first and most important teacher.

Our program incorporates adult education, English classes, early childhood education, nurturing/parenting education, employment opportunities, nutrition/health education and family literacy opportunities to achieve the primary mission: “Empowering Parents and Children to Shine.”

There are many volunteer opportunities: in the child development classrooms, teaching classes for parent education, including interests and hobbies, and administrative duties.

We accept donations of baby items, such as diapers and wipes, household items, as well as new or gently-used infant and toddler books. Monetary donations are used for classrooms supplies, educational field trips and nutritious snack options. Fundraising efforts plus community donations help to support this program with no fees for our services to the participants.

Please refer to our Family Center Monthly Programming calendar on our website for opportunities, events and activities.

“The Family Center of QAC”
The sponsoring agency is the Queen Anne’s County Board of Education. Funding is provided by Maryland Family Network, Queen Anne’s County Commissioners and the generous community with a variety of donations.

Child Find

Child Find is an ongoing process through which all children with disabilities, from birth to 21 years of age, in the state who are eligible for early intervention or in need of special education services are identified, located, and evaluated. In Queen Anne’s County this service is provided through the Infants and Toddlers Program for children birth to age 3 and for children ages 3 to 21 by the Queen Anne’s County Public School (QACPS) System.

What is the process?

- It begins with a review or screening of a variety of information about the child.
- When screening indicates the possibility of an educational disability, the child is evaluated in relevant areas.
- When results indicate that a child has a disability and is in need of special education services, an Individualized Education Plan (IEP) is developed.

Who is eligible for Child Find services?
• Children ages 3 and 4 residing in Queen Anne’s County who are not enrolled in a preschool/Pre-K program
  o If determined eligible for special education services an IEP is developed and implemented with signed consent from the parent/guardian.
• Children ages 3 to 21 enrolled in a Queen Anne’s County Public School
  o If determined eligible for special education services an IEP is developed and implemented with signed consent from the parent/guardian.
• Children ages 3 to 21 attending an MSDE approved private/parochial school located in Queen Anne’s County, regardless of residency
  o If determined eligible for special education services a service plan is developed and implemented with signed consent from the parent/guardian for Speech and Language services only.
• Children ages 3 to 21 residing in Queen Anne’s County who are participating in homeschooling
  o If determined eligible for special education services, an IEP is developed, however your child must be enrolled in QAC public schools in order to receive services.

Who may refer?
Parents, physicians, community agencies, day care/nursery schools, other health specialists, and private/parochial schools may refer children.

To begin the referral process for children ages 3 to 21, contact:
Andrea Jarrard, Special Education Teacher Specialist, 410-758-2403 ext. 128

To begin the referral process for children ages birth to three, contact:
Mary Lou Christian, R.N., 410-758-0720 ext. 4456 https://www.qacps.org/Page/6930

Special Education Citizens Advisory Committee

Mission: The Queen Anne’s County (QAC) Special Education Citizen’s Advisory Committee (SECAC) is committed to ensuring the provision of quality services to students with disabilities ages birth to 21 by working collaboratively with families, community, school staff and other professionals to provide a forum to discuss issues related to and advocate for positive changes in special education in Queen Anne’s County Public Schools.

Please visit qacps.org for meeting dates, times, and locations, https://www.qacps.org/Page/209
Email Contact: secac.qac@gmail.com

Family Support Services for Families of Children with Disabilities

Family Support Network (birth to 3) and Pre-School Partners (3 to 5)
Laura Osterling, Parent Liaison
410-556-6103 or laura.oesterling@qacps.org
The Family Support Network (FSN) was created to meet the needs of Maryland families with children, birth to 3, who have been identified as having developmental delays or disabilities by (a) providing information to families regarding community services; (b) referring families to local support groups, workshops and advocacy groups; (c) providing opportunities for families to network and share ideas and experiences and (d) helping to link “experienced” parents with parents of newly identified children with similar special needs. Preschool Partners provide ongoing support to families of children ages 3 through 5, maintaining the connection with the local Infants & Toddlers Program, as well as fostering
new connections among families, preschool programs and community services.

**Partners for Success (3 to 21)**  
Jennifer Christian, Parent Liaison  
410-758-3693 or jennifer.christian@qacps.org  
Partners for Success Centers seek to (a) increase parental involvement in the special education decision making process; (b) provide information and resources about disabilities and community services; (c) assist families in resolving concerns and making informed decisions regarding their child’s education and (d) increase collaborative relationships through information and training.

Visit the website at: https://www.qacps.org/Page/4476

**Infant & Toddlers Program**  
The Queen Anne’s County Infants and Toddlers Program provides multidisciplinary early intervention services to eligible children, birth through 3 years of age and their families. Early intervention services are designed to support each family’s capacity to enhance their child’s potential at every stage of growth and development. Services are provided at no cost to families.  
The overall goals of early intervention are:

- To enable young children to be active and successful participants during their early childhood years and in the future in a variety of settings: in their homes, in childcare or preschool programs, and in their communities; and  
- To enable families to provide care for their children and have the resources they need to participate in their own desired family and community activities.  
- Who is eligible?  
- Children from birth to their third birthday, residing in Queen Anne’s County who meet one of the following eligibility requirements:  
  - Child demonstrates a 25% delay or greater compared with expected development for the child’s age in one or more of the following developmental areas: cognitive (early learning), communication, physical development (fine and gross motor skills), social-emotional skills, and adaptive (self-help).  
  - Child manifests atypical development or behavior in one or more of the five developmental areas, interferes with current development, and is likely to result in a subsequent delay (even when diagnostic instruments and procedures do not document a 25% delay). Examples of atypical development/behavior include: refusal to take foods of a certain texture, decreased initiation of communication for social purposes, repetitive or stereotyped patterns of play with objects, etc.  
  - Child has a diagnosed physical or mental condition that has a high probability of delayed or atypical development. Examples include, but are not limited to: Down Syndrome, visual or hearing impairment, substance-exposed newborn, elevated lead levels, extreme prematurity (birth weight <1200 grams), epilepsy, etc.  

Families know their children best. If you are having any questions about your child’s development, don’t wait, make a referral today!

- For more information on the Maryland Infants & Toddlers Program, developmental milestones, or to make a
referral visit [https://referral.mdtp.org/](https://referral.mdtp.org/).

- Referrals can also be made by calling Mary Lou Christian, R.N., QAC Department of Health at 410-758-0720 ext. 4456.
- For additional information, please contact Dawn Fraser, Ed.D., BCBA-D, LBA, Program Coordinator at 410-556-6103 ext. 11 or dawn.fraser@qacps.org.
- Visit the website at [https://www.qacps.org/Page/4477](https://www.qacps.org/Page/4477).

### Education for Homeless Children and Youth

**Contact Information**

Queen Anne’s County Public Schools 410-758-8217  
*Ask for the pupil personnel worker or the supervisor of Student Support Services.*

Queen Anne’s County Department of Social Services 410-758-8000

The Maryland State Department of Education 410-767-0293  
*Ask for the homeless education coordinator.*

### Frequently Asked Questions (FAQ’s)

- **Does my child have the same rights as other school children?**  
  Your child has the same rights to school programs and services as all children and youth: school breakfast and lunch, before- and after-school programs, preschool programs, transportation, special education, gifted and talented programs, career and technology education.

- **If I am homeless, where will my child go to school?**  
  Your child has the right to stay in the same school he or she attended (“school of origin”) before you became homeless or changed locations. Your child has the right to transfer to the school that is closest to your new location.

- **To register my child for school, do I need to show proof of where I live such as a gas/electric or phone bill?**  
  You do not need to show any proof of where you live.

- **What is in the “best interest” for my child—to stay in the same school or change schools?**  
  You have the right to make, along with your child’s school, any decisions about where your child should go to school. If you have concerns about the school your child will attend, call the school system’s homeless education coordinator at 410-758-2403 ext. 154.

- **Can my child ride the school bus?**  
  Your child has the right to school bus transportation. Your child’s school should help you get transportation for your child.

- **What records do the school need about my child?**  
  SCHOOL RECORDS, BIRTH CERTIFICATE, IMMUNIZATIONS. If you do not have your child’s records, the school can help you get them. Your child cannot be denied entry from school if you do not have all of your records.

### Home Instruction

Any parent or guardian who chooses to teach his/her child(ren) at home is required to complete and sign a Home Instruction Notification form which indicates consent to the requirements of the Board of Education policy and COMAR 13A.10.01, 13A.10.05. This form shall be submitted to the Supervisor of Student Support Services at least 15 days before the beginning of a Home Instruction program. Students enrolled in private school or who are on a Home Instruction program are excluded from participation in public school sponsored programs and activities.
Chapter 10: Testing

Maryland Comprehensive Assessment Program (MCAP)

The Every Student Succeeds Act (ESSA) requires that states administer annual statewide assessments to all students in English Language Arts/Literacy and Mathematics in grades 3-8 and once in high school, as well as in science once in each grade span, and annual English language proficiency assessments in grades K-12 for all English learners. In addition to these federally mandated assessments, Maryland state law (Md. Ed. Art §7-203) requires a social studies assessment once in the middle school grade band (which is administered in grade 8) and the high school assessment in American Government. Maryland also provides Alternate Assessments written to the Alternate Standards for students who require this accommodation. Additionally, the majority of Maryland kindergarteners are administered the Kindergarten Readiness Assessment (KRA) to determine their readiness for kindergarten. The data from the assessments data-informed decision making, systemic planning, and provides a fair, valid, and reliable assessment.

For the 2021-22 school year, all students in Grades 3-8 will participate in the Maryland Comprehensive Assessment Program (MCAP) testing in the spring. The testing window for these grades usually run from mid-April through May and the schedule will be announced as soon as it becomes available. Students in Grades 5 and 8 will also be assessed in the spring with the Maryland Integrated Science Assessment (MISA) and students in grade 8 will be assessed with a new Social Studies Assessment. High school assessments will be administered to high school students near the end of each semester for students enrolled in English 10, Algebra I, Government and select science classes. More information regarding the administration of the assessments and specific dates will be posted on the QACPS website and will be distributed from the individual schools.

Maryland Report Card

The federal Every Student Succeeds Act (ESSA), passed in 2015, required states to develop long term plans to make sure schools provide a quality education for all students. Maryland’s detailed plan to implement ESSA addressed accountability and innovation. As part of Maryland’s ESSA plan, the Maryland State Department of Education launched the Maryland Report Card website in December 2018 to engage and inform families, educators, and other community members. The website features individual school report cards, which measure a wide range of factors.

The Maryland State Report Card is designed to help families, educators, policy makers, and the public gain a better understanding of how each school is faring on ESSA accountability measures, as part of a larger conversation about the success of our education system. The Maryland Report Card website provides information to support ongoing discussions about school performance and allows us to work towards improving those schools and students who need additional support, while recognizing those who are achieving excellence so that we can emulate their success.

For additional information and to view school and state results, please visit [https://reportcard.msde.maryland.gov/](https://reportcard.msde.maryland.gov/).

Ready for Kindergarten (R4K)

Ready for Kindergarten (R4K) is Maryland’s Early Childhood Comprehensive Assessment System. It aligns with the Maryland Early Learning Standards. R4K is supported by extensive professional development for teachers in Queen Anne’s County, as well as school and system administrators. The R4K monitors children’s learning progress. One gauge of school readiness for incoming kindergarten children is through an assessment which includes technology-enhanced responses, performance tasks and observation. It is known as the Kindergarten Readiness Assessment (KRA). The KRA will be administered in the fall to all students entering kindergarten, and it will connect to the state longitudinal data system to allow for consistent and meaningful reporting at the student, class, district and state levels.
Chapter 11: Use of Technology and Electronic Devices

Acceptable Use of Technology and Electronics Policy 205 and Reg. 205.1 (AUP)
Access to all electronic resources on the QACPS network is a privilege. Therefore, users must agree to comply with the QACPS guidelines. Violations of the AUP include and are not limited to (a) accessing unauthorized network systems and/or assisting others to obtain unauthorized information, data or passwords; (b) unauthorized sharing of personal addresses or telephone numbers with other users on the QACPS network; (c) utilizing the QACPS network for product advertisement, financial gain or political lobbying; (d) disseminating hate mail, discriminatory remarks and offensive or inflammatory communication; (e) accessing obscene or pornographic material, using inappropriate and threatening language, cyber bullying, cyber threats and cyber stalking on the QACPS network; (f) impersonating another user, anonymity and pseudonym, loading or use of unauthorized games, programs, files or other electronic media, disrupting the work of other network users; (g) destroying, modifying or abusing network hardware and software, plagiarizing or quoting personal communications in a public forum without the original author’s prior consent; (h) downloading or uploading to the network copyrighted materials that are exempt from “Fair Use” guidelines; (i) attempting to bypass network’s filtering system; (j) installing unauthorized wiring, wireless connections or any extension or retransmission of system services and/or (k) accessing internet through unauthorized use of tethering and smart phone hot spots.

Consequences for Inappropriate Use
Violations may result in loss of access for users violating the Acceptable Use Policy for Queen Anne’s County Public Schools. Loss may be short term to permanent. Additional disciplinary action may be determined at the building level in line with existing practices regarding infractions by users. Intentional damage to the QACPS network and/or electronic equipment may result in appropriate restitution. (See Discipline Policy.) When applicable, law enforcement agencies will be notified, and individual violators will face possible criminal charges, as well as possible expulsion for students and possible termination of employment for staff members.

Personal Electronic Device Policy 603 and Reg 603.1
Purpose: The purpose of this policy is to establish guidelines for the student use of cell/smart phones on the grounds, buildings and buses of Queen Anne’s County Public Schools.

Policy Statement: The Board of Education of Queen Anne’s County recognizes that cell/smart phones are an integral part of our everyday world and through instant communication may add to the well-being of students.

Rationale: While in general, the Queen Anne’s County Board of Education acknowledges that cell/smart phones are valuable communication devices the Board also recognizes the possibility that these devices may distract or disrupt an educational environment. Therefore, limited use of student cell/smart phones will be permitted but must strictly follow the prescribed guidelines.

Definition

- **Acceptable Use of Electronic Networks Policy 205** is the overriding policy that governs and establishes guidelines for the use of all technology equipment, software, related materials, electronic communications and licensed network systems.
- **Cell/Smart phone** is a mobile wireless electronic device used to make telephone calls across a wide geographic area, served by many public cells. A smart phone varies from a cell phone because it usually includes functions similar to those found on a personal computer.
- **Guidelines** are those procedures designed to ensure that portable communication devices do not disrupt the learning environment.
- **Public School Property** refers to any Queen Anne’s County Public School grounds, buildings and buses.
- **Regular Instructional Hours** are defined as the beginning of the opening bell of the school day and concludes at the dismissal bell at the end of the school day.

A. Use of Cell/Smart Phones in Queen Anne’s County Public Schools
1. As set forth in the Board of Education of Queen Anne’s County (QACBOE) Acceptable Use of Electronic Networks Policy 205 (AUP) under no circumstances are students or employees permitted to use cell/smart
phones on Queen Anne’s County Public School property or during school sponsored activities or events in order to transmit any text or images that are obscene, pornographic, illegal, profane, violate academic policies or invade another’s privacy. This includes “sexting” (the sharing of explicit or otherwise sexually provocative photos). This also includes the possession of inappropriate digital content.

2. Additionally, as set forth in the QACBOE Acceptable Use of Electronic Networks Policy 205 QACPS will not assume any responsibility or liability for loss, theft, damage or destruction of any personal (both student and employee) cell/smart phone.

3. Guidelines for use of a student cell/smart phone according to grade level are as follows:

   a. **Elementary Schools**: Elementary school students are not permitted to possess or use cell/smart phones while on Queen Anne’s County Public School property or while attending any elementary school activity. School office phones are available for those students who need to contact parents.

   b. **Middle and High Schools**: Middle and high school students may possess cell/smart phones during the school day in accordance with the following regulations:

      • Written authorization from the parent/legal custodian or eligible student (18 years and older) to a school administrator indicating that the student is in possession of the cell/smart phone. Each letter will be kept on file during each school year (includes summer). A student may not have the portable communication device in his/her possession without this written authorization and administrative approval.
      • Prior to entering the school building, the cell/smart phone must be turned off.
      • During regular instructional hours cell/smart phones must be turned off, secured and out of sight, unless a classroom teacher has given a student authorization to use the device for an educational activity. Once the activity is completed, the cell/smart phone must be turned off, secured and removed from sight.
      • High school students may be granted permission by the principal to use a cell phone during their lunch period and or during transitions between classes.

4. All students who have cell/smart phone use as part of their IEP or 504 plan are authorized to carry such a device during the regular school day.

5. During regular bus transportation to and from school, middle and high school students may only use cell/smart phones with permission of the bus driver.

**B. Use of Student Cell/Smart Phones at School Sponsored or Related Activities**

1. Middle or high school students involved in after-school and weekend instructional activities including Saturday school may not use cell/smart phones without the instructor’s permission in the area of the activity from the beginning of the activity until the end of the activity.

2. Cell/smart phones may be used if students are participating in non-academic activities (athletics, drama, clubs, etc.).

3. If traveling to or from a school sponsored activity via bus, student cell/smart phones may be used with the permission of the sponsor.

4. During bus transportation to and from athletic events or other school sponsored events, students may use cell/ smart phones only with the permission of the athletic coach or principal designee.

**C. Middle and High School Student Misuse of Cell/Smart Phones**

1. Any staff member having knowledge of unauthorized possession or use of a cell/smart phone by a student on Queen Anne’s County Public School property shall promptly report this information to the principal/designee.

2. Students who misuse cell/smart phones in any of the following ways may face disciplinary action:

   a. Refusal to turn off a cell/smart phone. Students in possession of a cell/phone must turn it off when directed by a teacher, administrator, coach, counselor or other school personnel and secure it out of sight. Causing disruption using a cell/smart phone to cheat, including getting and giving answers to tests and copying from the internet.
b. Using a cell/smart phone to bully, threaten, harass or attack another student or school personnel whether or not communicated directly to that person.

c. Sending (or asking to receive) pictures or videos of people without their permission.

Consequences for Inappropriate Use of Personal Electronic Devices can be found in the **Infraction and COMAR Discipline Code** table of this handbook.

Policies are reviewed periodically. Please check qacps.org “QACPS Policies and Administrative Regulations” page for updates.
Chapter 12: Financial Obligations

No transcripts, grades or records will be released to another school (including a transfer school), university or employer until all financial obligations (school lunch balances, materials of instruction and/or technical device invoices) have been satisfied. In addition, students will not be permitted to receive their electronic device for the academic year until all financial obligations for previous academic years have been satisfied.
Chapter 13: Student Support and Safety

Student Support Services

I. Mission
The mission of Student Support Services is to assist in attaining optimal health, personal, interpersonal, academic and career development in order that the student may complete an appropriate educational program and become a contributing member of society. Student Support Services maintains a philosophy that the school has a distinct function in enhancing the education and social development of children and adolescents. Team members work in an integrated, coordinated manner with the school in addressing individual situations as needed. Student Support staff includes school counselors, pupil personnel workers, school nurses and school psychologists.

II. Admissions Policy

Non-Resident Students
The Board of Education recognizes as its first responsibility the education of school age children who are bona fide residents of Queen Anne’s County. Only such bona fide residents are eligible for free school privileges. A child is a bona fide resident if that child actually lives on a full-time basis within Queen Anne’s County with a parent, guardian or other individual who has legal custody of that child. The determination whether a child is a bona fide resident shall be based on facts presented in each individual situation and shall be made on a case-by-case basis.

Bona Fide Residents
Any parent enrolling a child for the first time in a Queen Anne’s County Public School must present proof of identity (i.e., picture ID such as a driver’s license) and residency (i.e., property tax bill, electric/gas bill, lease, rental agreement or residence verification by affidavit) along with other standard registration requirements.

Domicile
If a child fraudulently attends a public school in a county where the child is not domiciled with the child’s parent or guardian, the child’s parent or guardian shall be subject to a penalty payable to the county for the pro-rata share of tuition for the time the child fraudulently attends a public school in the county. The superintendent of schools may deny attendance to a student currently expelled from another school/school system.

Enrollment Dates/High School Credit
Students must enroll by Sept. 27, 2021 in order to earn credit for first semester classes and by February 28, 2022 to earn credit for second semester classes.

III. Visitors
Visitors (parents/guardians) are encouraged to visit school anytime. Visitation of classrooms must be coordinated through the school administration. All visitors are required to sign in at the main office.

IV. Who Can Release My Child from School?
Students will not be released from a school or school bus in the custody of or on request of anyone not properly identified to the satisfaction of the school authorities or bus drivers. In case of any doubt, the parent will be contacted prior to allowing the pupil to leave. Day-to-day communications, correspondence, report cards and other school-related information are to be directed to the custodial parent. The non-custodial parent is welcome to visit the school by appointment to review student records and to be generally informed about the child(ren)’s educational progress. However, under no circumstances shall school personnel permit the non-custodial parent to visit the child(ren) during regular school hours unless stipulated otherwise in a court order or a separation agreement. The non-custodial parent may not take the child(ren) from school without the written consent of the custodial parent. The written consent must be filed in the student’s record.

V. Home/Hospital Instruction
Home/Hospital Instruction is a service provided by the Board of Education of Queen Anne’s County for students who are physically unable to attend school as certified by a physician/certified nurse practitioner or emotionally unable to attend school as certified by psychiatrist, or psychologist, for a minimum of 10 school days. During the period of Home/Hospital Instruction, the student may not be on school property unless accompanied by a parent, may not
be employed or attend any school function.

PBIS
Every school implements Positive Behavior Interventions and Supports (PBIS) which establishes the behavioral supports and school culture needed for all students to achieve social, emotional and academic success. Each school has established school-wide expectations for behavior based on the premise of respect and responsibility. PBIS is a proactive approach in which an environment is created where students and staff are recognized and encouraged. This sets the foundation for a safe and effective school. Our goal with PBIS is to bring out the best in all of us.

QACPS Gang Policy 515
It is the policy of the Queen Anne’s County Board of Education to prohibit gang activity and similar destructive or illegal group behavior on school property or school buses or at school-sponsored functions. It is the policy of the Queen Anne’s County Board of Education to prohibit reprisal or retaliation against individuals who report gang activity and similar destructive or illegal group behavior or who are victims, witnesses, bystanders or others with reliable information about an act of gang activity and similar destructive or illegal group behavior.

Student Attire
The Queen Anne’s County Board of Education has a strong commitment to the learning process and has a legitimate interest in regulating student attire and appearance during the school day in an effort to avoid disruption, to promote self-discipline, to promote student health and safety and to maintain an atmosphere conducive to learning.

The school reserves the right to exclude items of apparel or accessories which prove to be:

- Harmful or detrimental to the health, safety or physical well-being of students.
- Damaging to physical facilities.
- Disruptive to normal school activities.
- Individual schools have the right to further define acceptable wearing apparel or accessories.

Work Permits
Where do I obtain a work permit for my child?
Work Permits for children between the ages of 14 and 18 can be completed online at https://www.dllr.state.md.us/childworkpermit.

Ombudsman Services
The Queen Anne’s County Public School system values feedback from parents. If you have a concern that you have brought to the attention of your child’s school that you feel has not been addressed to your satisfaction, please feel free to contact the Ombudsman who will:

- Listen to concerns.
- Provide information on policies and procedures.
- Work with parents and community members to resolve concerns within the Queen Anne’s County Public School System.

Contact information for Ombudsman: 410-758-8216 or Matthew.Evans@qacps.org

Complaints/Appeals Policy 112
QACPS is committed to resolving complaints and hearing appeals in a timely manner, starting with direct informal discussions, with the individuals, school, or department involved and moving up the chain of command only if necessary. Please see Complaints/Appeals Policy 112 Reg. 112.1 for detailed procedures.
Notification of Rights under the Family Education Rights & Privacy Act (FERPA) for Elementary and Secondary Institutions

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children’s education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are “eligible students.”

Parents or eligible students have the right to inspect and review the student’s education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information. Generally, schools must have written permission from the parent or eligible student in order to release any information from a student’s education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest which includes School Resource Officers
- Other schools to which a student is transferring
- Specified officials for audit or evaluation purposes
- Appropriate parties in connection with financial aid to a student
- Organizations conducting certain studies for or on behalf of the school
- Accrediting organizations
- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies
- State and local authorities, within a juvenile justice system, pursuant to specific state law.

Schools may disclose, without consent, “directory” information. The Queen Anne’s County Board of Education directory information may include the following items relating to a student: name, address, telephone listing, photograph, grade, date of place of birth, major field of study, participation on officially recognized activities and sports, weight and height of athletic members, awards or degrees received, dates of attendance, home room assignments, honor roll, perfect attendance lists, and district-assigned email address. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification is conducted through this Parent & Student Handbook.

Student Safety and Support Act

The QACPS recognizes that the presence of a student who has been charged with or committed a criminal or juvenile offense of a serious nature in the community, especially an offense involving violence or weapons, may pose a threat to the safety and welfare of the student and others in the school community and may disrupt the educational process in the school. The board also recognizes that the educational needs of a student who has committed or has been charged with a criminal or juvenile offense of a serious nature must be carefully balanced with the board’s obligation to provide a safe school environment free of disruption for all students. In accordance with these principles, if school administrators determine that the presence of a student charged with a criminal or juvenile offense of a serious nature possess a threat to the student or others, or to the educational process, the student may be assigned to an alternative educational program pending a final administrative decision on the student’s educational placement.
“Parent’s Right to Know” Parent/Guardian

Providing our children with an environment where students receive a quality education is more than just a goal for the Queen Anne’s County Public School System; it is vital to the way we do business. Every Student Succeeds Act of 2015 gives parents the right to ask for and receive information about the professional qualifications of their child’s teacher, including:

- Any college of university degrees or certifications held by the teacher.
- The subject area of the teacher’s degree on certification.
- Whether the teacher is certified by the state of Maryland to teach a particular grade level or subject area.
- Whether the teacher holds a conditional certificate.
- Whether your child is served by paraprofessionals and, if so, the qualifications of that paraprofessional.

If you would like to receive any such information about your child’s classroom teacher, please make the request in writing to your school’s principal. The principal will then provide the information to you in a timely manner; in more cases within 30 business days.

Possession of Weapons

No person shall carry or possess any rifle, gun, knife or deadly weapon of any kind on any public school property in this state—knives, deadly weapons including such items as knife, “gravity knife,” switchblade knife, star knife, buck knife, sand club, metal knuckles, razor, nunchucks, chemical mace, pepper mace or tear gas device. Students are prohibited from deliberately releasing or inhaling any odor such as gas, particle, fume, or vapor with the intent or purpose of injuring an individual in an unlawful manner to cause bodily harm to another. A student shall not possess and/or distribute materials and information including but not limited to “recipes” for explosives, bombs, pornography and/or similar materials inappropriate to the school setting and/or which demonstrate tacit approval of, or promote or incite to violence. This will result in immediate discipline up to and including suspension or expulsion and/or notifying appropriate law enforcement agencies.

Student Expectations/Discipline Policy 511 Reg. 511.1

Students are expected to behave in a courteous, cooperative manner toward each other and toward all others in the school setting at all times. Most violations of this standard of conduct can be handled within the classroom and/or with the intervention of the school counselor and or school administration. A student who engages in any activity which violates the rights of another individual in any manner or continues to be an impediment to the learning process on school grounds, on approved trips or activities under the direction of school staff away from the school facilities, will face disciplinary consequences. The school district reserves the right to address student behavior which is not conducive to group order or to discipline in the schools or at school-sponsored activities.

The appropriate law enforcement agency shall be notified immediately by school administrators in:

1. All instances of alleged sexual assault or other assault requiring outside (non-school based) medical attention.
2. All instances of alleged possession or recovery of firearms, explosives or other weapons or any threats involving the use of such items.

Drug Free School Zones


It is a violation of the QACPS Discipline Code if a student on Queen Anne’s County Public School’s property, or engaged in a Queen Anne’s County Public School sponsored activity, is found to be using, under the influence of, possessing, manufacturing, distributing or attempting to distribute alcoholic beverages, controlled dangerous substances, look-a-likes or other intoxicants or is representing that a substance is a controlled dangerous substance, or is in the possession of any paraphernalia as defined in the criminal statutes of Maryland. Queen Anne’s County Public Schools recognizes the concept that substance use is an illegal act as well as a personal and public health concern. Therefore, parents and students are advised that, in addition to school and school system based consequences, appropriate law enforcement agencies will
be contacted by school officials upon discovery of any student that is found to be using, under the influence of, possessing, manufacturing, distributing or attempting to distribute alcoholic beverages, controlled dangerous substances, look-a-likes or other intoxicants or is representing that a substance is a controlled dangerous substance, or is in the possession of any paraphernalia as defined in the criminal statutes of Maryland. All students who violate the QACPS Substance Use Policy will be required to have an assessment through a licensed clinical mental health counselor. The student must provide documentation from the provider of his/her participation in the assessment.

**Search in School**

**Student Searches:** A school administrator may make a search of a student on school premises with a reasonable belief that the student has in his/her possession any item, the possession of which is a criminal offense under state laws or a school board policy.

**Locker Searches:** Each middle/high school student is assigned his/her own locker which is the property of the Board of Education of Queen Anne’s County. The locker is to be used only by the student to whom it has been assigned. All contents are the responsibility of the student. Lockers are subject to searches by the school administrator. Searches of the physical plant of the school and its appurtenances are also permitted.

**Automobile Searches:** Automobiles parked on school premises or on the school parking lot are subject to search when officials have reason to believe weapons, drugs or objects prohibited by school policy or state law are contained therein. This includes the use of drug-detecting dogs in accordance with school procedures.

THE QUEEN ANNE’S COUNTY BOARD OF EDUCATION AUTHORIZES USE OF DRUG-DETECTING DOGS IN SCHOOL BUILDINGS AND GROUNDS; SUCH SEARCHES MAY BE NECESSARY TO ENSURE THAT OUR STUDENTS HAVE A DRUG-FREE ENVIRONMENT AND TO PROTECT THE REPUTATIONS OF OUR QUEEN ANNE’S COUNTY STUDENTS.

**Student Assistance Program**

The Queen Anne’s County Public School System recognizes that it is not isolated from the nationwide problem of substance use. These behaviors have a profound impact on the learning process.

The Queen Anne’s County Student Assistance Program operates on a continuum of services which include prevention, early identification, intervention, referral and follow-up for those students who are educationally at risk. Student Assistance Programs operate in the two high schools and the four middle schools. Students may be referred for appropriate assistance by parents, students, outside agencies and employees of our school system. All such referrals and subsequent information are held in the strictest of confidence.

**Attendance Policy 503 Reg. 503.1**

Maryland state law requires regular school attendance. The Md. EDUCATION Code Ann. §7-301 requires that each child who resides in this state and is 5 years old or older and under 18 shall attend a public school regularly during the entire school year unless the child is otherwise receiving regular, thorough instruction taught during the school year in the studies usually taught in the public schools to children of the same age.

The Queen Anne’s County Board of Education student attendance policy is based on the premise that success in school is contingent upon continuous and consistent educational experiences. All students are expected to attend school regularly and to be on time for classes in order to benefit from the instructional program and to develop habits of punctuality, self-discipline and responsibility. Consistent school attendance is a parent responsibility. Maintaining close communication and cooperation between the home, school and community promotes regular attendance. Students are expected to attend school and all classes regularly and punctually.

**Standards for School Attendance**

For high school, students will be allowed a combination of five personal (parent) notes and parent call-ins per semester. Five or more unlawful absence days per semester may result in course failure and loss of credit. This decision may be appealed to the school principal.
Attendance Zone Placement
Students are expected to attend school in their attendance zone.

What should my child do when returning after an absence?
Upon returning to school from an absence, a student is required to bring a written note from the parent/guardian stating the reason for absence. The note should contain the student’s name, date(s) of absence, reason for absence(s) and the parent’s/guardian’s signature. Under certain circumstances, administrators may require a doctor’s note.

Procedures to Verify Attendance/Tardiness
The parent/guardian should call the school on the day of absence to justify a lawful absence or present a written note on the day of the student’s return to school. After 1 p.m., high schools begin calling parents of students whose absence have not been verified. Parents may excuse student absences by phone on no more than five days in combination with personal notes during a semester. Additional call-ins without submitting lawful documentation will be considered unlawful.

Special Family Events, Including Vacations/Trips.
The principal may excuse up to five vacation days. For vacation absences in excess five days under this provision, the principal in consultation with the superintendent’s designee will determine if the absences will be lawful/excused or unlawful/unexcused.

Lawful Absences/Tardiness
Code of Maryland Regulation (COMAR) 13A.08.01.03

COMAR CODES

01. Death in the immediate family
02. Illness of the student. The principal shall require a physician’s certificate from the parent/guardian of a student reported continuously absent for illness. For high school only, students will be allowed a combination of 5 personal (parent) notes and parent call-ins per semester. They are allowed any number of medical notes.
04. Court Summons
07. Hazardous weather conditions
08. Work approved or sponsored by the school
09. Observance of a religious holiday
10. State Emergency
11. Other emergency or set of circumstances
17. Health Exclusion
18. Suspension
19. Lack of authorized transportation

Health
Can students take medicine while in school?
Every effort should be made to minimize the administration of medicine in schools. If at all possible, parents are urged to administer medication before school and/or after the child returns home. Medication refers to all drugs prescribed by a physician, as well as over-the-counter, non-prescription drugs (i.e., cold/cough preparations, analgesics, Tylenol/ aspirin, lotions, creams, ointments, Calamine/Neosporin, antacids, etc.). If the physician deems it necessary for a child to receive medication during the school day, parents must provide the school with a completed Physician’s Medication Order form containing:

- Complete written instructions from the prescribing physician, including the date of order, identification of drug by name, dose, time, circumstances of administration, length of time medication is to be continued, reason for prescription and possible side effects.
- Signature from parent/guardian stating their desire to have medication administered and relieving the school, its agents, employees or representatives of any responsibility for ill effects resulting from the administering of the prescribed drug. The medication must be sent to school in the pharmacy container with all labeling information intact.
- School personnel will not administer unlabeled medicines. Medications carried on school property without labeling information will be confiscated and parents contacted.
• Physician’s Medication Order forms are to be submitted at the beginning of each school year and renewed annually for students on long-term medication therapy. Forms are available at each school and on the website.

• These written instructions pertain to ALL medications—both over-the-counter and prescription.

EpiPens for Emergency Use
Maryland state law authorizes trained school personnel to administer auto-injectable epinephrine to students experiencing anaphylaxis, a potentially life-threatening condition that may occur as a reaction to insect stings or bites, foods, medications or other allergies. School health rooms are stocked with EpiPens for those students who experience signs and symptoms of anaphylaxis during school activities. Parents/guardians of students prescribed an EpiPen for use at school by their health care provider must provide an EpiPen for use at school or at school-sponsored activities.

Vision and Hearing Screening
School hearing and vision screenings allow for early detection and prompt treatment of important health problems. In accordance with Maryland law, students entering the school system for the first time, first grade, fifth grade and eighth grade are screened for potential vision or hearing difficulties unless there is written documentation of testing within the past year from a vision or hearing specialist. We will also screen students referred by a parent or teacher.

Vision screening does not replace a complete eye exam by an eye care specialist. Childhood vision problems that are detected and treated early can, in many cases, improve outcomes. Left untreated, vision problems can decrease the potential of the child and have long-term health and vision implications.

When students have poor vision, they may suffer from low grades, restlessness or disruptive behavior. Near-sighted children struggle to read the board. Far-sighted children have difficulty doing close work such as reading, drawing and writing. Poor vision could lead to behavior and social issues, as well as difficulty playing sports.

Certain groups of students are at increased risk for vision impairment. These include those with hearing impairment, close relatives with a visual impairment (amblyopia and strabismus) and children with other health conditions such as autism, Down syndrome or neurodevelopmental disorders. If you have any concerns regarding your child’s vision, follow up with your child’s vision care specialist is recommended. For more information related to school hearing and vision screenings, please call your child’s school nurse.

Students at Risk
“Children Who Threaten to Harm Themselves” or “Make Serious Substantive Threats of Violence”
Students who demonstrate by word or action that they may represent a danger to themselves or others will be screened by designated member(s) of the school’s Student Support Team. If the threat is transient, then the response may include a reprimand, parent notification or another disciplinary action. If the threat is substantive, a safety evaluation will be conducted by a designated member(s) of the Student Support Team.

Children Who Threaten Others with Violence
We believe school must be a safe place for students and staff. Serious threats of violence stated against any person(s) in the Queen Anne’s County Public Schools community will not be tolerated and will be handled as a disciplinary infraction. Appropriate law enforcement and other agency officials will be contacted when warranted. A verbal or non-verbal declaration of intent or determination to inflict significant injury to persons and/or damage to property with the perceived ability/intention to carry through on the threat is the definition of a serious substantive threat. Serious substantive threats of violence made at or away from school and/or to be implemented at or away from school fall under school regulations when there is a connection between the threat and student/staff safety.

All threats are taken seriously. The principal or his/her designee will have the discretion of determining if the threat may be dealt with via normal disciplinary procedures after review/confirmation of all relevant information or handled according to the regulation listed if the principal or designee confirms a potentially dangerous situation exists:

1. Reasonable means shall be taken to prevent the serious threat of violence from being carried out.
2. Notification of the parent/guardian of the student who made the threat and the parent/guardian of the
student(s) about whom the threat is made shall occur before the students are permitted to leave the building.

3. Mandatory Threat Assessment/Safety Evaluation will be conducted by a designated member(s) of the Student Support Team.

4. In the case of a 10-day suspension or extended suspension, mandatory assessment by a mental health professional and/or treatment plan will be required for re-admission to any school building.

Students placed on extended suspension may request re-admission:

1. Upon verification that the student has had an initial session with an agency or licensed individual psychologist or psychiatrist.
2. A statement from that individual or agency that the student is not at high risk to harm himself/herself or others.
3. A statement from the parent that they understand successful completion or continued participation in the program must occur.
4. A release of information form that permits the individual or agency to periodically inform the QACPS that the student has successfully completed or is actively continuing in the program.

Children Who Threaten to Harm Themselves

1. If the student is determined not to be at imminent danger, the parent is to be contacted that school day regarding the concern.
2. If the student is determined to be at imminent risk, the student will be detained until the parent/guardian or designee picks him/her up from school. The student will not be allowed to return to school until the student has been assessed by a mental health professional. A written response from the mental health professional indicating the student is safe to return must be provided to the school before the student may return.

Student Discipline Policy 511 Reg. 511.1

Suspension

Days of suspension are considered to be lawful absences. Therefore, a student may request and receive makeup work according to each school’s procedure. Each school has an assigned school liaison. In accordance with current legislation, each principal of a public school may suspend for cause, for not more than 10 school days, any student in the school who is under the direction of the principal COMAR 13A.08.01.11

Appeals for suspensions for 10 or fewer days, should be made to the school principal. This appeal must be submitted in writing within 5 days of the alleged violation/misapplication of the Student Discipline Code. The appeal does not stay the principal’s decision.

Suspension with a Recommendation for Further Action

For a serious discipline infraction each principal may suspend a student for up to 10 days with a recommendation for further action by the superintendent. The superintendent will make a decision which may include: return to home school, placement in an alternative setting, extended suspension, expulsion or other placement as determined by the superintendent.

Out-of-school suspensions for more than 10 days or expulsion may be appealed to the Queen Anne’s County Board of Education in writing within 10 days after the determination by the local superintendent or his/her designee. The appeal to the Queen Anne’s County Board of Education does not stay the decision of the superintendent.

Possession of Firearms on School Property

Any student found in possession of a firearm on school property shall be immediately suspended from school for 10 days and recommended to the superintendent for further action. This may include expulsion for a period of one calendar year. The superintendent may specify, on a case-by-case basis, a shorter period of expulsion or an alternative educational setting.
Complaints and Appeals
In the state of Maryland, the principal has the authority to administer disciplinary consequences and suspend students up to 10 days. COMAR 13A.08.01.11.: The superintendent (designee) upon request of the parent may review the principal’s decision. For complaint and appeals procedures, please see Complaints/Appeals Policy 112 and Reg. 112.1

Bullying and Harassment Policy 505
It is the policy of Queen Anne’s County Public Schools to prohibit bullying, cyberbullying, harassment and intimidation, hazing and bias behavior of any person on school property, at school-sponsored functions or by the use of electronic technology at a public school. It is also the policy of Queen Anne’s County Public Schools to prohibit reprisal or retaliation against individuals who report acts of bullying, cyberbullying, harassment and intimidation, hazing and bias behavior or who are targets, witnesses, bystanders or others with reliable information about an act of bullying, cyberbullying, harassment and intimidation, hazing and bias behavior.

Queen Anne’s County Public Schools defines bullying, harassment and intimidation as intentional conduct, including verbal, physical or written conduct or an intentional electronic communication that creates a hostile educational environment by substantially interfering with a student’s educational benefits, opportunities, or performance, or with a student’s physical or psychological well-being and is:

1. Motivated by an actual or a perceived personal characteristic including race, national origin, marital status, sex, sexual orientation, gender identity, religion, ancestry, physical attributes, socioeconomic status, familial status, or physical or mental ability or disability; or,
2. Threatening or seriously intimidating; and
3. Occurs on school property, at a school activity or event, or on a school bus; or,
4. Substantially disrupts the orderly operation of a school.

“Electronic communication” means a communication transmitted by means of an electronic device, including a telephone, cellular phone, computer or pager.

Any student committing acts of bullying, harassment and intimidation, or engaging in reprisal and retaliation, or any person found to have made false accusations will receive an appropriate consequence and/or intervention. Depending on the nature of the offense, consequences and interventions for the aforementioned behaviors can range from parent/student conference to expulsion from school.

The Queen Anne’s County Board of Education is committed to helping schools prevent, intervene and respond quickly in cases of the bullying and harassment of children.

Title IX (Anti-Sex Discrimination) Statement
The Queen Anne’s County Public Schools (QACPS) prohibits Sex Discrimination, which includes among other forms Sexual Harassment. Students, parents and legal guardians are encouraged to promptly report all forms of Sex Discrimination against a QACPS student to the appropriate Title IX Coordinator as well as the student's principal. All Formal Complaints will be investigated, and Supportive Measures (e.g. counseling) will be offered. If a student is found to be responsible for violating QACPS' TITLE IX Policy, appropriate discipline may be given, up to and including expulsion. For a complete copy of QACPS' Title IX Policy and Regulation (which outlined the grievance procedures) please click the links provided.

Anti-Retaliation Statement
Additionally, QACPS prohibits Retaliation against a person who files a Complaint regarding Sex Discrimination, to include Sexual Harassment, as well as anyone who participates in any investigation thereof. Complaints of Retaliation should be made with the appropriate Title IX Coordinator. Any student found to be responsible for violating QACPS policy regarding Retaliation may receive appropriate discipline, up to and including expulsion.

False Information
All reports and Complaints regarding Sex Discrimination are taken seriously by QACPS. As such, any student having found providing false or misleading information on a Complaint alleging Sex Discrimination (including Sexual Harassment), orally providing such information to a QACPS principal or central office administrator, or
third party investigating the allegations may be subject to appropriate discipline, up to and including expulsion.

**Title IX Coordinator Contact Information**
The Supervisor of Student Services is the Title IX Coordinator for Complaints of Sex Discrimination regarding students, and can be reached at:

Matt Evans  
Title IX Coordinator/ Supervisor of Student Services  
Queen Anne’s County Public Schools  
matthew.evans@qacps.org  
410-758-8216

The Director of Human Resources is the Title IX Coordinator for Complaints of Sex Discrimination regarding employees, and can be reached at:

Dr. Michael Noel  
Title IX Coordinator/Director of Human Resources  
202 Chesterfield Avenue  
Centreville, Maryland 21617  
Email: michael.noel@qacps.org  
Phone: 410-758-2403 ext. 118

**Queen Anne’s County Bullying, Harassment and Intimidation Reporting Form**
The form can be found online at qacps.org under “Bullying, Harassment and Intimidation & Text to Stop It!”

Each school should also have copies in the main office and the counseling office.

**What do I do if my child has been bullied at school?**

1. Talk to your child and get as much information as you can about the situation.
2. Complete a Bullying, Harassment, Intimidation Reporting form either online or by using the printed form and return this to the school.
3. Report this information to the school administration and set up a meeting to discuss the situation.

**Text-2-Stop-It**

- Students anonymously send text messages to stop bullying, report drugs, violence, and whatever violation that needs to be reported.
- Students are encouraged to text a keyword and the message goes to an operator who then interviews them via text to get information. The operator collects information and a transcript of the conversation is emailed to designated staff members in the schools to address the concern.
- **The calls from students are anonymous.**
- Text-2-Stop-It staff are available 24 hours a day, seven days a week (including summer).
Queen Anne’s County Public Schools School Based Discipline Code with Levels of Responses

Level 1 Responses
Examples of Classroom, Support, and Teacher-Led Responses
These responses are designed to teach appropriate behavior, so students are respectful, and can learn and contribute to a safe environment. Teachers are encouraged to try a variety of teaching and classroom management strategies. When appropriate, teachers may engage the student support system to ensure successful learning and consistency of responses, and change the conditions that contribute to the student's inappropriate or disruptive behavior. These responses should be used in a graduated fashion.

- Classroom-based Responses (Verbal Correction, Written Reflection/Apology, Reminders/Redirection, Role Play, Daily Progress Sheet)
- Check in with School Counselor/Resource Specialist
- Community Conferencing
- Detention
- Informal and/or Preventative School-Based Mentoring
- Parent outreach (contact parent via telephone, e-mail or text)
- Referral to appropriate substance use counseling service
- Referral to health/mental health services
- Restorative Practices

Level 2 Responses
Examples of Classroom, Support, and Removal Responses
These responses are designed to teach appropriate behavior, so students behave respectfully, can learn, and contribute to a safe environment. Many of these responses engage the student support system, and are designed to alter conditions that contribute to the student inappropriate or disruptive behavior. These responses aim to correct behavior by stressing its severity and acknowledging potential implications for future harm, while still keeping the student in school. These responses should be used in a graduated fashion.

- Classroom-based responses (e.g. verbal correction, written reflection/apology, reminders/redirection, role play, daily progress sheet)
- Behavioral Contract Referral to Community-Based Organization
- Check-in with School Counselor / Resource Staff Referral to Health/Mental Health Services Community Conferencing Referral to IEP Team (Student not Currently Eligible for Special Education Services) Community service Referral to IEP Team (Student Currently Receiving Special Education Services) Detention
- Mentoring
- Loss of Privileges
- Parent/Guardian and Student Conference (with Teacher)
- Parent Outreach (Contact Parent via Telephone, E-mail or Text)
- Peer Mediation
- Referral to Appropriate Substance Abuse Counseling Services
- Referral to Student Support Team
- Functional Behavior Assessment/Behavior Intervention Plan
- Referral to Student Support Team for review of 504 Plan
- Removal from Extracurricular Activities
- Restitution
- Restorative Practices (Classroom-Based or Specialist-Facilitated)
- School-Based or Outside Facilitated Conflict Resolution
- Student Court
- Temporary Removal from Class
**Level 3 Responses**
Examples of Support, Removal, and Administrative Responses

*These responses engage the student support system to ensure successful learning, and to alter conditions that contribute to the student inappropriate or disruptive behavior. These responses aim to correct behavior by stressing its severity and acknowledging potential implications for future harm, while still keeping the student in school. These responses may involve the short-term removal of a student from the classroom. Such a removal should be limited as much as practicable without undermining its ability to adequately address the behavior. These responses should be used in a graduated fashion.*

- Classroom-based responses (e.g. verbal correction, written reflection/apology, reminders/redirection, role play, daily progress sheet)
- Behavioral Contract
- Community Conferencing
- Detention
- Functional Behavior Assessment / Behavioral Intervention Plan
- Referral to Student Support Team for review of 504 Plan
- Informal/Preventative/Formal Mentoring
- In-School Intervention
- In-School Suspension
- Loss of Privileges
- Parent/Guardian and Student Conference (with Administrator)
- Referral to Appropriate Substance Abuse Counseling Services
- Referral to Community-Based Organization Community Service
- Referral to Health/Mental Health Services
- Referral to IEP Team (Student not Currently Eligible for Special Education Services)
- Referral to IEP Team (Student Currently Receiving Special Education Services)
- Referral to Student Support Team
- Referral to Student Support Team for review of 504 Plan
- Removal from Extracurricular Activities
- Restitution
- Restorative Practices (Classroom-Based or Specialist-Facilitated)
- School-Based or Outside Facilitated Conflict Resolution
- Student Court

**Level 4 Responses**
Examples of Support, Removal, Administrative, and Out-of-School Exclusionary Responses

*These responses address serious behavior while keeping the student in school, or when necessary due to the nature of the behavior or potential implications for future harm, remove a student from the school environment. They promote safety of the school community by addressing self-destructive and dangerous behavior, and should be used in a graduated fashion.*

- Alternative to Suspension at ARISE Academy (ATS) (1-3 Days)
- Formal Mentoring Program
- Functional Behavior Assessment/Behavioral Intervention Plan
- In-School Intervention
- In-School Suspension
- Loss of Privileges
- Parent/Guardian and Student Conference (with Administrator)
- Referral to Student Support Team for review of 504 Plan
- Removal from Extracurricular Activities
- Restitution
- Restorative Practices (Classroom-Based or Specialist-Facilitated)
• Referral to IEP Team (Student not Currently Eligible for Special Education Services)
• Student Referral to IEP Team (Student Currently Receiving Special Education Services)
• Referral to Student Support Team
• Short-Term Out-of-School Suspension (1-3 Days)
• Temporary Removal from Class

Level 5 Responses
Examples of Long-term Administrative, Out-of-School Exclusionary, and Referral Responses (May be Administrator or District Staff-Led)
These responses remove a student from the school environment for an extended period of time because of the severity of the behavior and potential implications for future harm. They may involve the placement of the student in a safe environment that provides additional structure and services. These responses promote the safety of the school community by addressing self-destructive and dangerous behavior, and should be used in a graduated fashion.

• Alternative to Suspension at ARISE Academy (ATS) (4-10 days)
• Expulsion
• Extended-Out-of-School Suspension (11-45 days)
• Long-Term Out-of-School Suspension (4-10 days)
• Referral to Alternative Education
• Referral to IEP Team (Student not Currently Eligible for Special Education Services)
• Referral to IEP Team (Student Currently Receiving Special Education Services)
• Referral to Student Support Team
• Recommend for Further Action
• Referral to Student Support Team for review of 504 Plan
• Restorative Practices (Classroom-Based or Specialist-Facilitated

Levels of Responses
LEVEL 1: Classroom & Support Responses (e.g., written apology, talk with school counselor, detention)
LEVEL 2: Classroom, Support, In-School Removal. Responses (e.g., responses community service, peer mediation, temporary removal from class)
LEVEL 3: Support, Removal, Administrative (e.g., restorative practices, in-school suspension)
LEVEL 4: Support & Out-of-School Removal Responses (e.g., restorative practices, mentoring programs, short-term suspension of 1-3 days)
LEVEL 5: Support, Out-of-School Removal, Referral Responses (e.g., long-term suspension of 4-10 days, expulsion, refer to alternative ed.)

<table>
<thead>
<tr>
<th>Infraction and COMAR Discipline Code</th>
<th>1</th>
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<th>5</th>
<th>Police Notification</th>
<th>Superintendent or Designee Notification</th>
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<tbody>
<tr>
<td><strong>Class Cutting (101)</strong></td>
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<td>Failing to attend a class, after arrival at school, without an excused reason.</td>
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<td>Persistently failing to attend a scheduled class, after arrival at school, without excused reasons.</td>
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<td><strong>Tardiness (102)</strong></td>
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<td>Arriving late more than once to class or school, without an excused reason.</td>
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<td>Persistently arriving late to class or school. Elementary school students who are late should not be given any punitive or exclusionary consequences, but parents/guardians should be notified.</td>
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<td><strong>Truancy (103)</strong> Being absent from school without an excused reason.</td>
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<td>Being truant</td>
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<tr>
<td>Note 1. Elementary school students with unexcused absences should not be given any punitive or exclusionary consequences, but parents/guardians should be notified. Note 2. A student may not be suspended out-of-school solely for attendance related offenses - MD. CODE ANN., EDUCATION § 7-305. This applies to all behaviors listed above: class cutting, tardiness, and truancy.</td>
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<td><strong>Disrespect (701)</strong> Making intentional and harmful gestures, verbal or written comments, or symbols to others. (e.g., verbal put-downs, cursing)</td>
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<td>Being insubordinate: repeatedly or persistently disrespectful, in defiance of authority</td>
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<td><strong>Disruption (704)</strong> Intentionally engaging in minor behavior distracting from the learning environment.</td>
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<td>Intentionally and persistently engaging in minor behavior that distracts from the learning environment. (e.g., talking out of turn, throwing small items, horseplay)</td>
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<tr>
<td>Intentionally engaging in moderate to serious behavior that distracts from teaching and learning, and directly affects the safety of others. (e.g., throwing harmful items, refusal to wear a face covering when required, sending incendiary texts/social media messages, disrupting a fire drill)</td>
<td>X</td>
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<td><strong>Student Attire (706)</strong> Failure to adhere to student attire guidelines after student has been warned.</td>
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<td>Persistent failure to adhere to student attire guidelines after student has been warned.</td>
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<td><strong>Sexual Activity (603)</strong> School staff should refer students to appropriate counseling.</td>
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<td>Engaging in inappropriate behavior of a sexual nature (e.g., indecent exposure, inappropriate texts of a sexual nature).</td>
<td>X</td>
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<td><strong>Sexual Attack (601)</strong> School staff should refer students to appropriate counseling.</td>
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<td>Intentionally engaging in behavior towards another that is physically, sexual aggressive.</td>
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<td><strong>Harassment (407)</strong> Schools should emphasize intervention strategies over removal strategies.</td>
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<td>Engaging in harassment including racial harassment and bias motivated behavior.</td>
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<td><strong>Sexual Harassment (602)</strong> Schools should emphasize intervention strategies over removal strategies.</td>
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<td>Engaging in sexual harassment. * (e.g., intentional unwelcome sexual advances, requests for sexual favors, other intentional inappropriate verbal, written, or physical conduct of a sexual nature)</td>
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<td><strong>Bullying (407)</strong> Engaging in persistent bullying including cyber bullying.</td>
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<td><strong>Threat to Adult (403)</strong> Threat to Adult (404) Extortion (406) Schools should conduct a threat assessment.</td>
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<td>Expressing orally, in writing, or by gesture intent to do physical harm to others.</td>
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<td>Engaging in extortion: Using a threat (without a weapon) to get a person to turn over property.</td>
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<td>Engaging in persistent threats or extortion, or a threat that is serious and creates a major disruption to the school setting.</td>
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<td><strong>False Alarm / Bomb Threat (502)</strong> School should conduct a threat assessment and refer students to counseling.</td>
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<td>Initiating a warning of a fire or other catastrophe without cause. (e.g., pulling a fire alarm or misusing 911)</td>
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<td>Making a bomb threat or threatening a school shooting.</td>
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<td>X</td>
<td>Phone</td>
</tr>
<tr>
<td><strong>Academic Dishonesty (801)</strong> Plagiarizing, such as by taking someone else's work or ideas (for students in grades 6–12); forgery, such as faking a signature of a teacher or parent; or cheating. Knowingly making false statements or knowingly submitting false information.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Theft (803) Schools should consider the following factors: the monetary value of the property, whether student knew the property was valuable or expensive to replace, whether student acted in the heat of the moment, as opposed to planning ahead in taking the property, whether the behavior is persistent/habitual.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Intentionally taking property without owner's permission where the taker is an elementary school student.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Phone</td>
<td></td>
</tr>
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49
<table>
<thead>
<tr>
<th>Infraction and COMAR Discipline Code</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Police Notification</th>
<th>Superintendent or Designee Notification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intentionally taking property without the owner’s permission</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intentionally taking property without the owner’s permission where the theft is especially serious based on the above listed factors.</td>
<td>X</td>
<td>X</td>
<td></td>
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</tr>
<tr>
<td><strong>Destruction of Property (806)</strong> Schools should consider the following factors: the monetary value of the destroyed property, whether student knew the property was valuable or expensive to replace, whether student acted in the heat of the moment, as opposed to planning ahead, the reason student destroyed the property, whether the behavior is persistent/habitual.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Causing accidental damage</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intentionally causing damage to school/other’s property</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intentionally causing damage to school/other’s property where the act is especially serious based on the listed factors.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Alcohol (201)</strong> School will mandate a substance use assessment for any student in violation of the Substance Use Policy.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Being under the influence of alcohol</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using/possessing alcohol</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distributing/selling alcohol*</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td><strong>Inhalants (202)</strong> School will mandate a substance use assessment for any student in violation of the Substance Use Policy.</td>
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<tr>
<td>Being under the influence of inhalants</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Using/possessing inhalants</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Distributing/selling inhalants</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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</tr>
<tr>
<td><strong>Drugs/Controlled Substances (203)</strong> School will mandate a substance use assessment for any student in violation of the Substance Use Policy.</td>
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<tr>
<td>Being under the influence of illegal drugs.</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
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<tr>
<td>Using/possessing illegal drugs.</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Distributed/selling non-illegal or illegal drugs</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td><strong>Tobacco (204)</strong> Any student found to be in possession of tobacco/e-cigarette/Vape/Juul will be required to participate in a school-based or virtual nicotine education program.</td>
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<tr>
<td>Using/possessing/buying/selling tobacco/e-cigarettes.</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>Continual noncompliance of tobacco(204)</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td><strong>Fighting (405) Attack on Adult (401) Attack on Student (402)</strong> Schools should consider multiple factors, including: whether student acted in the heat of the moment, as opposed to planning ahead; whether student was verbally provoked; whether student acted in self-defense; whether student was intervening in fight; intentionally shoving, pushing, or otherwise being physically aggressive toward another in the context of a fight. (e.g., body check; intentionally bumping; but NOT horseplay)</td>
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<tr>
<td>Intentionally shoving, pushing, or otherwise being physically aggressive toward another in the context of a fight. (e.g., body check; intentionally bumping; but NOT horseplay)</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Intentionally engaging in a fight (which may be small, spontaneous, and short, and/or result only in minor, cuts, scrapes, bruises).</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Intentionally engaging in fight, which may be large, pre-planned, extended, and/or resulting in major injuries like a broken limb or otherwise especially serious based on the listed factors.</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td><strong>Serious Bodily Injury (408)</strong> Schools should consider multiple factors, including: whether student acted in the heat of the moment, as opposed to planning ahead; whether student was verbally provoked; whether student acted in self-defense; whether student was intervening in fight; intentionally shoving, pushing, or otherwise being physically aggressive toward another in the context of a fight. (e.g., body check; intentionally bumping; but NOT horseplay)</td>
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<tr>
<td>Intentionally misbehaving in a way that unintentionally causes serious bodily injury.</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Intentionally causing serious bodily injury. (Injury involving (a) substantial risk of death; (b) extreme physical pain; (c)</td>
<td>X</td>
<td>X</td>
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</tr>
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<tr>
<td>protracted and obvious disfigurement; or (d) protracted loss or impairment of a function of a bodily member, organ, or mental faculty. 20 U.S.C. § 1415(k)(7)(D) (referring to 18 U.S.C. § 1365(h)(3)).)</td>
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<td></td>
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<tr>
<td><strong>Trespassing (804)</strong> Being on school property without permission, including while on suspension or expulsion. (Where an older family member is on school grounds to pick up younger siblings, that person should be asked to seek school permission. School should then grant permission.)</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td><strong>Inappropriate Use of Personal Electronics (802)</strong> Excluding use of a device in an emergency or pre-approved situation. Cyber bullying or social media harassment covered under other behaviors.</td>
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<td></td>
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<tr>
<td>Having out a personal electronic device, after the student has been warned.</td>
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<td></td>
<td>X</td>
<td>X</td>
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<tr>
<td>Persistently having out a personal electronic device, in defiance of school rules.</td>
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<tr>
<td><strong>Explosives (503)</strong> Possessing an incendiary or explosive device or material or any combination of combustible or explosive substances, other than a firearm, that can cause harm to people or property.(e.g., firecrackers, smoke bombs) Detonating or threatening to detonate an incendiary or explosive device or material, including those described above.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td><strong>Firearms (301)</strong> Possessing a firearm, as defined in 18 U.S.C. § 921. (e.g., hand-gun) A student who has brought a firearm onto school property shall be expelled for a minimum of one year. (Maryland Annotated Code-Article 7305(f)(2)-3</td>
<td>X</td>
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<tr>
<td><strong>Other Guns (302)</strong> Possessing, using, or threatening to use a look-alike gun. (e.g., water guns) Possessing, using, or threatening to use an unloaded/inoperable non-firearm gun. (e.g., pellet guns, BB guns) Possessing, using, or threatening to use a loaded/operable non-firearm gun.</td>
<td>X</td>
<td>X</td>
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</table>

52
<table>
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<tr>
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<th>Police Notification</th>
<th>Superintendent or Designee Notification</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Other Weapons (303)</strong></td>
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</tr>
<tr>
<td>Possessing an implement that could potentially cause injury, without intent to use it as a weapon.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Possessing an implement that could potentially cause injury with intent to use it as a weapon.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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</tr>
<tr>
<td>Using or threatening to use as a weapon an implement that is likely to cause serious bodily harm.</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td><strong>Arson / Fire (501)</strong></td>
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</tr>
<tr>
<td>Intentionally setting or attempting to set a fire or helping others to set a fire without intent to or possibility of endangering others.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td></td>
</tr>
<tr>
<td>Intentionally setting a fire or helping others to set a fire with the intent to endanger others or with the result of destroying valuable property.</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tbody>
</table>
QACPS 2021-2022 School Calendar

Approved 3/3/2021

August 16-20........................................ New Teachers Begin/Professional Development
August 23-27........................................ All Teachers Return/Professional Development
August 30........................................... First Day for Students in Grades 1-6, 9, & 5 only at Sudlersville Middle
August 31........................................... First Day for Students in Grades 7-8, 10-12, & 6-8 only at Sudlersville Middle
September 1....................................... PreK and Kindergarten Begins
September 3........................................ All Schools Closed 1/2 Day/ Labor Day Break
September 6........................................ All Schools and Central Office Closed / Labor Day
October 15.......................................... All Schools Closed/ Professional Development
October 29.......................................... All Schools Closed 1/2 Day / Conference Preparation and Grades
November 1........................................... All Schools Closed/ Professional Development
November 2 & 3.................................... Elementary & Middle Schools Closed 1/2 Day/ Reporting to Parents
November 24-26.................................. All Schools and Central Office Closed / Thanksgiving Holiday
December 3........................................... Elementary and Middle Schools Closed 1/2 Day / Gradning
December 23-January 2............................. All Schools and Central Office Closed / Winter Break
January 17.......................................... All Schools and Central Office Closed / Dr. Martin Luther King, Jr.’s Birthday
January 19 & 20.................................... High Schools 1:00 Dismissal / Final Exams
January 21 & 24.................................... All Schools Closed / Professional Development
February 1.......................................... All Schools and Central Office Closed / Presidents’ Day
March 11............................................. Elementary and Middle Schools Closed 1/2 Day / Grading
April 1.................................................. All Schools Closed 1/2 Day / Conference Preparation & Grades
April 4 & 5............................................ Elementary & Middle Schools Closed 1/2 Day / Elementary Reporting to Parents
April 15 - 22........................................... All Schools and Central Office Closed / Spring Break
May 30.................................................. All Schools and Central Office Closed / Memorial Day
June 3.................................................. Elementary and Middle Schools Closed 1/2 Day / Gradning
June 10 & 13........................................ All Schools Early Dismissal (Tier 1 Schools at 12:00, Tier 2 at 2:00) - HS Final Exams / Gradning
June 14................................................ All Schools Closed 1/2 Day (Tier 1 Schools at 12:00, Tier 2 at 1:00) Last Day for Students and Teachers
July 4.................................................. All Schools and Central Office Closed/ Independence Day

On elementary half days, there will be no 1/2 day Pre-K classes.

CALENDAR KEY

= First Day(s) of School
= Early Dismissal
= New Teacher Orientation

Calendar Contains:
- 180 student days
- 185 teacher days
- 3 built-in snow days

If additional snow days are required, school will be extended as needed.

Elementary Trimesters

<table>
<thead>
<tr>
<th>Trimester</th>
<th>Start Date</th>
<th>End Date</th>
<th>Days</th>
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<tr>
<td>1st</td>
<td>12/3</td>
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<td>63</td>
</tr>
<tr>
<td>2nd</td>
<td>03/11</td>
<td></td>
<td>59</td>
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<tr>
<td>3rd</td>
<td>06/14</td>
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Middle & High Schools

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Start Date</th>
<th>End Date</th>
<th>Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>10/29</td>
<td>12/21</td>
<td>33</td>
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<tr>
<td>2nd</td>
<td>01/02</td>
<td>03/14</td>
<td>40</td>
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<tr>
<td>3rd</td>
<td>03/15</td>
<td>05/24</td>
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<td>4th</td>
<td>05/25</td>
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