

# BOARD OF EDUCATION OF ANNE ARUNDEL COUNTY POLICY COMMITTEE



Tuesday, May 28, 2024  
3:00 p.m.  
Microsoft Teams

## AGENDA

### Committee Members

Melissa Ellis, Chair  
Dana Schallheim, Member  
Joanna Bache Tobin, Member  
Eric Lin, Member

- **Review and Approval of Minutes –**  
April 30, 2024
- **Policies**
  - JCA – Representative Student Leadership
  - NEW – Board Emergency Management
- **FYI Only – Regulations**
  - IFE-RA – Identification of Gifted and Talented and Advanced Students
  - II-RA – Grading
  - JCA-RA – Representative Student Leadership
- **For the Good of the Order**

**BOARD OF EDUCATION OF ANNE ARUNDEL COUNTY**  
**POLICY COMMITTEE MEETING**  
**ADMINISTRATIVE MINUTES**  
**APRIL 30, 2024**  
**(UNAPPROVED)**

The Board of Education Policy Committee met at 3:00 p.m. on the above date virtually. Board members present were Melissa Ellis, Joanna Tobin, Dana Schallheim, and Eric Lin. Staff members present were Grace Wilson, Legislative and Policy Specialist; Maggie Gosewisch, Specialist Support: Legislation & Policy; Dan Reagan, Director of Internal Audits; and Diane Howell, Executive Assistant to the Board. Laticia Hicks was present on behalf of the CAC.

**Review and Approval of Minutes:** Mrs. Ellis opened the meeting with the approval of the minutes from the April 2, 2024, Committee meeting. The meeting minutes were approved by consensus.

**Policies**

**EAA – Eligible Riders:** Ms. Wilson explained that Policy EAA – Eligible Riders was discussed at the Policy Committee meeting earlier this month. The Committee decided to hold the policy to allow discussion with staff regarding providing additional flexibility in the policy for the transportation of students to community or Title I schools. After the last meeting, Ms. Wilson worked with the Instructional Data Division and the Office of Transportation to pull data regarding transportation and chronic absenteeism. Staff did not find that chronic absenteeism improved significantly when transportation was provided to students in the walk zones at either Title I or Community Schools. Ms. Wilson also explained that staff met with Dr. Tobin to discuss her proposed amendment and concerns.

Dr. Tobin stated that the policy was requested for review by the Annapolis community because of their particular concerns regarding walking radii. During the meeting with staff, Dr. Tobin discussed how the issues raised by the CAC report are addressed in the proposed changes to the regulation, not the policy. Dr. Tobin also proposed adding the phrase “equitable student transportation” to the issue statement of the policy and deferred to Ms. Wilson to explain staff feedback on this suggestion.

Ms. Wilson explained that Mr. Burns, the Board attorney, and Ms. Pritchard, Director of Legal Services, recommended against the inclusion of Dr. Tobin’s amendment because of the difficulties in defining what equity in transportation looks like as it is open to interpretation, and that the amendment could create difficulties during the appeal process. However, staff proposed adding language to the regulation to capture the current authority of the Supervisor of Transportation to grant exceptions to the policy and regulation for the safe and equitable transportation of students. Furthermore, Dr. Tobin noted that she discussed with staff the opportunity to revamp the AACPS website to enhance the way that transportation information is shared with the community and ensure that students and families know who to contact when they have difficulties.

The Committee approved by consensus to move the policy to the full Board for consideration at the May 15, 2024, Board meeting.

**IL – Education and Services for Students with Disabilities:** Ms. Wilson explained to the Committee that the policy is being recommended for rescission by staff because it is duplicative of Policy IFF and Regulation IFF-RA – Special Education Programs for Students with Disabilities, which were revised in September 2023.

Mrs. Schallheim asked about the process for rescission. Ms. Wilson explained that the policy would need to go before the full Board, but they could waive the third reading of the policy if they so desired. The Committee approved by consensus to move the policy to the full Board for consideration for rescission at the May 15, 2024, Board meeting.

**NEW – Requests for Displays in Classrooms:** Ms. Wilson introduced new Policy JU – Requests for Displays in Classrooms, which was developed at the request of a Board member. The purpose of this policy is to create a process for students or parents/guardians to request displays in classrooms where the student spends a part of their day with the goal of ensuring all points of view are represented and respected. The policy would establish a process for a student or parent/guardian to request in writing the display of a flag, poster, or pennant to the teacher or staff member who oversees the classroom. The student or parent/guardian making the request is required to provide the object to be displayed if approved. An item may only be requested to be displayed if a teacher or staff member has invited an exchange of ideas or represented a single point of view on a multifaceted topic via a display. An item may not exceed three feet by five feet in size or disrupt normal classroom operations. The decision of a teacher or staff member may be appealed to the school principal who may deny the display of a flag, poster, or pennant requested by a student or a student's parent/guardian if the display would violate federal or State law or regulation, Board policy or AACPS administrative regulation, or promote a candidate or particular political party. This decision may be appealed to the Board.

Mrs. Schallheim asked how much of the policy was duplicative of existing rules and regulations, and what would happen if someone disagreed with a display in a classroom. Ms. Wilson answered that there is currently no formal process for requesting displays, and that the appeals process would follow existing Regulation JCH-RA – Student Complaints Related to Policy, Regulation, or Law. Ms. Wilson also stated that the administration did not request the policy and did not think it was necessary.

Ms. Hicks expressed that she thought the policy is overstepping and unnecessary, and that this may be another attempt to revisit the flag policy that was not adopted last year. Ms. Wilson stated that the policy was similar but not the same as the flag policy, and that it came as a request from a Board member who thought it would benefit students, which the Legislative & Policy Office must honor.

Dr. Tobin expressed that she thought the policy was a top-down approach that could be detrimental to teachers, who should be trusted to make decisions for their classrooms and students.

Mrs. Ellis said that she supported moving new Policy JU forward to the full board to determine the merits of the proposed policy. She said that she did not think it was the duty of the Policy Committee to determine the merits of a proposed policy.

Mrs. Schallheim respectfully disagreed with Mrs. Ellis. She believes that the Policy Committee does look at the merits of a policy. She also asked Ms. Wilson about the benefits to students' academic success or outcomes. Ms. Wilson reiterated that this policy was not requested by staff, but rather a Board member who believed this policy would be beneficial to students, and that the goal of the policy is to ensure all viewpoints are represented.

Mr. Lin expressed that he did not currently have thoughts on whether or not he supports new Policy JU, and that he would like an opportunity for students to be able to speak on it. He was inclined to move the policy forward to the full board so that students can have a voice.

Mrs. Ellis expressed her concern with the difference of opinion on the function of the Committee. She provided the example that the Budget Committee does not make budget decisions on behalf of the Board and believes that the Policy Committee should not make policy decisions on behalf of the Board. Mrs. Schallheim countered that during her tenure as Chair of the Budget Committee, the Budget Committee had the final word after consulting with all Board members, until it came to the final vote in front of the full Board, and that she respectfully disagrees with Mrs. Ellis.

Dr. Tobin explained her opinion that this proposed policy covers very similar issues to the flag policy discussed last year. She feels a responsibility as a member of the Committee to make determinations about the appropriate use of the time of the Board and the public. She also has concerns about the content of the policy and its attempt to relitigate something previously discussed. She said that the policy could impede the dialogue and diversity that should happen in the classrooms, and that the Board voted last year to let teachers decide who their kids are and how to best represent them.

Mrs. Ellis indicated that she was not prepared to discuss the merits of the policy today. She believes that this policy is not the same as the flag policy and that it does the opposite, so it would be incorrect to call it a reiteration of the flag policy.

Mrs. Schallheim made a motion to not move this policy forward for the full Board's consideration. Dr. Tobin and Mrs. Schallheim voted favorably, and Mr. Lin and Mrs. Ellis voted unfavorably. The motion failed.

Mr. Lin made a motion to move this policy forward to the full Board for consideration. Ms. Hicks suggested that the CAC could look at the differences and make a recommendation. Mrs. Schallheim stated that the directive to have the CAC get involved would have to come from the Board President, not the Policy Committee. Dr. Tobin and Mrs. Schallheim voted unfavorably, and Mr. Lin and Mrs. Ellis voted favorably. The motion failed.

Mrs. Ellis recommended that the Policy Committee table this policy pending discussion with the Board's attorney and the Board President about the possibility of involving the CAC. Mrs. Schallheim expressed that she does not agree with tabling the policy after two failed motions and that there should be a vote on whether or not to table the policy discussion, as she does not believe that her opinion on this policy will change. Mrs. Ellis asked that Ms. Wilson help her fill in Mr. Burns so that they can receive legal advice and return to the Committee at the next

meeting.

### **FYI Only – Regulation**

**EAA-RA – Eligible Riders:** Dr. Tobin reiterated that the Committee had already discussed the recommended changes to regulation during the previous discussion on Policy EAA. The regulation was amended to capture current procedures which permits the Supervisor of Transportation to grant an exception to the policy and regulation for student safety and to ensure equity in transportation.

**Good of the Order:** None.

**Adjourn:** 3:41 PM

# POLICY

## BOARD OF EDUCATION OF ANNE ARUNDEL COUNTY

Related Entries: DF, DF-RA, 902.01JCA-RA

Responsible Office: STUDENT SUPPORT SERVICES CHIEF STUDENT AND SYSTEMIC SUPPORTS OFFICER

### REPRESENTATIVE STUDENT LEADERSHIP

#### A. PURPOSE

Anne Arundel County Public Schools values the student view and perspective. Representative student leadership provides an organized mechanism for school system ~~administration~~management to hear, understand, and consider students' views and perspectives, while providing students with opportunities for personal growth and leadership experiences.

#### B. ISSUE

The ~~Anne Arundel County~~ Board of Education of Anne Arundel County recognizes that student involvement in leadership opportunities and activism within the community are desired objectives of the educational system. An essential goal of representative student leadership is to voice the collective opinions of the student body and to act as a liaison between the student body and administration.

#### C. POSITION

- ~~1. Student involvement in the educational process is a desired objective of the educational system. Therefore, i~~ involvement of students commensurate with their maturity in helping to determine, assess, and contribute to the development of school procedures and school system initiatives shall be encouraged by all members of the school community.
2. All secondary schools shall maintain a student government or student ~~counsel council~~ and participate in all county wide student leadership activities.  
~~2. An essential goal of representative student leadership is to voice the collective opinions of the student body and to act as a liaison between the student body and administration.~~
3. Representative student leadership may have access to school resources in accordance with ~~general funds accounting procedures~~Policy DF and Regulation DF-RA – School

Activity Funds Management.

**D. IMPLEMENTATION**

The Superintendent is authorized to develop regulations to implement this policy.

*Policy History:*- Adopted on 03/04/14; Revised ~~//~~ 11/06/74

*Note Pprevious Ppolicy Hhistory:* ~~Revised 05/20/91, and 03/04/14 (previously Student Government)~~ Replaces Policy 902.01, adopted 11/06/74 and revised 05/20/91

*Legal Reference:* None

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# POLICY

## BOARD OF EDUCATION OF ANNE ARUNDEL COUNTY

**Related Entries:** N/A

**Responsible Office:** BOARD OF EDUCATION OF ANNE ARUNDEL COUNTY

### BOARD EMERGENCY MANAGEMENT

#### A. PURPOSE

To establish procedures for adopting and implementing a continuity of operation plan (COOP) for the Board of Education of Anne Arundel County (Board) to ensure the continuation of the essential functions of the Board during a state of local, regional, or national emergency.

#### B. ISSUE

The Board recognizes that maintaining a COOP helps to minimize the interruption of critical functions that may be encountered during a state of local, regional, or national emergency, and supports preparedness, mitigation, response, and recovery efforts that may be undertaken by the applicable governmental authorities.

#### C. DEFINITIONS

1. ***Board Incident Command System (ICS)*** – A standardized, on-scene, all-hazards incident management approach that allows for the integration of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure.
2. ***Board Incident Command System Team*** – A group of appointed individuals who are tasked with implementation, coordination, and maintenance of COOP before, during, and after a state of local, regional, or national emergency.
3. ***Continuity of Operations Plan (COOP)*** – Ensures the continuation of essential functions during and after an emergency that may incapacitate any of the personnel, resources, or facilities required to perform those functions.
4. ***Functional Exercise*** – An operations-based exercise designed to test and evaluate capabilities and functions while in a realistic, real-time environment; however, movement of resources is usually simulated.



5. **Tabletop Exercise** – A discussion-based exercise in response to a scenario, intended to generate a dialogue of various issues to facilitate a conceptual understanding or identify strengths and areas for improvement.

**D. POSITION**

1. The Board shall coordinate with the applicable local, State, and federal authorities regarding preparing for, mitigating, responding to, and recovering from a local, regional, or national emergency.
2. The Board's shall adopt a COOP that complies with Board policy and applicable federal emergency management guidelines and best practices.
3. Following the adoption or revision of the COOP, the Board shall hold a special session to assign Board ICS Team roles and responsibilities.
  - a. The Board President shall appoint the ICS Team roles, including:
    - i. An incident commander;
    - ii. A public information officer;
    - iii. A liaison officer;
    - iv. An operations officer;
    - v. A planning officer;
    - vi. A logistics officer; and
    - vii. A finance and administration officer.
  - b. The Board President shall appoint a Board member to fill any vacant ICS Team roles.
4. The Board shall annually exercise the COOP through a combination of functional and tabletop exercises in coordination with the Anne Arundel County Office of Emergency Management. This annual exercise shall occur no later than the last Board meeting in July and shall be led by the ICS Team logistics officer.
5. The Board shall annually review the COOP and make revisions as needed. The annual review shall occur no later than the last Board meeting in August and will be led by the ICS Team planning officer. If a significant change is made to Board policy

governing the Board, procedure, or personnel, the COOP shall be reviewed and updated accordingly.

6. All new Board members shall be provided with a copy of the COOP. New Board member orientation for COOP shall be the responsibility of the ICS Team incident commander.

*Policy History:* Adopted on //

*Note Previous Policy History:* None

*Legal References:* [Department of Homeland Security, Federal Emergency Management Agency Continuity Guidance Circular 1, Continuity Guidance for Non-Federal Entities](#); [Department of Homeland Security, Federal Emergency Management Agency Continuity Guidance Curricular 2, Continuity Guidance for Non-Federal Entities: Mission Essential Functions Identification Process](#)

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FYI ONLY

# REGULATION ANNE ARUNDEL COUNTY PUBLIC SCHOOLS

**Related Entries:** IFE

**Responsible Office:** DIVISION OF ADVANCED STUDIES AND PROGRAMS COLLEGE AND CAREER READINESS

## IDENTIFICATION OF GIFTED AND TALENTED AND ADVANCED STUDENTS IDENTIFICATION

### A. PURPOSE

To establish procedures to ensure that students identified as gifted and talented receive services to develop their maximum potential in accordance with State ~~and federal~~ laws and regulations, and to establish procedures to ensure that students identified as advanced receive services to develop their maximum potential.

### B. BACKGROUND

State laws and regulations and the Maryland State Department of Education (MSDE) Criteria for Excellence: Gifted and Talented Education Program Guidelines stipulate that Anne Arundel County Public Schools (AACPS) identify “gifted and talented” students and provide different services to these students beyond those normally provided by the regular school program in order to develop the students’ potential. In addition to gifted and talented students required to be identified by State law and regulation, AACPS identifies advanced students who may benefit from different services or additional rigor in order to develop the students’ potential. Both gifted and talented and advanced students give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and need services and activities not ordinarily provided by the school in order to fully develop those capabilities.

### C. DEFINITIONS

1. *Advanced Student* – an elementary or secondary student who is identified by professionally qualified individuals as:

- a. Performing or demonstrating the potential to perform at a higher level of accomplishment when compared with other students of similar age, experience, or environment; or

b. Excelling in specific academic fields.

2. Gifted and Talented Student –: an elementary or secondary student who is identified by professionally qualified individuals as:

- ~~(a.)~~ hHaving outstanding talent and performing, or ~~showing~~ demonstrating the potential for performing, at remarkably high levels of accomplishment when compared with other students of a similar age, experience, or environment;
- ~~(b.)~~ eExhibiting high performance capability in intellectual, creative, or artistic areas;
- ~~(c.)~~ possessing an unusual leadership capacity; or
- ~~(d.)~~ eExcelling in specific academic fields.

~~These students give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities.~~

## D. PROCEDURES

AACPS recognizes that identification of gifted and talented and advanced students and services to those students are inextricably tied.

### 1. Identification

- a. Each fall, the Assistant Superintendent for ~~Advanced Studies and Programs~~ College and Career Readiness shall issue a memo outlining the procedures to be used to screen students for gifted and talented identification, in accordance with State regulations, and students for advanced identification. Gifted and talented and advanced identification shall occur in grades 2, 5, and 7~~8~~. To ensure all students are considered for gifted and talented or advanced identification, the screening process shall include potential, aptitude, and achievement indicators. To assist in this process, AACPS shall use the results from a variety of assessments, including:
  - i. The Primary Talent Development Cumulative Portfolio;
  - ii. A nationally recognized ability assessment chosen by the Division of Advanced Studies and Programs College and Career Readiness;

iii. A locally approved achievement assessment chosen by the Division of ~~Advanced Studies and Programs~~College and Career Readiness; and

iv. Teacher and parent/guardian rating scales.

b. When appropriate, students shall be evaluated on an individual basis using additional data points, ~~to include~~inge classroom and district assessments, out-of-district assessments, and student work and performance artifacts. These data points shall be reviewed by a ~~school~~Central Office-based committee ~~comprised of administrators, school counselors, classroom teachers, and Advanced Learner Program designees.~~

c. The process of identifying students with demonstrated or potential giftedness includes an acknowledgement that students may exhibit high potential for giftedness which is not captured by formal assessments.

d. Measures shall be taken to encourage and facilitate the active and informed participation of parents/guardians in the educational decision-making process.

e. Parents/guardians who disagree with identification determinations may appeal a determination through the Division of College and Career Readiness~~Advanced Studies and Program~~.

e.f. Students who have not been formally identified as gifted and talented or advanced and meet the requirements for grade or content acceleration are eligible for a gifted and talented or advanced designation if test scores meet the requirements established by the Division of College and Career Readiness.

## 2. **Programs and Services**

a. AACPS will implement the ~~Maryland State Department of Education (MSDE)~~ Primary Talent Development Early Learning Program which engages primary students in learning experiences that promote the behaviors associated with potential and advanced capabilities in young learners. The program will be implemented in compliance with the MSDE Criteria for Excellence: Gifted and Talented Education Program Guidelines.

b. Additional programs and services provided to students identified as gifted and talented or advanced reflect nationally and State recognized best practices to challenge students appropriately.

c. Programs and services provided to students identified as gifted and talented or advanced shall be administered at the assigned school, by classroom teachers, with support and professional development from the Division of Advanced

Studies and Programs College and Career Readiness.

**Regulation History:** Issued 05/15/13;  
Revised 09/07/16; 10/21/20; //

**Note Previous Regulation History:** None Developed by Superintendent 02/13/13  
Reviewed by Board of Education 03/20/13  
Issued 05/15/13

**Legal References:** Section 8-201 of the Education Article, COMAR 13A.04.07; Maryland Annotated Code Education Article, Title 8, Subtitle 2

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# REGULATION

## ANNE ARUNDEL COUNTY PUBLIC SCHOOLS

**Related Entries:** II, IN, IN-RA, JB-RA, JCH-RA, IIH, IIH-RA

**Responsible Office:** DIVISION OF CURRICULUM, ~~AND~~ INSTRUCTION, ~~AND ASSESSMENTS~~, OFFICE OF SCHOOL PERFORMANCE ~~AND SUPPORT~~, DIVISION OF ADVANCED STUDIES AND PROGRAMS, INSTRUCTIONAL DATA DIVISION

### GRADING

#### A. PURPOSE

Anne Arundel County Public Schools (AACPS) is committed to maintaining rigorous performance, college and career readiness, and achievement of core standards for all students. It is also committed to providing a timely and fair process for evaluating and reporting student progress that is understandable to students and their parents/guardians and relevant for instructional purposes.

#### B. DEFINITIONS

1. **Assessment** – an evaluation of student knowledge or skills, including tests and quizzes.
2. **Assignment** – an activity assigned so students may refine or demonstrate knowledge or skills, including classwork, papers, and projects.
3. **Homework** – assigned work to be completed outside the scheduled classroom hours.

#### C. PROCEDURES

##### 1. Syllabus

At the beginning of a grade or a course of study, teachers shall provide to students and make available to parents/guardians a written syllabus. Syllabi shall be approved by the school principal. All syllabi shall detail the:

- a. Content, skills, and standards students are expected to master;
- b. Grading and processes to be applied consistently, including information regarding the weighting of various types of assignments, assessments, and homework, and the consequences of work submitted after the due date;



- c. Frequency and types of assessments;
- d. Teacher’s availability for reteaching and reassessment;
- e. Types of activities which do not qualify for the opportunity for mastery provision of this regulation and the number of assessments and assignments that are eligible for the opportunity for mastery provision of this regulation;
- f. Procedures parents/guardians can use to contact the teacher for missed and late assignments and the process for obtaining make-up work; and
- g. Assessment criteria and rubrics for International Baccalaureate **(IB)** Programmes, including Primary Years Programme, Middle Years Programme, and Diploma Programme, if applicable.

## 2. **Syllabus and Academic Success**

A syllabus shall also contain general information which supports student academic success, including the:

- a. Means by which parents/guardians shall receive student progress and grades;
  - b. Means by which notification shall be made should students be in danger of failing a marking period or dropping the equivalent of two letter grades; and
  - c. Materials students will need to be prepared for learning.
3. Teachers shall evaluate student progress to determine the degree of mastery of course content, skills, and standards. A grade, code, or percentage shall reflect student achievement and progress toward meeting course expectations.
- a. ***Elementary School***
    - i. Grades or codes are given to elementary students to document progress toward and mastery of skills, concepts, and standards. Guided practice, assigned before mastery is expected, may not be graded.
    - ii. Grades shall be weighted differently according to the nature and complexity of the assignment or assessment.
    - iii. Homework may not be given as much weight as assignments completed at school.

- iv. Prekindergarten and kindergarten Progress Reports are used to report student progress to parents/guardians. They are completed at the end of each semester. When completing the Progress Report, a teacher shall use a check mark to indicate consistently demonstrates, progressing in the development of, and needs development for each skill observed.
- v. In Grade 1, teachers shall keep a record of each student's performance in each area of the report card. These entries shall be representative of the student's performance over time rather than the student's performance on a single task.
- vi. For Grades 2, 3, 4, and 5, teachers shall make an entry every 5 to 8 school days as an assessment of the student's performance for each indicator in reading, writing, mathematics, social studies, and science. Each entry shall be dated and a notation of the assignment or assessment shall be included in the record.
- vii. Teachers shall record accurate and current student progress on a regular basis to inform students and parents/guardians through the appropriate grade book format.
- viii. For art, music, and physical education, the appropriate teacher shall keep a record of at least three graded assignments or assessments during a marking period.
- ix. Teachers shall help prepare students for college and career readiness by providing opportunities for collaborative learning. However, teachers shall provide an individual grade for each student's work when the student is performing in a cooperative setting.

b. *Middle School*

- i. Grades are given to middle school students to document progress toward and mastery of course content, skills, and standards.
- ii. In the daily courses, each marking period shall have a minimum of nine separate assignments or assessments of course content, skills, and standards mastery in addition to homework. However, such separate assignments or assessments of course content may not exceed 15 total assignments or assessments. Quarterly assessments may not count towards the assignments or assessments required by this paragraph.
- iii. In A day only or B day only courses, each marking period shall have a minimum of seven separate assignments or assessments of course content, skills, and standards mastery in addition to homework. However, such

separate assignments or assessments of course content may not exceed 12 total assignments or assessments.

- iv. Assignments shall have a due date. Assignments that are submitted within 5 school days of the due date shall be counted as being submitted on time. Assignments that are submitted more than 6 school days after the due date shall receive a grade of at least 50% and these assignments will not receive teacher feedback. All assignments must be submitted ~~prior to~~ no later than the end of the marking period. Assignments that are not submitted shall receive a grade of zero.
- v. *Opportunity for Mastery*
  - a) Students shall have one additional opportunity to improve their grades on three of the total graded qualifying assessments or assignments which demonstrate knowledge of course content, skills, and standards and count toward a student's marking period grade. Syllabi shall state the number of such eligible items for which students have the opportunity for mastery under this provision. Students may not use more than one of their opportunities for mastery on the same qualifying assessment or assignment.
  - b) Regardless of the initial grade the student received, to qualify for an opportunity for mastery under this provision, the student must:
    - i) Have completed and submitted the original assessment or assignment by the due date. Teacher-facilitated reteaching before, during, or after school is recommended before a student uses one of the student's opportunities for mastery. However, reteaching may not be feasible due to scheduling restraints or extenuating circumstances.
    - ii) Complete and submit the new assessment or assignment within 10 school days of receiving the returned original graded work.
  - c) Students may choose which assessments and assignments they re-take, in accordance with the opportunity for mastery provision of this regulation, except for the following which are not qualifying assessments or assignments:
    - i) Homework;
    - ii) Quarterly Assessments;

- iii) Multi-component research projects or multi-component written papers (components of the project or paper that are graded separately may be a qualifying assignment); and
  - iv) Assessments or assignments completed during the last week of the marking period.
- d) After an opportunity for mastery is graded, the higher grade shall be the grade of record.
- vi. Teachers must assign a minimum grade of 50% to assignments submitted in accordance with subsection 3.b.iv. above. Assignments that are not submitted shall receive a grade of zero.
  - vii. Teachers shall use points to evaluate individual assignments and assessments. When work is returned to students, the points earned, along with the total possible points for the assignment or assessment, shall be written on the assignment or assessment.
  - viii. A student who exhibits academic dishonesty as determined by the teacher and administrator shall receive a zero on the particular assessment or assignment in question. Violations of Policy IN and Regulation IN-RA – Academic Integrity may result in disciplinary action. Consequences for violations may vary according to the severity of the violation and shall follow the progressive interventions and discipline as outlined in the *AACPS Code of Student Conduct*.
  - ix. Teachers shall help prepare students for college and career readiness by providing opportunities for cooperative learning. However, teachers shall provide an individual grade for each student's work when the student is performing in a cooperative setting.
- c. ***High School***
- i. Grades are given to high school students to document progress toward and mastery of course content, skills, and standards.
  - ii. High school course grades shall be calculated using weighted categories.
    - a) Assessments shall count for between 30 and 50 percent of a student's overall grade; however, assessment percentage requirements may differ for IB Programmes when IB assessment criteria and rubrics are used to record student progress.

i.b) A minimum of four grades shall be recorded in each category, except for the quarterly assessment category.

ii.iii. High school courses shall have a minimum of nine separate recorded grades, assignments or assessments, four of which must be assignments or assessments grade, an average of one grade per week, for course content, skills, and mastery in addition to homework and quarterly assessments. but they Total recorded grades may not exceed 2215 total assignments or assessments. High school courses for seniors shall have six separate assignments or assessments for the fourth marking period for course content, skills, and mastery in addition to homework and quarterly assessments. Quarterly assessments may not count towards the assignments or assessments required by this paragraph.

iv. Assignments and assessments shall have a due date. Assignments and assessments that are submitted within four 5 class periods school days of the due date shall be counted as being submitted on time accepted and graded with teacher feedback. A 10% penalty shall be applied to late assignments or assessments for each class period they are submitted beyond the due date. Assignments or assessments that are submitted between five and seven more than 6 school days class periods beyond after the due date shall receive a grade of at least 50% and these assignments or assessments will not receive teacher feedback. All assignments or assessments must be submitted no later than prior to the end of the marking period. Assignments or assessments that are not submitted or submitted eight or more class periods after the due date shall receive a grade of zero.

iii.v. Homework may not be accepted or graded with feedback after the due date.

iv.vi. Opportunity for Mastery

- a) Students shall have one additional opportunity to improve their grades on three-two of the total graded qualifying assessments ~~or assignments~~ which demonstrate knowledge of course content, skills, and standards and count toward a student's marking period grade. Syllabi shall state the number of such eligible items for which students have the opportunity for mastery under this provision. Students may not use more than one of their opportunities for mastery on the same qualifying assessment ~~or assignment~~.
- b) Regardless of the initial grade the student received, to qualify for an opportunity for mastery under this provision, the student must:

- i) Have completed and submitted the original assessment ~~or assignment~~ by the due date. Teacher-facilitated reteaching before, during, or after school ~~is recommended~~ may be required by the teacher before a student uses one of the student's opportunities for mastery. However, reteaching may not be feasible due to scheduling restraints or extenuating circumstances.
- ii) If teacher-facilitated reteaching is required, Ccomplete and submit the new assessment ~~or assignment~~ within 10 school days of receiving the returned original graded work. If teacher-facilitated reteaching is not required, complete and submit the new assessment within 5 school days or no later than the end of the marking period, whichever is first.
- c) Students may choose which assessments ~~and assignments~~ they re-take, in accord with the opportunity for mastery provision of this regulation, except for the following which are not qualifying assessments ~~or assignments~~:
  - i) Homework;
  - ~~ii) Quarterly Assessments; and~~
  - ~~ii) Multi-component research projects or multi-component written papers (components of the project or paper that are graded separately may be a qualifying assignment); and~~
  - ~~iii) Assessments or assignments~~ completed during the last week of the marking period.
    - ~~iv) a. No more than one assessment, excluding the quarterly assessment, may be assigned during the last week of the marking period and excluded from the opportunity for mastery provision of this regulation accordingly.~~
- ~~ix.vii.~~ d) After an opportunity for mastery is graded, the higher grade shall be the grade of record.
- ~~ix.vii.~~ Teachers shall use points to evaluate individual assignments and assessments. When work is returned to students, the points earned along with the total possible points for the assignment or assessment shall be written on the assignment or assessment.
- ~~x.viii.~~ Teachers must assign a minimum grade of 50% to assignments or assessments for which the student demonstrated a good faith effort and submitted in accordance with subsection 3.c.iii. above. If a student submits an assignment or

assessment without demonstrating a good faith effort or with no student work, the teacher shall assign a grade of zero. Assignments or assessments that are not submitted shall receive a grade of zero.

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

~~xii~~.x. Teachers shall prepare students for college and career readiness by providing opportunities for cooperative learning. However, teachers shall provide an individual grade for work performed in a cooperative setting.

#### 4. Homework

Homework is an important and required component for student achievement. A teacher's evaluation of and feedback regarding homework shall be reflected in the grade or the code given.

- a. Homework shall be designed to meet one or more of the following outcomes to:
  - i. Promote the attainment of positive work habits and study skills;
  - ii. Practice material and skills already taught;
  - iii. Prepare for upcoming lessons;
  - iv. Study for upcoming assessments; or
  - v. Extend student understanding of concepts.
- b. Students are expected to dedicate focused time outside of school hours toward the completion of homework. The following provides general guidelines on time allotments students in various grades, programs, or courses should devote to homework.
  - i. Prekindergarten and kindergarten – approximately 20 minutes per night on homework, two to three times per week.
  - ii. Grades 1 and 2 – approximately 30 minutes per night on homework, three to four times per week.

- iii. Grades 3, 4, and 5 – approximately 45 minutes per night on homework, three to four times per week.
- iv. Grades 6-8 – approximately 60 minutes per night on homework, four to five times per week.
- v. Grades 9-12 – approximately 90 minutes per night on homework, four to five times per week.
  - a) Courses identified as Honors, Advanced Placement (AP), International Baccalaureate ~~(IB)~~ Diploma Programme, Post Advanced Placement, and Advanced Programs of Choice may require additional time commitments to meet homework expectations.
  - b) In certain Honors, Advanced Placement, International Baccalaureate Diploma Programme, Post Advanced Placement, and Advanced Programs of Choice courses expectations may include pre-course assignments which may count as a homework grade toward the marking period grade.
- c. Parents/guardians may not be expected to play a formal teaching role in homework. Parents/guardians can, however, support this aspect of their children’s education by establishing regular times for homework completion and identifying specific places in the home where students can work with minimum distractions.
- d. Teachers shall provide feedback for the homework assigned. Some homework may be evaluated for completeness, while others may be evaluated for accuracy. Teachers shall maintain precise records to document the grades earned for homework.
  - i. In elementary school, homework is reflected in the code given for expected student behaviors.
  - ii. Middle school courses differ in design and content.
    - a) Homework shall be assigned and evaluated in language arts, mathematics, science, social studies, and world languages courses. Homework grades shall count for 10% of the grade for the marking period, as determined by the content team and reflected in the course syllabus.
    - b) In all other middle school courses, homework shall be assigned at the teacher’s discretion. When a teacher chooses to count homework as a grade, homework shall count for 10% of the grade for the marking period, as determined by the content team and reflected in the course syllabus.



- iii. High school courses differ in design and content.
  - a) Homework shall be assigned and evaluated in English, mathematics, science, social studies, and world languages courses. Homework grades shall count for 10% of the grade for the marking period, as determined by the content team and reflected in the course syllabus.
  - b) In all other high school courses, homework shall be assigned at the teacher's discretion. When a teacher chooses to count homework as a grade, homework shall count for 10% of the grade for the marking period, as determined by the content team and reflected in the course syllabus.

## 5. Student Progress

Teachers shall record accurate, current, and precise student progress on a regular basis to inform students and parents/guardians through the appropriate grade book format.

- a. Because parents/guardians are partners in the education of their children, communication between teachers and parents/guardians is vital to student success. Written notes, telephone conversations, e-mail messages, the online parent portal, and face-to-face conferences are all excellent means of maintaining timely, appropriate, and open communication with parents/guardians.
- b. Teachers shall maintain the appropriate grade book program provided by AACPS so that the school administration, as well as parents/guardians, may access current student data.
- c. To allow for potential corrective action, teachers shall communicate with the parents/guardians of students who are in danger of failing or who are in danger of dropping the equivalent of two or more letter grades, 20 percentage points, or more at any point during the marking period.

## 6. Record of Student Progress

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

a. *Elementary School*

- i. The evaluation of student progress which culminates in a performance or achievement indicator on the report card is a continuous process, involving many evaluated activities. These activities parallel the learning experience in which each student is engaged.
- ii. In prekindergarten and kindergarten, progress reports shall use grading codes to indicate consistently demonstrates, progressing in the development of skill, or needs development for specific skills in listening/speaking, reading, writing, math, science, social studies, art, music, physical education, English language development, and excepted student behaviors.
  - a) ***Consistently demonstrates (CD)*** means that the student exhibits the skills independently with minimal teacher intervention.
  - b) ***Progressing in the development of skill (PR)*** means that the student exhibits the skills with teacher guidance and support.
  - c) ***Needs development (ND)*** means that the student has exhibited the skills in isolated or rare instances, or with a great deal of support. The performance is inconsistent and below the normal range of expectancy for a student at that grade level.
- iii. In Grade 1, report cards shall use grading codes to indicate consistently demonstrate, progressing in the development of skill, emerging in the development of the skill, or needs development for specific skills in art, English language development, expected student behaviors, math, music, physical education, reading, science, social studies, and writing.
  - a) ***Consistently demonstrates (CD)*** means that the student exhibits the skills independently with minimal teacher intervention. CD = 100% - 87%.
  - b) ***Progressing in the development of skill (PR)*** means that the student exhibits the skills with teacher guidance and support. PR = 86% - 73%.
  - c) ***Emerging in the development of skill (EM)*** means that the student exhibits the skill with consistent teacher assistance and support. EM = 72% - 60%.
  - d) ***Needs development (ND)*** means that the student has exhibited the skills in isolated or rare instances, or with a great deal of support. The performance is inconsistent and below the normal range of expectancy for

a student at that grade level. ND = up to 59%.

- iv. In Grades 2-5, report cards shall indicate student achievement by a letter grade for math, reading, science, social studies, and writing:
  - a) **A** (Excellent – 100% - 90%);
  - b) **B** (Good – 89% - 80%);
  - c) **C** (~~Average-Acceptable~~ – 79% - 70%);
  - d) **D** (Below ~~Average-Acceptable~~ – 69% - 60%); and
  - e) **E** (Unsatisfactory – 59% or less).

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

- v. In Grades 2-5, grading codes shall be given for art, chorus, English language development, expected student behaviors, health, instrumental music, music, and physical education.
  - a) ***Consistently demonstrates (CD)*** means that the student exhibits the skills independently with minimal teacher intervention. CD = 100% - 87%.
  - b) ***Progressing in the development of skill (PR)*** means that the student exhibits the skills with teacher guidance and support. PR = 86% - 73%.
  - c) ***Emerging in the development of skill (EM)*** means that the student exhibits the skills with consistent teacher assistance and support. EM = 72% - 60%.
  - d) ***Needs development (ND)*** means that the student has exhibited the skills in isolated or rare instances, or with a great deal of support. The performance is inconsistent and below the normal range of expectancy for a student at that grade level. ND = up to 59%.

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

- vi. Quarterly assessments shall be counted in the designated content area(s) identified by the Division of Curriculum, ~~and~~ Instruction, and Assessments. The Division of Curriculum, ~~and~~ Instruction, and Assessments shall publish

guidance regarding which quarterly assessments shall be factored in which designated content area as some quarterly assessments may cover more than one content area in one assessment.

b. *Middle School*

i. Teachers shall record the marking period grades for each student using the following process:

a) The marking period grades, based upon the final percentage of points earned divided by possible points, shall be calculated to the tenths place and then rounded to a whole number – a .5 and higher shall round up and shall appear on the report card.

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

i) **A** (100% - 90%);

ii) **B** (89% - 80%);

iii) **C** (79% - 70%);

iv) **D** (69% - 60%); and

v) **E** (59% - 50% or less).

c) Teachers may not assign a marking period grade below 50%.

e)d) Middle school students taking courses for high school credit shall take course assessments for those respective courses or a comparable assessment.

d)e) Final middle school grades shall be determined by the duration of the course.

i) Yearlong courses shall receive a final percentage grade determined by the average of the four marking period grades. Quarterly assessments shall count for 5% of the marking period grade in Grades 6 and 7 and 10% of the marking period grade in Grade 8. The percentage and the letter grade shall appear on the report card as the final course grade.

ii) Single semester courses shall receive a final percentage grade determined by the average of the two marking period grades.

Quarterly assessments shall count for 5% of the marking period grade in Grades 6 and 7 and 10% of the marking period grade in Grade 8. The percentage and the letter grade shall appear on the report card as the final course grade.

- iii) Single marking period courses shall receive a final percentage grade equivalent to the percentage grade earned during that marking period. Quarterly assessments shall count for 5% of the marking period grade in Grades 6 and 7 and 10% of the marking period grade in Grade 8. The percentage and the letter grade shall appear on the report card as the final course grade.

~~e)f)~~ f) The final grade for the school year in middle school shall appear as both a percentage and a letter grade using the following scale:

- i) **A** (100% - 90 % – Excellent mastery of standards is evident);
- ii) **B** (89% - 80% – Advanced mastery of standards is evident);
- iii) **C** (79% - 70% – Acceptable, ~~average~~ mastery of standards is evident);
- iv) **D** (69% - 60% – Partial mastery of standards is evident);
- v) **E** (59% - ~~50% or less~~ – Minimal or no mastery of standards is evident);

~~vi)~~ vi) **NG** (~~Temporary No Grade in accordance with section C.6.b.i.h) of this regulation~~);

~~vii)~~ vii) **S** (100% - 60% – Satisfactory); and

~~viii)~~ viii) **U** (59% or less – Unsatisfactory).

~~f)g)~~ g) Teachers shall include comments to accompany the grades of D, E, **NG**, or U on the report card.

~~g)h)~~ h) Any student receiving an E shall receive no credit toward graduation or promotion.

~~h)i)~~ i) A student with lawful absences near or at the end of a grading period may receive a temporary **blank gradeNG**. A student who receives a **blank gradeNG** shall complete makeup work within 2 weeks beyond the end of a marking period or a reasonable amount of time as determined by the teacher and principal in order to receive credit for a course. See Regulation JB-RA – Compulsory Attendance.

- ii. A change to a final grade shall be made in accordance with section 7 of this regulation.
- iii. The honor roll is published for each grading period. AACPS Honor Roll certificates are awarded to students at the end of the semester or at the end of the school year, whichever is appropriate.
  - a) *Principal's Honor Roll*: The Principal's honor roll consists of students who receive all As and Ss in a grading period.
  - b) *Honor Roll*: The honor roll consists of students who receive all As and Bs and have no grades of D, E, or U during a grading period; a student may receive one C if they also receive at least one A.

c. ***High School***

- i. Teachers shall record the marking period grades for each student using the following process:
  - a) The marking period grades, based upon the final percentage of points earned divided by possible points, shall be calculated to the tenths place and then rounded to a whole number – a .5 and higher shall round up.
  - b) The percentage grade for each marking period shall appear on the report card.
  - c) The final grade for each semester in high school shall appear on the report card as both a percentage and a letter grade using the following scale:
    - i) **A** (100% - 90% – Excellent mastery of standards is evident);
    - ii) **B** (89% - 80% – Advanced mastery of standards is evident);
    - iii) **C** (79% - 70% – Acceptable, ~~average~~ mastery of standards is evident);
    - iv) **D** (69% - 60% – Partial mastery of standards is evident);
    - v) **E** (59% ~~- 50% or less~~ – Minimal or no mastery of standards is evident);
    - vi) ~~NG (Temporary No Grade in accordance with section C.6.c.i.g) of this regulation)~~

~~vii~~)vi) S (100% - 60% – Satisfactory); and

~~viii~~)vii) U (59% or less – Unsatisfactory).

d) Teachers may not assign a marking period grade below 50%.

~~d~~)e) Only final letter grades shall appear on student transcripts.

~~e~~)f) Teachers shall include comments to accompany the grades of D, E, ~~NG~~, or U on the report card.

~~f~~)g) Any student receiving an E shall receive no credit toward graduation or promotion.

~~g~~)h) A student with lawful absences near or at the end of a grading period may receive a temporary ~~blank grade~~NG. Students who receive a ~~blank grade~~NG shall complete makeup work within 2 weeks beyond the end of a marking period or a reasonable amount of time as determined by the teacher and principal in order to receive credit for a course. See Regulation JB-RA – Compulsory Attendance.

i) Students who are absent from a credit-bearing course for 9 or more days in a semester may be denied credit. The principal and appropriate affiliated personnel concerned shall review cases of this nature and determine whether credit will be awarded for the course(s) in question.

~~h~~)j) Any student receiving an S has satisfactorily completed the requirements for the course and shall receive credit, but the S may not be calculated into the grade point average (GPA).

~~i~~)k) Any student receiving a U has not met course requirements and the U may not be awarded credit nor be calculated into the student’s GPA.

~~j~~)l) Any student receiving the grade ~~blank grade~~NG for:

i) A marking period grade may not have the marking period calculated into the semester average. The ~~blank~~NG grade may not be included in any marking period calculation for Honor Roll, GPA, or eligibility. The ~~blank~~NG grade must be converted into an actual grade.

ii) A final grade may not receive credit for the course. The ~~blank~~NG grade may not be included in any semester or yearlong calculation for Honor Roll, GPA, or eligibility. The ~~blank~~NG grade must be converted into an actual grade.

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

For the purpose of determining a final course grade, the following percentage scale shall be used:

- a) **A** (100% - 90%);
  - b) **B** (89% - 80%);
  - c) **C** (79% - 70%);
  - d) **D** (69% - 60%); and
  - e) **E** (59% - ~~50% or less~~).
- iii. If a student ~~in Grade 12~~ elects to opt out of the fourth marking period's quarterly assessment in lieu of an Advanced Placement or International Baccalaureate exam, the final semester grade shall be determined by averaging the two marking period percentage grades. The fourth marking period may not include a 10% quarterly assessment grade in these instances. See Section C.8.a.iii. of this regulation.
  - iv. A change to a final grade shall be made in accordance with section 7 of this regulation.
  - v. AACPS shall calculate the GPA for high school students. The student transcript shall reflect both a weighted and unweighted GPA.
    - a) An additional .5 quality point shall be awarded to students in Honors courses who earn grades of A, B, or C. No additional quality points shall be added for grades of D or E.
    - b) An additional 1.0 quality point shall be awarded to students in Advanced Placement, International Baccalaureate Diploma Programme, and Post Advanced Placement courses who earn grades of A, B, or C. No additional quality points shall be added for grades of D or E.



Unweighted Courses	Honors Courses	AP, IB, and Post AP Courses
A - 4	$A - 4 + .5 = 4.5$	$A - 4 + 1 = 5$
B - 3	$B - 3 + .5 = 3.5$	$B - 3 + 1 = 4$
C - 2	$C - 2 + .5 = 2.5$	$C - 2 + 1 = 3$
D - 1	$D - 1 + 0 = 1$	$D - 1 + 0 = 1$
E - 0	$E - 0 + 0 = 0$	$E - 0 + 0 = 0$

- c) A system of grading, including weighted grades for Honors, Advanced Placement, International Baccalaureate Diploma Programme, and Post Advanced Placement courses shall be applied for all school system policies, regulations, and procedures such as ranking in class and extracurricular eligibility. This system shall be designated on all student transcripts.
- d) The GPA is calculated by taking the point value of each letter grade, including course weighting for weighted GPA, and multiplying it by the credit value of that course. This is done for each course and the resulting values are added together. That point total is then divided by total attempted credits. The following scale shall be used:
- i) **A** (4.0 – 3.6);
  - ii) **B** (3.5 – 2.6);
  - iii) **C** (2.5 – 1.6);
  - iv) **D** (1.5 – 0.6); and
  - v) **E** (0.5 or less).
- e) GPA calculation for S and U grades:
- i) Some courses such as work-based learning, select independent study, special inclusion classes, and some alternative credit programs produce a grade of S or U, instead of letter grades A through E.
  - ii) If the grade is recorded on the transcript as S or U, an S earns credit, but a U does not earn credit. For calculation purposes when an S or U grade is used, there are no quality points issued, therefore, there is no credit attempted factored into the GPA calculation.
  - iii) Department aides are not awarded credit and their grades are not used in GPA calculations.

- f) GPA calculation for courses repeated:
  - i) Any course a student repeats for grade improvement or to build prerequisite skills, and for which credit has been previously granted, cannot receive credit again.
  - ii) The highest grade earned for a repeated course shall be calculated into the GPA with the lower grade dropped from cumulative GPA calculation.
- g) The honor roll is published for each grading period. AACPS Honor Roll certificates are awarded to students at the end of the semester or at the end of the school year, whichever is appropriate.
  - i) *Superintendent's Honor Roll*: The Superintendent's honor roll consists of students whose grades for both grading periods are all As and Ss for an entire semester.
  - ii) *Principal's Honor Roll*: The Principal's honor roll consists of students who receive all As and Ss in a grading period.
  - iii) *Honor Roll*: The honor roll consists of students who have a weighted GPA of 3.0 or greater and have no grades of D, E, or U during a grading period.

## 7. Changing a Report Card Grade, Code, or Comment

- a. A change to a final grade will be made for a sound educational purpose.
  - i. If a student has stopped working during any grading period, the student's record shall be thoroughly evaluated to determine whether a passing grade will be given. There must be thorough documentation, evidence of opportunity for parental/guardian input, and approval by the principal, principal's designee, or Instructional Data Division to override a numerical average.
  - ii. If a student has made significant improvements during any grading period, but numeric average does not reflect that growth, the student's record shall be thoroughly evaluated to determine the grade given. There must be thorough documentation and approval by the principal, principal's designee, or Instructional Data Division to override a numerical average.

- b. An *AACPS Request for Grade Change* form shall be submitted to initiate a change to a final grade, code, or comment.
  - i. The teacher initiating the grade change will submit the *AACPS Request for Grade Change* form to the principal or the principal’s designee. The principal or the principal’s designee shall review the form and approve or deny the grade change request.
    - a) If the teacher is incapacitated and unable to submit the required form, the assigned teacher designee may submit the form on the teacher’s behalf.
    - b) If a teacher does not follow the grading procedures and protocol outlined in this regulation and the accompanying policy, the principal or the principal’s designee may initiate a grade change. In this case, the Senior Manager of Student Data in the Instructional Data Division or the Senior Manager’s designee will review and approve or deny the request.
    - c) The *AACPS Request for a Grade Change* form shall include the:
      - i) Name of the teacher or other appropriate individual requesting the grade change;
      - ii) Reason for the grade change request;
      - iii) Reason for the approval or denial of the request;
      - iv) Date of the approval or denial of the request; and
      - v) Signature of the principal, the principal’s designee, or other appropriate individual approving or denying the grade change request.
- c. A grade change must be completed within 45 days of the last day of the grading period. For a grade change for the fourth marking period, the timeline for a grade change begins on the first day of the new school year.
- d. ***Appealing a Final Grade, Code, or Comment Change***
  - i. Appeals of final grade, code, or comment changes shall be made in accordance with Regulation JCH-RA – Student Complaints Related to Policy, Regulation, or Law.

e. *Auditing Final Grade, Code, or Comment Changes*

- i. The Office of Student Data, the Office of School Performance and Support, the Division of Advanced Studies and Programs, the Division of Curriculum ~~, and Instruction~~, and Assessments, and the Division of Student Support Services will annually audit the grade changes made during the previous school year using a research based random selection process to ensure that proper procedures were followed and the time frame of these grade changes meets the criteria established by the Maryland State Department of Education.

8. **Earning Credit**

Procedures shall be established to regulate the credit earning process.

a. *Quarterly Assessments*

- i. Quarterly assessments are required student evaluations that are given on a quarterly basis in all high school courses unless otherwise approved by the Assistant Superintendent for Curriculum and Instruction or the Assistant Superintendent for Curriculum and Instruction's designee. Quarterly assessments shall be administered in accordance with Regulation IIIH-RA – Quarterly Assessments.
  - ii. Students unable to take a quarterly assessment due to an emergency situation shall, with the approval of the principal, be permitted to take a make-up assessment. In extenuating circumstances and solely at the discretion of the principal, a waiver of the quarterly assessment may be considered. In such a case, the grades shall be computed without the inclusion of a quarterly assessment grade.
  - iii. Students ~~in Grade 12~~ who are enrolled in AP or IB courses, and elect to take the AP or IB examination, are exempt from taking the fourth marking period's quarterly assessment for the associated class. However, an eligible student may elect to take the fourth marking period's quarterly assessment.
- b. i. Any middle school student taking a high school course prior to entering high school shall receive credit if the student meets the same requisites required of high school students for the same class.
  - ii. Credit shall be awarded upon entering Grade 9. The grade for the course shall be calculated in the student's GPA in the same manner as other high school courses, including courses with weighted grades.

- c. Summer and evening high school grades for students enrolled in a regular day school program shall be transferred and calculated into the student's marking period GPA, as appropriate.
- d. Credit and grades for students transferring from an approved school outside the county shall be based upon the grading policy of the sending school. However, a student may not be awarded credit twice for the same course.
- e. Students who transfer from a non-approved program may be awarded credit if approval is granted following review by the designated central office staff. Approved courses will receive credit and an unweighted grade of S. These grades will not receive quality points and will not factor into the GPA calculations.
- f. AACPS high schools shall award credit based upon the established policies and regulations of AACPS. This includes online and college courses which shall be approved by the principal prior to enrollment.
- g. No grade and course credit shall be awarded for after school activities that are not in the *AACPS Program of Studies* for the current school year.
- h. With the prior approval of the school principal, students shall earn additional or alternative credit for courses or programs toward high school graduation such as dual credit courses earned through the community college, AACPS approved online courses, or other pre-approved authorized programs.
  - i. Alternative credit may be applied only to the elective credits required for graduation.
  - ii. The grades for these alternative courses shall be S or U and may not contribute to the GPA. Alternative credit programs shall be consistent with the educational goals and objectives of AACPS.
  - iii. Alternative credit experiences may provide up to four elective credits toward graduation.
- i. Credit for a college course may be awarded when the principal determines that the content of the proposed course is consistent with AACPS goals and objectives.  
~~The grades for these courses shall be S or U.~~
- j. Credits for internship/mentorship programs are awarded by the principal based upon successful completion of the program requirements.
- k. Grades earned by students for course work completed while on home and hospital teaching, as determined by the home and hospital teacher, shall be factored into

the marking period grade or semester grade proportionate to the amount of time spent in class and on home and hospital teaching.

9. **Valedictorian and Salutatorian**

Each high school shall annually designate a graduating valedictorian and salutatorian in accordance with the requirements set forth in the accompanying policy.

10. **Latin Honors**

Each high school shall annually honor graduating students who qualify for AACPS Latin Honors (*cum laude*, *magna cum laude*, and *summa cum laude*) recognition.

- a. Students receiving the *summa cum laude* recognition, the highest honor, must have greater than or equal to a 4.3 weighted GPA after the student's 7<sup>th</sup> semester of high school in the student's senior year.
- b. Students receiving the *magna cum laude* recognition, with great honor, must have greater than or equal to a 4.0, but less than a 4.3 weighted GPA after the student's 7<sup>th</sup> semester of high school in the student's senior year.
- c. Students receiving the *cum laude* recognition, with praise, must have greater than or equal to a 3.4 unweighted GPA after the student's 7<sup>th</sup> semester of high school in the student's senior year.
- d. Grades for AACPS-approved courses that appear on the transcript, weighted (Honors, AP, IB Diploma Programme, Post Advanced Placement) or unweighted, assigned by AACPS, inclusive of summer school and evening school, that produce a letter grade of A, B, C, D, or E shall be included in the GPA calculation.
- e. GPA shall be calculated to the thousandths place. Then, the GPA shall be rounded to the hundredths place – a .005 and higher shall round up.
- f. Courses taken at colleges or universities, including dual credit courses, either during the school year or summer, ~~shall~~**may not** be included in the student's GPA calculation.

**Regulation History:** Revised 05/31/23; Revised 11/14/23; //

**Note Previous Regulation History:** Replaced AR608/II-RA, originally adopted 04/03/02 and revised 09/03/03, 12/15/04, 02/01/06, and 09/06/06; II-RA issued 07/01/11, revised 06/27/12, 08/13/13, 11/04/15, 05/04/16; 01/18/17; 08/23/17; 02/12/21; 08/23/21; 08/25/22

**Legal Reference:** Code of Maryland Regulations 13A.03.02.08

# REGULATION

## ANNE ARUNDEL COUNTY PUBLIC SCHOOLS

**Related Entries:** JCA

**Responsible Office:** STUDENT SUPPORT SERVICES-CHIEF STUDENT AND SYSTEMIC SUPPORTS OFFICER

### REPRESENTATIVE STUDENT LEADERSHIP

#### A. PURPOSE

To establish structure for the Anne Arundel County Public Schools (AACPS) representative student leadership programs.

#### B. BACKGROUND

State law recognizes the Chesapeake Regional Association of Student Councils (CRASC) as the governing body that annually selects the Student Member of the Board of Education (SMOB). In addition to that important function, CRASC provides the student perspective at Board of Education of Anne Arundel County (Board) meetings and other venues.

In addition to CRASC, there are many other opportunities for student leadership in Anne Arundel County Public Schools (AACPS), including ~~but not limited to~~, the Superintendent's Teen Advisory, SMOB, and school-based student ~~government associations~~ leadership organizations.

#### C. DEFINITIONS

1. Chesapeake Regional Association of Student Councils (CRASC) – the representative organization of all students enrolled in the secondary schools of AACPS; to develop leadership skills, promote good sportsmanship, and to initiate improvements and activities for the general good of AACPS students.
2. CRASC Advisor – a designated staff member who coordinates the countywide leadership activities.
3. CRASC Elected Officers Team – an elected CRASC leadership team that includes the president, ~~first~~ vice president, ~~second vice president, treasurer, secretary, secretary of legislation, secretary of education, secretary of service, secretary of communication, and~~ middle school coordinator, ~~and SMOB~~.

4. School ~~B~~ased ~~L~~eadership ~~co~~ordinator ~~A~~dvisor – a designated staff member at every secondary school who shall receive and distribute information about student leadership. The staff member shall facilitate participation in leadership opportunities and ensure that the school is represented at CRASC events.
5. Superintendent’s Teen Advisory – the Superintendent’s optional cabinet of student leaders that provide the student perspective and share ideas about the school system and the teen experience.
6. Student Member of the Board (SMOB) – one member of the ~~Anne Arundel County~~ Board of Education who is currently enrolled as an AACPS senior. This member is elected through a process ~~to be~~ determined by CRASC, and appointed by the Governor of the State of Maryland.

## D. PROCEDURES

### 1. Countywide Initiatives

- a. Students shall have a voice in school system affairs through participation in CRASC.
- b. Information regarding student leadership activities and opportunities shall be communicated from the Office of Student Leadership to ~~the~~ each school ~~--~~based leadership ~~co~~ordinator ~~a~~dvisor.
- c. Schools shall make reasonable efforts to remove any obstacles to participation by all students in leadership opportunities.
- d. ~~Staff~~ Faculty, students, and volunteers shall adhere to all AACPS policies and regulations while participating in ~~all~~ leadership events.
- e. Secondary schools ~~are required to~~ shall provide representatives for all countywide leadership initiatives, including all CRASC events and SMOB elections. High ~~s~~ Schools are required to provide representatives to the Superintendent’s Teen Advisory, ~~and the SMOB Elections~~. ~~If a high school representative does not attend the SMOB eElections, it will not invalidate the SMOB eElection results.~~

### 2. CRASC

- a. All AACPS secondary schools shall provide a student delegation to attend all CRASC ~~assemblies~~ events and elections.
- b. The CRASC General Assembly shall consist of the student delegates from all secondary schools and secondary students from all public schools, public charter



and contract schools, and educational options programs in AACPS.

- c. Each school shall be entitled to a number of votes determined by school population, as specified in the CRASC Bylaws. ~~Each school's votes shall be determined based on the prior year's enrollment.~~
- d. The CRASC president shall preside over the General Assembly as it is outlined in the CRASC Constitution. The CRASC vice president shall preside over the General Assembly in the president's absence.
- e. The duties and responsibilities of the General Assembly are outlined in the CRASC Constitution and include:
  - i. Ratifying the CRASC constitution, bylaws, or legislative platform; and
  - ii. Confirming members of the CRASC Oversight Committee.
- b.f. The General Assembly shall meet at least once per marking period, or when approved by the CRASC elected officers and advisor.
- e.g. CRASC may take an official position on any school system or community issue, subject to the approval of the CRASC advisor.
  - i. Positions requiring an amendment to the CRASC ~~Constitution~~ Legislative Platform must shall be approved by the CRASC General Assembly.
  - ii. Positions not requiring an amendment may be approved by the CRASC ~~elected officers team, executive staff,~~ or designated subcommittee.
- d. ~~The CRASC General Assembly shall consist of the student delegates from all secondary schools and secondary students from all public charter schools and alternative learning centers in AACPS.~~
- e. ~~The elected CRASC officers General Assembly shall be presided over by the elected CRASC officers General Assembly as it is outlined in the CRASC Constitution.~~
- b. ~~The duties and responsibilities of the General Assembly shall be to:~~
  - i. ~~to discuss and formulate the policies of CRASC;~~
  - ii. ~~to conduct all legislative business;~~
  - iii. ~~to approve all major CRASC activities;~~

~~iv. to establish any standing or temporary committee which it deems necessary or beneficial to the functioning of CRASC; and~~

~~v. to work toward the goals identified in the CRASC Constitution Preamble.~~

~~The General Assembly shall meet at least once per marking period, or when approved by the elected officers and advisor.~~

#### h. CRASC Elections

i. CRASC elections shall be governed by the CRASC Bylaws.

ii. CRASC elections shall be held by secret ballot.

iii. Written election procedures shall be made available to all interested parties at least 2 weeks prior to the election.

f.iv. Any questions concerning the election process or election results shall be submitted in writing to the Office of Student Leadership.

### 3. School-Based Student Leadership Organizations

a. All secondary schools shall maintain a school-based student leadership organization such as a student council or student government; as a mechanism for student activism within the school.

b. Each secondary school shall designate a school-based leadership ~~coordinator~~ advisor who shall receive and distribute information about countywide student leadership events and opportunities.

c. School-based ~~Leadership coordinators~~ advisors shall maintain communication with the Office of Student Leadership and the school-based student leadership organization.

~~e.d.~~ School based leadership organizations ~~shall~~ may maintain subcommittees that manage school activities.

~~d.e.~~ School based leadership organizations shall maintain a ~~cooperative~~ collaborative relationship with all other school organizations.

~~e.f.~~ Student leadership organizations shall accurately represent the interests, character, and demographics of the student body.

~~f.g.~~ Students have a responsibility to prepare a written constitution or amendments to the existing constitution for the student council or government, with advice from

the school-based leadership advisor~~school staff/advisors~~ as needed.

~~g.h.~~ The student leadership organization of a school may submit requests and recommendations to the principal.

~~i.~~ The ~~centralized~~ student leadership organization of a school may submit requests and proposals to CRASC for countywide support.

~~j.~~ Elections for School-Based Student Leadership Organizations

~~i.~~ Elections for school-based student leadership organizations shall be governed by the constitution or bylaws of the applicable school-based student leadership organization. In the absence of an existing constitution or bylaws, a student leadership group appointed by the principal shall determine election procedures.

~~ii.~~ Voting rights shall be provided to all currently enrolled students.

~~iii.~~ Elections shall be held by secret ballot.

~~iv.~~ Written election procedures shall be made available to all interested parties at least 2 weeks prior to the election.

~~h.v.~~ Any questions concerning the election process or election results shall be submitted in writing to the Office of Student Leadership.

#### ~~4. All Student Elections for Representative Leadership~~

~~a.~~ Student elections shall be held by secret ballot.

~~b.~~ Written election procedures shall be made available to all interested parties at least 2 weeks prior to the election.

~~c.~~ Any questions concerning the election process or election results shall be submitted in writing to the Office of Student Leadership.

~~d.~~ For school-based elections, voting rights shall be provided to all currently enrolled students.

#### ~~5.4. Superintendent's Teen Advisory~~

~~a.~~ Students shall be appointed to the Superintendent's Teen Advisory by a method determined by the Superintendent or the Superintendent's~~his/her~~ designee.

- b. Students on the Superintendent’s Teen Advisory shall ~~be expected to~~ represent the perspective of the collective student body of their school.
- c. When a student cannot attend a meeting of the Superintendent’s Teen Advisory, a ~~proxy alternate~~ representative shall be appointed by the principal.
- d. The number of students on the Superintendent’s Teen Advisory shall be at the discretion of the Superintendent.

#### 6.5. **Student Member of the Board** ~~(SMOB)~~

- a. The method by which the SMOB is elected shall be approved by the CRASC General Assembly ~~prior to the start of the nomination process.~~ The details of this selection method shall be made available to all students and shall be distributed through the school-based student leadership ~~coordinator~~ advisor.
- b. All secondary schools shall be required to provide a full voting delegation for the election.
- c. Counseling in areas related to the election process, campaigning, and candidacy shall be made available to all candidates by the Office of Student Leadership.
- d. The SMOB is appointed by the Governor of the State of Maryland.

#### 7.6. **Other Programs**

- ~~d.a.~~ Other county leadership programs and initiatives promoted by the Office of Student Leadership are always expanding and include ~~but are not limited to~~ the Maryland General Assembly Page Program, ~~the Mock County Council Program,~~ the Maryland Youth Advisory Council, ~~the Hugh O’Brian Youth Leadership Program,~~ Maryland Leadership Workshops, ~~and~~ the Maryland Association of Student Councils, the Anne Arundel County Youth Advisory Council, the Anne Arundel County Human Relations Commission, and the Anne Arundel County Public Library Board of Trustees.
- ~~a.b.~~ Request for student representatives shall be evaluated by the Superintendent or ~~the Superintendent’s his/her~~ designee, and when appropriate, a student representative shall be selected to serve on committees countywide.
- ~~b.c.~~ Student leaders may be selected or nominated by the Office of Student Leadership to serve on committees and councils within the community.

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*Note* Previous Regulation History: nNone

Legal References: Sections 3-2A-01 and 3-2A-05 of the Education Article

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